DIAL™-4

Developmental Indicators for the Assessment of Learning

Fourth Edition

DIAL-4 Alignment Comparison

DIAL-4 Aligned With National Education Goals Panel (NEGP), National Association for the Education of Young Children (NAEYC), and Head Start Domains and Standards

ALWAYS LEARNING

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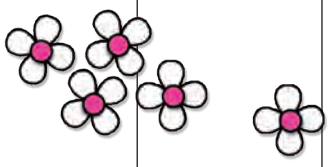
DIAL-4 Aligned With NEGP, NAEYC, and Head Start Domains and Standards

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Physical Well-Being and Motor Development	Physical Development/ Health/Self-Help Skills	PHYSICAL DEVELOPMENT & HEALTH		DIAL-4
Physical Well-Being	**Health**	**Physical Health Status**	Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.	**Parent Questionnaire** Part 3. Overall Development **Teacher Questionnaire** Part 3. Overall Development ***Parent Interview***[1]
			Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.	***Parent Interview***
			Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.	***Parent Interview***
			Gets sufficient rest and exercise to support healthy development.	***Parent Interview***
Physical Well-Being	**Self-Help Skills/ Health**	**Health Knowledge & Practice**	Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development
			Communicates an understanding of the importance of health and safety routines and rules.	***Classroom Observation***[2] ***Parent Interview***
			Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	**Language Area** Item 6. Problem Solving **Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development
			Distinguishes food on a continuum from most healthy to less healthy.	***Classroom Observation***
			Eats a variety of nutritious foods.	***Parent Interview***
			Participates in structured and unstructured physical activities.	**Motor Area** Item 1. Throwing Item 2. Stand, Hop, and Skip ***Classroom Observation*** ***Parent Interview***
			Recognizes the importance of doctor and dentist visits.	***Classroom Observation***
			Cooperates during doctor and dentist visits and health and developmental screenings.	***Parent Interview***

[1] The Parent Interview is not a component of the DIAL-4. Rather, it is recommended that teachers interview the parent to gather information about a domain.

[2] The Classroom Observation is not a component of the DIAL-4. Rather, it is recommended teachers observe the child to gather information about a domain.

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Physical Well-Being and Motor Development	Physical Development/ Health/Self-Help Skills	PHYSICAL DEVELOPMENT & HEALTH		DIAL-4
Motor Development	**Physical Development**	**Gross Motor Skills**	Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	**Motor Area** Item 1. Throwing Item 2. Stand, Hop, and Skip **Parent Questionnaire** Part 3. Overall Development **Teacher Questionnaire** Part 3. Overall Development
			Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	**Motor Area** Item 1. Throwing **Parent Questionnaire** Part 3. Overall Development **Teacher Questionnaire** Part 3. Overall Development
			Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	***Classroom Observation***
Motor Development	**Physical Development**	**Fine Motor Skills**	Develops hand strength and dexterity.	**Motor Area** Item 3. Building Item 4. Thumbs and Fingers Item 5. Cutting Item 6. Copying Item 7. Writing Name **Parent Questionnaire** Part 1. Self-Help Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 3. Overall Development
			Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	**Motor Area** Item 3. Building Item 5. Cutting Item 6. Copying Item 7. Writing Name **Parent Questionnaire** Part 3. Overall Development **Teacher Questionnaire** Part 3. Overall Development
			Manipulates a range of objects, such as blocks or books.	**Motor Area** Item 3. Building **Concepts Area** Item 7. Shapes
			Manipulates writing, drawing, and art tools.	**Motor Area** Item 5. Cutting Item 6. Copying Item 7. Writing Name



NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Social and Emotional Development	Social-Emotional Development/ Self-Help Skills	SOCIAL & EMOTIONAL DEVELOPMENT		DIAL-4
Social and Emotional Development	Social-Emotional Development	Social Relationships	Communicates with familiar adults and accepts or requests guidance.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations** ***Classroom Observation***
			Cooperates with others.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations**
			Develops friendships with peers.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development
			Establishes secure relationships with adults.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development
			Resolves conflict with peers alone and/or with adult intervention as appropriate.	**Language Area** Item 6. Problem Solving **Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development
			Recognizes and labels others' emotions.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development
			Expresses empathy and sympathy to peers.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development
			Recognizes how actions affect others and accepts consequences of one's actions.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development

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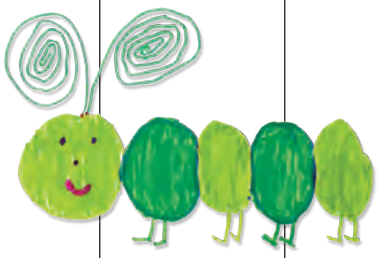
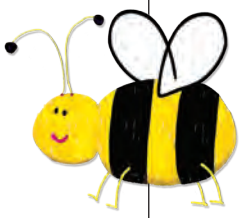
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Social and Emotional Development	Social-Emotional Development/ Self-Help Skills	SOCIAL & EMOTIONAL DEVELOPMENT		DIAL-4
Social and Emotional Development	Social-Emotional Development/ Self-Help Skills	Self-Concept & Self-Efficacy	Identifies personal characteristics, preferences, thoughts, and feelings.	**Language Area** Item 1. Personal Information Item 6. Problem Solving **Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Demonstrates age-appropriate independence in a range of activities, routines, and tasks.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations**
			Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations** ***Classroom Observation***
			Demonstrates age-appropriate independence in decision making regarding activities and materials.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations** ***Classroom Observation***

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN/	DOMAIN/ Element	INDICATORS	AREA/Assessment
Social and Emotional Development	Social-Emotional Development/ Self-Help Skills	SOCIAL & EMOTIONAL DEVELOPMENT		DIAL-4
Social and Emotional Development	Social-Emotional Development	Self-Regulation	Recognizes and labels emotions.	**Concepts Area** Item 6. Concepts **Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development
			Handles impulses and behavior with minimal direction from adults.	**Language Area** Item 6. Problem Solving **Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations**
			Follows simple rules, routines, and directions.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations**
			Shifts attention between tasks and moves through transitions with minimal direction from adults.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations**
Social and Emotional Development	Social-Emotional Development	Emotional & Behavioral Health	Expresses a range of emotions appropriately, such as excltement, happiness, sadness, and fear.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Refrains from disruptive, aggressive, angry, or defiant behaviors.	**Language Area** Item 6. Problem Solving **Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development
			Adapts to new environments with appropriate emotions and behaviors.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations**

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Approaches to Learning	Approaches to Learning	APPROACHES TO LEARNING		DIAL-4
 Approaches to Learning	Approaches to Learning	Initiative & Curiosity	Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Asks questions and seeks new information.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
Approaches to Learning	**Approaches to Learning**	**Persistence & Attentiveness**	Maintains interest in a project or activity until completed.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations**
			Sets goals and develops and follows through on plans.	***Classroom Observation***
			Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.	**Parent Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 1. Self-Help Development Part 2. Social–Emotional Development Part 3. Overall Development **Behavioral Observations**
Approaches to Learning	**Approaches to Learning**	**Cooperation**	Plans, initiates, and completes learning activities with peers.	***Classroom Observation***
			Joins in cooperative play with others and invites others to play.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Models or teaches peers.	***Classroom Observation***
			Helps, shares, and cooperates in a group.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Cognition and General Knowledge (including mathematics and science)	Cognitive Skills	LOGIC & REASONING		DIAL-4
Cognition	Cognitive Skills 	Reasoning & Problem Solving	Seeks multiple solutions to a question, task, or problem.	**Language Area** Item 6. Problem Solving **Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Recognizes cause and effect relationships.	**Language Area** Item 6. Problem Solving **Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Classifies, compares, and contrasts objects, events, and experiences.	**Concepts Area** Item 6. Concepts Item 7. Shapes **Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Uses past knowledge to build new knowledge.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
Cognition	Cognitive Skills	Symbolic Representation	Represents people, places, or things through drawings, movement, and three-dimensional objects.	**Motor Area** Item 3. Building Item 6. Copying **Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Engages in pretend play and acts out roles.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***
			Recognizes the difference between pretend or fantasy situations and reality.	**Parent Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development **Teacher Questionnaire** Part 2. Social–Emotional Development Part 3. Overall Development ***Classroom Observation***

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Language Development (including emergent literacy)	Language	LANGUAGE DEVELOPMENT/ENGLISH LANGUAGE DEVELOPMENT[3]		DIAL-4
Language Development	**Language**	**Receptive Language/ Receptive English Language Skills (DLL[3])**	Attends to language during conversations, stories, songs, and poems.	**Behavioral Observations** ***Classroom Observation***
			Comprehends an increasingly complex and varied vocabulary.	**Concepts Area** Item 1. Body Parts Item 2. Colors Item 3. Rapid Object Naming Item 5. Meaningful Counting Item 6. Concepts Item 7. Shapes **Language Area** Item 3. Objects and Actions Item 5. Rhyming and I Spy **Behavioral Observations**
			Comprehends different forms of language, such as questions or exclamations.	***Classroom Observation***
			Comprehends different grammatical structures or rules for using language.	***Classroom Observation***
Language Development	**Language**	**Expressive Language/ Expressive English Language Skills (DLL)**	Engages in communication and conversation with others.	**Language Area** Item 1. Personal Information Item 3. Objects and Actions Item 6. Problem Solving **Parent Questionnaire** Part 2. Social–Emotional Development **Teacher Questionnaire** Part 2. Social–Emotional Development **Behavioral Observations** ***Classroom Observation***
			Uses language to express ideas and needs.	**Language Area** Item 1. Personal Information Item 6. Problem Solving **Behavioral Observations** ***Classroom Observation***
			Uses increasingly complex and varied spoken vocabulary.	**Language Area** Item 1. Personal Information Item 3. Objects and Actions Item 5. Rhyming and I Spy Item 6. Problem Solving **Behavioral Observations** ***Classroom Observation***
			Uses different forms of language.	**Behavioral Observations** ***Classroom Observation***
			Uses different grammatical structures for a variety of purposes.	**Language Area** Item 1. Personal Information Item 3. Objects and Actions **Behavioral Observations**
			Engages in storytelling.	***Classroom Observation***
			Engages in conversations with peers and adults.	***Classroom Observation*** ***Parent Interview***

[3] English Language Development applies only to dual language learners (DLL).

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Language Development (including emergent literacy)	Language	LITERACY KNOWLEDGE & SKILLS		DIAL-4
Emergent Literacy	Language	Book Appreciation/ Engagement in English Literacy Activities (DLL)	Shows interest in shared reading experiences and looking at books independently.	***Classroom Observation***
			Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.	***Classroom Observation***
			Asks and answers questions and makes comments about print materials.	***Classroom Observation***
			Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.	***Classroom Observation***
			Retells stories or information from books through conversation, artistic works, creative movement, or drama.	***Classroom Observation***
Emergent Literacy	Language	Phonological Awareness	Identifies and discriminates between words in language.	**Concepts Area** Item 3. Rapid Object Naming Item 6. Concepts **Language Area** Item 2. Articulation Item 5. Rhyming and I Spy ***Classroom Observation***
			Identifies and discriminates between separate syllables in words.	**Language Area** Item 2. Articulation Item 4. Letters and Sounds Item 5. Rhyming and I Spy
			Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	**Language Area** Item 2. Articulation Item 4. Letters and Sounds Item 5. Rhyming and I Spy
Emergent Literacy	Language	Alphabet Knowledge	Recognizes that letters of the alphabet are a special category of visual graphics that can be individually named.	**Motor Area** Item 7. Writing Name **Language Area** Item 4. Letters and Sounds
			Recognizes that letters of the alphabet have distinct sound(s) associated with them.	**Motor Area** Item 7. Writing Name **Language Area** Item 4. Letters and Sounds
			Attends to the beginning letters and sounds in familiar words.	**Motor Area** Item 7. Writing Name **Language Area** Item 4. Letters and Sounds Item 5. Rhyming and I Spy
			Identifies letters and associates correct sounds with letters.	**Motor Area** Item 7. Writing Name **Language Area** Item 4. Letters and Sounds Item 5. Rhyming and I Spy

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DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Language Development (including emergent literacy)	Language	LITERACY KNOWLEDGE & SKILLS		DIAL-4
Emergent Literacy	Language	Print Concepts & Conventions	Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	**Concepts Area** Item 4. Rote Counting **Language Area** Item 5. Rhyming and I Spy ***Classroom Observation***
			Understands that print conveys meaning.	***Classroom Observation***
			Understands conventions, such as print moves from left to right and top to bottom of a page.	**Concepts Area** Item 3. Rapid Object Naming ***Classroom Observation***
			Recognizes words as a unit of print and understands that letters are grouped to form words.	**Motor Area** Item 7. Writing Name **Language Area** Item 5. Rhyming and I Spy ***Classroom Observation***
			Recognizes the association between spoken or signed and written words.	***Classroom Observation***
Emergent Literacy	Language	Early Writing	Experiments with writing tools and materials.	**Motor Area** Item 6. Copying Item 7. Writing Name ***Classroom Observation***
			Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	***Classroom Observation***
			Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	***Classroom Observation***
			Copies, traces, or independently writes letters or words.	**Motor Area** Item 6. Copying Item 7. Writing Name ***Classroom Observation***

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Cognition and General Knowledge (including mathematics and science)	Cognitive Skills	MATHEMATICS KNOWLEDGE & SKILLS		DIAL-4
Mathematics	Cognitive Skills	Number Concepts & Quantities	Recognizes numbers and quantities in the everyday environment.	**Language Area** Item 5. Rhyming and I Spy
			Recites numbers in the correct order and understands that numbers come "before" or "after" one another.	**Concepts Area** Item 4. Rote Counting Item 5. Meaningful Counting
			Associates quantities and the names of numbers with written numerals.	**Concepts Area** Item 4. Rote Counting Item 5. Meaningful Counting
			Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	**Concepts Area** Item 6. Concepts Item 7. Shapes
			Uses the number name of the last object counted to represent the number of objects in the set.	***Classroom Observation***
Mathematics	Cognitive Skills	Number Relationships & Operations	Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.	**Concepts Area** Item 6. Concepts ***Classroom Observation***
			Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	**Concepts Area** Item 5. Meaningful Counting Item 7. Shapes ***Classroom Observation***
			Identifies the new number created when numbers are combined or separated.	**Concepts Area** Item 4. Rote Counting Item 5. Meaningful Counting ***Classroom Observation***
Mathematics	Cognitive Skills	Geometry & Spatial Sense	Recognizes and names common shapes, their parts, and attributes.	**Concepts Area** Item 7. Shapes
			Combines and separates shapes to make other shapes.	**Motor Area** Item 3. Building Item 6. Copying ***Classroom Observation***
			Compares objects in size and shape.	**Concepts Area** Item 6. Concepts Item 7. Shapes
			Understands directionality, order, and position of objects, such as up, down, in front, behind.	**Concepts Area** Item 4. Rote Counting Item 5. Meaningful Counting ***Classroom Observation***
Mathematics	Cognitive Skills	Patterns	Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.	**Concepts Area** Item 7. Shapes
			Recognizes, duplicates, and extends simple patterns.	**Motor Area** Item 3. Building Item 4. Thumbs and Fingers Item 6. Copying Item 7. Writing Name
			Creates patterns through the repetition of a unit.	**Motor Area** Item 3. Building **Concepts Area** Item 7. Shapes ***Classroom Observation***

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
Cognition and General Knowledge (including mathematics and science)	Cognitive Skills	MATHEMATICS KNOWLEDGE & SKILLS		DIAL-4
Mathematics	Cognitive Skills	Measurement & Comparison	Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).	**Concepts Area** Item 6. Concepts Item 7. Shapes ***Classroom Observation***
			Orders objects by size or length.	**Concepts Area** Item 6. Concepts Item 7. Shapes ***Classroom Observation***
			Uses nonstandard and standard techniques and tools to measure and compare.	***Classroom Observation***
Cognition and General Knowledge (including mathematics and science)	Cognitive Skills	SCIENCE KNOWLEDGE & SKILLS		DIAL-4
Science	Cognitive Skills	Scientific Skills & Method	Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	***Classroom Observation***
			Observes and discusses common properties, differences, and comparisons among objects.	**Concepts Area** Item 6. Concepts Item 7. Shapes **Language Area** Item 3. Objects and Actions Item 6. Problem Solving
			Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	**Language Area** Item 3. Objects and Actions Item 6. Problem Solving
			Collects, describes, and records information through discussions, drawings, maps, and charts.	***Classroom Observation***
			Describes and discusses predictions, explanations, and generalizations based on past experience.	**Language Area** Item 3. Objects and Actions Item 6. Problem Solving
Science	Cognitive Skills	Conceptual Knowledge of the Natural & Physical World	Observes, describes, and discusses living things and natural processes.	**Language Area** Item 3. Objects and Actions Item 6. Problem Solving ***Classroom Observation***
			Observes, describes, and discusses properties of materials and transformation of substances.	**Language Area** Item 3. Objects and Actions Item 6. Problem Solving

NEGP	NAEYC	HEAD START		DIAL-4
DOMAIN/ Subdomain	DOMAIN	DOMAIN/ Element	INDICATORS	AREA/Assessment
N/A	N/A	CREATIVE ARTS EXPRESSION		DIAL-4
N/A	N/A	Music	Participates in music activities, such as listening, singing, or performing.	*Classroom Observation*
			Experiments with musical instruments.	*Classroom Observation*
N/A	N/A	Creative Movement & Dance	Expresses what is felt and heard in various musical tempos and styles.	*Classroom Observation*
			Moves to different patterns of beat and rhythm in music.	*Classroom Observation*
			Uses creative movement to express concepts, ideas, or feelings.	*Classroom Observation*
N/A	N/A	Art	Uses different materials and techniques to make art creations.	*Classroom Observation*
			Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.	*Classroom Observation*
			Discusses one's own artistic creations and those of others.	*Classroom Observation*
N/A	N/A	Drama	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.	*Classroom Observation*
			Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	*Classroom Observation*
Social and Emotional Development	Social-Emotional Development/ Self-Help Skills	SOCIAL STUDIES KNOWLEDGE & SKILLS		DIAL-4
Social and Emotional Development	Social-Emotional Development	Family & Community	Identifies personal and family structure.	**Language Area** Item 1. Personal Information *Classroom Observation*
			Understands similarities and respects differences among people.	**Parent Questionnaire** Part 1. Self-Help Development **Teacher Questionnaire** Part 1. Self-Help Development *Classroom Observation*
			Recognizes a variety of jobs and the work associated with them.	*Classroom Observation*
			Understands the reasons for rules in the home and classroom and for laws in the community.	**Parent Questionnaire** Part 1. Self-Help Development **Teacher Questionnaire** Part 1. Self-Help Development *Classroom Observation*
			Describes or draws aspects of the geography of the classroom, home, and community.	*Classroom Observation*
N/A	N/A	People & the Environment	Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	*Classroom Observation*
			Recognizes that people share the environment with other people, animals, and plants.	*Classroom Observation*
			Understands that people can take care of the environment through activities, such as recycling.	*Classroom Observation*
N/A	N/A	History & Events	Differentiates between past, present, and future.	*Classroom Observation*
			Recognizes events that happened in the past, such as family or personal history.	*Classroom Observation*
			Understands how people live and what they do changes over time.	*Classroom Observation*

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Clinical Assessment
19500 Bulverde Road
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800.627.7271
www.PsychCorp.com

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