Summary Information: *The DLM Early Childhood Express* (2003)

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Publisher	Wright Group/McGraw-Hill *A division of the* McGraw-Hill *Companies*
Website for information	www.wrightgroup.com
Cost	Can be purchased in components – see website for pricing options
Age range	3 years to 5 years
Purpose	"to make important decisions about their (young children) developmental and educational needs"
Areas included	- Language and Early Literacy Development - Mathematics - Science - Social Studies - Fine Arts - Health and Safety - Personal and Social Development - Physical Development - Technology Applications
Time to administer	Ongoing
Scored	Yes – Each child's progress is recorded using the following scale: **N:** not currently performing; **O:** occasionally performing; **C:** consistently performing
Age norms	
Age ranges given for items	Yes – 3 to 5 years
How frequently it can be given	4 times a year (every nine weeks)
Standardized tasks	No
Based on observation in natural settings	Yes
Instructions related to parent role	Yes
Data provided on reliability	Yes
Data provided on validity	Yes
Web-based data entry	None
Electronic scoring	Yes – Checklists are scored by the classroom teacher using the following scale: Yes, each child's progress is recorded using the following scale: **N:** not currently performing; **O:** occasionally performing; **C:** consistently performing
Other languages	Yes – Spanish
Who administers	Classroom Teacher
Training available through the publisher	Yes

Disclaimer: This crosswalk was completed by ECTA Center staff based on one or more requests from early intervention or early childhood special education programs. Placement of the items within a given Outcome is based on staff expertise and does not necessarily reflect the publisher's views or align with publisher-issued crosswalks or computations.

The DLM Early Childhood Express Performance Assessment Checklist (2003)

Outcome 1 Positive social relationships	Outcome 2 Knowledge and skills	Outcome 3 Action to meet needs
Personal and Social Development **A. Personal Development** 1. Develops a sense of personal space 3. Begins to show self-control by following classroom rules 4. Begins to be responsible for individual behavior and actions 5. Begins to show greater ability to control intense feelings (e.g., anger) **B. Social Development** 1. Begins to share and cooperate with others in group activities 2. Respects other people's space and personal belongings 3. Begins to develop friendships with others 4. Begins to express thoughts, feelings, and ideas through language as well as through gestures and actions 5. Responds to the suggestions of others **Language and Early Literacy Development** **A. Listening Comprehension** 5. Listens to and engages in several exchanges of conversations with others **D. Verbal Expression (Oral Language Development)** 6. Begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns) 8. Engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL) 9. Uses single words and simple phrases to communicate meaning in social situations (ESL) **H. Motivation to Read**	**Language and Early Literacy Development** **A. Listening Comprehension** 1. Listens with increasing attention 2. Listens for different purposes (e.g., to learn what happened in a story, to receive instruction, to converse with an adult or a peer) 3. Understands and follows simple oral directions 4. Enjoys listening to and responding to books 6. Listens to tapes and records, and shows understanding through gestures, actions, and/or language 7. Listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL) **B. Speech Production and Speech Discrimination (Oral language development)** 1. Perceives differences between similar sounding words(e.g., "coat" and "goat," "three" and "free," [Spanish] "juego" and "fuego") 2. Produces speech sounds with increasing ease and accuracy 3. Experiments with new language sounds 4. Experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL) **C. Vocabulary (Oral Language Development)** 1. Shows a steady increase in listening and speaking vocabulary 2. Uses new vocabulary in everyday communication 3. Refines and extends understanding of known words 4. Attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning 5. Links new learning experiences and vocabulary to what is already known about a topic 6. Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL)	**Health and Safety** **A. Health** 1. Becomes aware of routine healthy behaviors (e.g., brushing teeth) 2. Demonstrates an understanding of basic health and safety rules 3. Begins to follow health-promoting routines (e.g., washing hands 4. Begins to understand the need for exercise and rest 5. Refines use of eating utensils 6. Begins to recognize and select healthy foods 7. Prepares simple healthy snacks **B. Safety** 1. Recognizes the danger of fire and learns to treat fire with caution 2. Responds appropriately during a fire drill 3. Knows how to seek help in an emergency 4. Knows how to cross a street safely 5. Recognizes the symbol for poison 6. Knows never to eat substances that are not food 7. Recognizes the danger of poisonous substances, including drugs 8. Knows not to talk to, accept rides from, or take treats from strangers 9. Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult 10. Knows never to take medicine unless it is administered by an adult 11. Knows about safe behavior around bodies of water (e.g., pools, lakes) 12. Knows about safe behavior around begs and insects 13. Understands about safe behavior in potentially dangerous places **Physical Development**

5. Shares books and engages in pretend-reading with other children

Social Studies

A. Individual, Culture, and Community
1. Shares ideas and takes turns listening and speaking
2. Cooperates with others in a joint activity
3. Identifies and follows classroom rules
4. Participates in classroom jobs and contributes to the classroom community
6. Begins to examine a situation from another person's perspective

Physical Development

A. Physical Movement
7. Begins to participate in group games involving movement (e.g., Duck, Duck, Goose)

Fine Arts

C. Dramatic Play
3. Begins to engage in dramatic play with others.

D. Verbal Expression (Oral Language Development)
1. Uses language for a variety of purposes (e.g., expressing needs and interests
2. Uses sentences of increasing length (three or more words and grammatical complexity in everyday speech
3. Uses language to express common routines and familiar scripts
4. Tells a simple personal narrative, focusing on favorite or most memorable parts
5. Asks questions and makes comments related to the current topic of discussion
7. Begins to retell the sequence of a story
10. Attempts to use new vocabulary and grammar in speech (ESL)

E. Phonological Awareness
1. Becomes increasingly sensitive to the sounds of spoken words
2. Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems
3. Begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way (e.g., "dog," "dark," and "dusty," [Spanish] "casa," "coche," and "cuna")
4. Begins to break words into syllables or claps along with each syllable in a phrase
5. Begins to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum, [Spanish] calabaza/balacaza)**F. Print and Book Awareness**
1. Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems
2. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment
3. Understands that letters are different from numbers
4. Understand that illustrations carry meaning but cannot be read
5. Understands that a book has a title and an author
6. Begins to understand that print runs from left to right and top to bottom
7. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)
8. Begins to recognize the association between spoken and

A. Physical Movement
1. Explores moving in space
3. Moves within a space of defined boundaries, changing body configurations to accommodate the space
4. Becomes more able to move from one space to another in different ways (e.g., running, jumping, hopping, skipping)
5. Becomes more able to move in place (e.g., axial movements such as reaching, twisting, turning, and bending)
6. Begins to move in rhythm

B. Gross-Motor Development
4. Begins to coordinate arms and legs (e.g., swinging, stretching)

C. Fine-Motor Development
1. Begins to develop pincer control in picking up objects (e.g., weaving, touching small objects)*
2. Begins to practice self-help skills (e.g., zipping, buttoning)
3. Begins to hold writing tools with fingers instead of with a fist
4. Begins to manipulate play objects that have fine parts
5. Begins to use scissors
6. Begins to coordinate finger activities and clapping exercises

Language and Early Literacy Development

D. Verbal Expression (Oral Language Development)
1. Uses language for a variety of purposes (e.g., expressing needs and interests)

H. Motivation to Read
3. Frequently requests the re-reading of books

written words by following the print as it is read aloud
9. Understands that different text forms are used for different functions (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for interpersonal communication)

G. Letter Knowledge and Early Word Recognition
1. Begins to associate the names of letters with their shapes
2. Identifies 10 or more printed alphabet letters
3. Begins to notice beginning letters in familiar words
4. Begins to make some letter/sound matches
5. Begins to identify some high-frequency words (age 4)

H. Motivation to Read
1. Demonstrates an interest in books and reading through body language and facial expressions
2. Enjoys listening to and discussing storybooks and information books read aloud
4. Attempts to read and write independently
6. Enjoys visiting the library

I. Developing Knowledge of Literary Forms
1. Recognizes favorite books by their cover
2. Selects books to read based on personal criteria
3. Understands that books and other print resources (e.g., magazines, computer-based texts) are handled in specific ways
4. Becomes increasingly familiar with narrative form and its elements by identifying characters and predict ting events, plot, and resolution of a story
5. Begins to predict what will happen next in a story
6. Imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play (such s "Once upon a time…")
7 Asks questions and makes comments about the information and events from books
8. Connects information and events in books to real-life experiences
9. Begins to retell some sequences of events in stories
10. Shows appreciation of repetitive language patterns

J. Written Expression
1. Attempts to write messages as part of playful activity
2. Uses known letters and approximations of letters to

Science

A. Science Processes
1. Begins to demonstrate safe practices and appropriate use of materials

represent written language (especially meaningful words like his/her name and phrases such as "I love you" or [Spanish] "Te quiero")

3. Attempts to connect the sounds in a word with its letter forms
4. Understands that writing is used to communicate ideas and information
5. Attempts to use a variety of forms of writing (e.g., lists, messages, stories)
6. Begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., "letter writing," "story writing"

Mathematics

A. Number and Operations
1. Arranges sets of concrete objects in one-to-one correspondence
2. Counts by ones to 10 or higher
4. Begins to compare the numbers of concrete objects using language (e.g., "same" or "equal," "one more," "more than," or "less than")
5. Begins to name "how many" are in a group of up to three (or more) objects without counting (e.g., recognizing two or three crayons in a box)
6. Recognizes and describes the concept of zero (meaning there are none)
7. Begins to demonstrate part of and whole with real objects (e.g., an orange)
8. Begins to identify first and last in a series
9. combines, separates, and names "how many" concrete objects
10. Matches numerals to collections of items
11. Recognizes numerals
12. Recognizes, compares, and names "how many" concrete objects

B. Patterns
1. Imitates pattern sounds and physical movements (e.g., clap, stomp, clap, stomp,…)
2. Recognizes and reproduces simple patterns of concrete objects (e.g., a string of beads that are yellow, blue, blue, yellow, blue, blue)
3. Begins to recognize patterns in their environment (e.g., day follows night, repeated phrases in storybooks, patterns in

carpeting or clothing)
4. Begins to predict what comes next when patterns are extended
5. Imitates pattern sounds and physical movement.

C. Geometry and Spatial Sense
1. Begins to recognize, describe and name shapes (e.g., circles, triangles, rectangles – including squares)
2. Begins to use words that indicate where things are in space (e.g., "beside," "inside," "behind," "above," "below")
3. Begins to recognize when a shape's position or orientation has changed
4. Begins to investigate and predict the results of putting together two or more shapes
5. Puts together puzzles of increasing complexity
6. Puts together shapes to make new shapes and designs
7. Identifies straight and curved lines
8. Identifies horizontal and vertical lines
9. Understands attributes of shapes by building them from parts

D. Measurement
1. Covers an area with shapes (e.g., tiles)
2. Fills a shape with solids or liquids (e.g., ice cubes, water)
3. Begins to make size comparisons between objects (e.g., taller than, smaller than0
4. Begins to use tools to imitate measuring
5. Begins to categorize time intervals and uses language associated with time in everyday situations (e.g., "in the morning," "after snack)
6. Recognizes and names the number of small groups with one to three objects
7. Combines, separates, and names "how many" concrete objects and records findings

Science
A. Science Processes
2. Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials
3. Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
4. Develops growing abilities to collect, describe and record

	information through a variety of means, including discussion, drawings, maps and charts. 5. Begins to describe and discuss predictions, explanations and generalizations based on past experiences. **Social Studies** **A. Individual, Culture, and Community** 5. Identifies similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures **B. History** 1. Identifies common events and routines (e.g., snack time, Storytime) 2. Begins to categorize time intervals using words (E.g., "today," "tomorrow," "next time") 3. Recognizes changes in the environment over time 4. Connects past events to current events (e.g., linking yesterday's activity with what will happen today) 5. Begins to understand cause-and-effect relationships (e.g., if one goes outside in the rain, one will get wet) **C. Geography** 1. Identifies common features in the home and school environment (e.g., the library, the playground) 2. Creates simple representations of home, school, or community through drawings or block constructions 3. Begins to use words to indicate relative location (e.g., "front," "back," "near," "far") 4. Identifies common features of the local landscape (e.g., houses, buildings, streets) 5. Labels common features in familiar environments **D. Economics** 1. Understand the basic human needs of all people for food, clothing, and shelter 2. Understands the roles, responsibilities, and services provided by community workers 3. Becomes aware of what it means to be a consumer **Fine Arts** **C. Dramatic Play** 1. Expresses feelings through movement. 2. Begins to create or re-create stories, moods, or experiences through dramatic representations.	

Technology Applications
1. Starts, uses, and exits software programs.
2. Uses a variety of input devices such as mouse, keyboard, voice/sound recorder, or touch screen
3. Begins to use technical terminology, such as "mouse," "keyboard," "printer," "CD-ROM"
4. Follows basic oral or pictorial cues for operating programs successfully
5. Enjoys listening to and interacting with storybooks and information texts (e.g., multimedia encyclopedia) in electronic forms
6. Uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g., improving vocabulary, increasing phonological awareness)

Personal and Social Development

A. Personal Development
2. Expresses interests and self-direction in learning

Physical Development

A. Physical Movement
2. Shows an awareness of name, location, and relationship of body parts

C. Fine-Motor Development
3. Begins to hold writing tools with fingers instead of with a fist

* Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with motor impairments.

Areas that are not precursor to, or components of, any specific outcome were not included in the crosswalk. For this tool, such items included:

Physical development
B. Gross-Motor Development
1. Begins to throw or kick an object in a particular direction
2. Begins to play catch with a bean bag or a large ball
3. Bounces a large ball and catches it

Fine Arts

A. Art.

1. Uses a variety of materials (e.g., crayons, paint, clay, markers) to create original work.
2. Uses different colors, surface textures, and shapes to create form and meaning.
3. Begins to use art as a form of self-expression.
4. Shares ideas about personal artwork.
5. Begins to show interest in the artwork of others.

B. Music

1. Participates in classroom music activities.
2. Begins to sing a variety of simple songs.
3. Begins to use art as a form of self-expression.
4. Shares ideas about personal artwork.
5. Begins to show interest in the artwork of others.