

# The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,  
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve



Alignment Document for:  
**Arizona's Infant and Toddler Developmental Guidelines**

## References

Arizona Department of Education, Early Childhood Programs and First Things First  
*Arizona's Infant and Toddler Developmental Guidelines* AZ Department of Education - Author.  
Retrieved from <https://cms.azed.gov/home/GetDocumentFile?id=54efdb1e1130c00eb465d5bc>

<b>Arizona's Infant and Toddler Developmental Guidelines</b>	<b>Vine Assessments by LifeCubby</b>
<b>Social and Emotional Development</b>	<b>Vine Indicators</b>
<b>Trust and Emotional Security</b>	
Engages in behaviors that build relationships with familiar adults.	<b>SED 5-1 Bonds with Adults</b>
Shows preference for familiar adults.	<b>SED 5-1 Bonds with Adults</b>
Responds to unfamiliar adults cautiously.	<b>SED 5-1 Bonds with Adults</b>
Seeks to find comfort in new situations.	<b>SED 5-1 Bonds with Adults</b>
Shows emotional connection and attachment to others.	<b>SED 5-1 Bonds with Adults</b>
<b>Self-Awareness</b>	
Expresses feelings and emotions through facial expressions, sounds or gestures.	<b>SED 3-1 Expresses Emotion</b>
Develops awareness of self as separate from others.	<b>SED 4-1 Develops Awareness of Self</b>
Shows confidence in increasing abilities.	<b>SED 4-2 Becomes Confident</b>
<b>Self-Regulation</b>	
Begins to manage own behavior and show self-regulation.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Shows ability to cope with stress.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
Shows increasing independence.	<b>ATL 1-5 Shows Initiative</b>
Understands simple routines, rules or limitations	<b>ATL 2-1 Understands Routines</b>
<b>Relationships with Other Children</b>	
Shows interest in and awareness of other children.	<b>SED 6-2 Bonds with Peers</b>
Responds to and interacts with other children.	<b>SED 6-2 Bonds with Peers</b>
Begins to recognize and respond to other children's feelings and emotions.	<b>SED 6-1 Builds Empathy</b>
Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants.	<b>SED 6-1 Builds Empathy</b>
Uses imitation or pretend play to learn new roles and relationships.	<b>SED 5-2 Learns from Adults</b>

<b>Approaches to Learning</b>	
<b>Persistence</b>	
Begins noticing people, events, and things.	<b>ATL 1-1 Is Attentive</b>

Pay attention briefly and try to reproduce interesting and pleasurable effects and events.	<b>ATL 1-1 Is Attentive</b>
Watches what others do, begin to pretend, and use materials in new and different ways.	<b>ATL 1-4 Is Curious</b>
Developing confidence; trying new things and taking risks.	<b>SED 4-2 Becomes Confident</b>
Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as “funny” and enjoy surprising others.	<b>SED 3-1 Expresses Emotion</b>
<b>Initiative and Curiosity</b>	
Shows awareness of and interest in the environment.	<b>ATL 1-1 Is Attentive</b>
Engage in and actively explores self, objects, and surroundings.	<b>ATL 1-4 Is Curious</b>
Demonstrate ability to initiate activities.	<b>ATL 1-5 Shows Initiative</b>
Shows eagerness and curiosity as a learner.	<b>ATL 1-4 Is Curious</b>
<b>Creativity and Inventiveness</b>	
Notice and show interest in and excitement with familiar objects, people and events.	<b>SED 3-1 Expresses Emotion</b>
Approach and explore new experiences in familiar settings.	<b>ATL 1-4 Is Curious</b>
Delight in finding new properties and uses for familiar objects and experiences.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Pretend and use imagination during play.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>Reasoning and Problem Solving</b>	
Use sounds, gestures and movements to impact the environment and interactions.	<b>ATL 1-3 Is Persistent</b>
Explore object characteristics in many different ways.	<b>ATL 1-4 Is Curious</b>
Behave in consistent ways to elicit desired response.	<b>ATL 1-3 Is Persistent</b>
Realize that people exist even when out of view.	<b>ATL 1-2 Develops Memory</b>
Use objects as intended.	<b>CS 13-1 Explores Objects</b>

<b>Language Development &amp; Communication</b>	
<b>Listening and Understanding</b>	
Shows interest in listening to sounds.	<b>LC 7-1 Develops Receptive Communication</b>
Listens with interest to language of others.	<b>LC 7-1 Develops Receptive Communication</b>
Responds to verbal communication of others.	<b>LC 7-1 Develops Receptive Communication</b>
Responds to nonverbal communication of others.	<b>LC 7-1 Develops Receptive Communication</b>
Begins to understand gestures, words, questions or routines.	<b>LC 7-1 Develops Receptive Communication</b>
<b>Communicating and Speaking</b>	
Uses sounds, gestures or actions to express needs and wants.	<b>LC 7-2 Develops Expressive Communication</b>
Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words.	<b>LC 7-2 Develops Expressive Communication</b>
Uses sounds, signs or words for a variety of purposes.	<b>LC 7-2 Develops Expressive Communication</b>
Shows reciprocity in using language in simple conversations.	<b>LC 7-2 Develops Expressive Communication</b>
<b>Emergent Literacy</b>	
Shows interest in songs, rhymes and stories.	<b>LC 7-3 Develops Phonemic Awareness</b>
Shows interest in photos, pictures and drawings.	<b>LKS 8-1 Develops Early Literacy</b>
Develops interest in and involvement with books and other print materials.	<b>LKS 8-1 Develops Early Literacy</b>
Begins to recognize and understand symbols.	<b>LKS 8-3 Develops Emergent Reading</b>

<b>Cognitive Development</b>	
<b>Exploration and Discovery</b>	
Pays attention to people and objects.	<b>ATL 1-1 Is Attentive</b>
Uses senses to explore people, objects and the environment.	<b>CS 13-1 Explores Objects</b>
Attends to colors, shapes, patterns or pictures.	<b>CS 13-1 Explores Objects</b>
Shows interest and curiosity in new people and objects.	<b>ATL 1-4 Is Curious</b>
Makes things happen and watches for results or repeats action.	<b>CS 13-1 Explores Objects</b>
<b>Memory</b>	

Shows ability to acquire and process new information.	<b>ATL 1-2 Develops Memory</b>
Recognizes familiar people, places and things.	<b>ATL 1-2 Develops Memory</b>
Recalls and uses information in new situations.	<b>ATL 1-2 Develops Memory</b>
Searches for missing or hidden objects.	<b>ATL 1-2 Develops Memory</b>
<b>Problem Solving</b>	
Experiments with different uses for objects.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Shows imagination and creativity in solving problems.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Uses a variety of strategies to solve problems.	<b>CS 14-1 Solves Problems</b>
Applies knowledge to new situations.	<b>ATL 1-2 Develops Memory</b>
<b>Imitation and Symbolic Play</b>	
Observes and imitates sounds, gestures or behaviors.	<b>LC 7-2 Develops Expressive Communication</b>
Uses objects in new ways or in pretend play.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Uses imitation or pretend play to express creativity and imagination.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

<b>Physical &amp; Motor Development</b>	
<b>Gross Motor Development</b>	
Moves body, arms and legs with coordination.	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Demonstrates large muscle balance, stability, control and coordination.	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Develops increasing ability to change positions and move body from place to place.	<b>PMP 17-1 Develops Perception &amp; Balance</b>
Moves body with purpose to achieve a goal.	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>Fine Motor Development</b>	
Uses hands or feet to make contact with objects or people.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Develops small muscle control and coordination.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Coordinates eye and hand movements.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Uses different actions on objects.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Controls small muscles in hands when doing simple tasks.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
<b>Physical Health and Well-Being</b>	

Shows characteristics of healthy development.	<b>PMP 19-2 Develops Self-Care Skills</b>
Responds when physical needs are met.	<b>PMP 19-2 Develops Self-Care Skills</b>
Expresses physical needs nonverbally or verbally.	<b>PMP 19-2 Develops Self-Care Skills</b>
Participates in physical care routines.	<b>PMP 19-2 Develops Self-Care Skills</b>
Begins to develop self-help skills.	<b>PMP 19-2 Develops Self-Care Skills</b>
Begins to understand safe and unsafe behaviors.	<b>PMP 20-2 Learns Safety Rules</b>

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[contact@lifecubby.me](mailto:contact@lifecubby.me)