

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:
**California Department of
Education Infant/Toddler
Learning & Development
Foundations**



References



California Department of Education. (2018). *California Infant/Toddler Learning & Development Foundations*. CA: Author. Retrieved from <https://www.cde.ca.gov/sp/cd/re/itf09aavcontents.asp>

California Infant/Toddler Learning & Development Foundations	Vine Assessments by LifeCubby
Social-Emotional Development	Vine Indicators
Birth-8 months	
Interactions with Adults	
Children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults.	SED 5-1 Bonds with Adults
Relationships with Adults	
Children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed.	SED 5-1 Bonds with Adults
Interactions with Peers	
Children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child's face and body, and respond to siblings and older peers.	SED 6-2 Bonds with Peers
Relationships with Peers	
Children show interest in familiar and unfamiliar children.	SED 6-2 Bonds with Peers
Identity of Self in Relation to Others	
Children show clear awareness of being a separate person and of being connected with other people. Children identify others as both distinct from and connected to themselves.	SED 4-1 Develops Awareness of Self
Recognition of Ability	
Children understand that they are able to make things happen.	SED 4-1 Develops Awareness of Self
Expression of Emotion	
Children express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	SED 3-1 Expresses Emotion
Empathy	
Children demonstrate awareness of others' feelings by reacting to their emotional expressions.	SED 6-1 Builds Empathy
Emotion Regulation	
Children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.	SED Manages Feelings & Demonstrates Self-Control
Impulse Control	
Children act on impulses.	SED 3-1 Expresses Emotion
Social Understanding	

Children have learned what to expect from familiar people, understand what to do to get another's attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.	SED 5-2 Learns from Adults
9-18 months	
Interactions with Adults	
Children may participate in routines and games that involve complex back-and-forth interaction and may follow the gaze of the infant care teacher to an object or person. Children may also check with a familiar infant care teacher when uncertain about something or someone.	SED 5-2 Learns from Adults
Relationships with Adults	
Children feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. When distressed, children seek to be physically close to these adults.	SED 5-1 Bonds with Adults
Interactions with Peers	
Children engage in simple back-and-forth interactions with peers for short periods of time.	SED 6-3 Cooperates with Peers
Relationships with Peers	
Children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children.	SED 6-2 Bonds with Peers
Identity of Self in Relation to Others	
Children demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. Children also demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	SED 4-1 Develops Awareness of Self
Recognition of Ability	
Children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do.	ATL 1-4 Is Curious ATL Is Persistent SED 4-2 Becomes Confident
Expression of Emotion	

Children express emotions in a clear and intentional way, and begin to express some complex emotions, such as pride.	SED 3-1 Expresses Emotions
Empathy	
Children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another's distress and may become distressed by the other's distress.	SED 6-1 Builds Empathy
Emotion Regulation	
Children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Impulse Control	
Children respond positively to choices and limits set by an adult to help control their behavior.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Social Understanding	
Children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another's emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.	LC 7-2 Develops Expressive Communication SED 6-1 Builds Empathy
19-36 months	
Interactions with Adults	
Children interact with adults to solve problems or communicate about experiences or ideas.	SED 5-2 Learns from Adults
Relationships with Adults	
When exploring the environment, from time to time children reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. When distressed, children may still seek to be physically close to these adults.	SED 5-1 Bonds with Adults

Interactions with Peers	
Children engage in simple cooperative play with peers.	SED 6-3 Cooperates with Peers
Relationships with Peers	
Children have developed friendships with a small number of children in the group and engage in more complex play with those friends than with other peers.	SED 6-2 Bonds with Peers
Identity of Self in Relation to Others	
Children identify their feelings, needs, and interests, and identify themselves and others as members of one or more groups by referring to categories.	SED 4-1 Develops Awareness of Self
Recognition of Ability	
Children show an understanding of their own abilities and may refer to those abilities when describing themselves.	SED 4-1 Develops Awareness of Self
Expression of Emotion	
Children express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.	SED 3-1 Expresses Emotion
Empathy	
Children understand that other people have feelings that are different from their own and can sometimes respond to another's distress in a way that might make that person feel better.	SED 6-1 Builds Empathy
Emotion Regulation	
Children anticipate the need for comfort and try to prepare themselves for changes in routine. Children have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Impulse Control	
Children may sometimes exercise voluntary control over actions and emotional expressions.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Social Understanding	
Children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated	SED 4-2 Becomes Confident

episodes of pretend play with peers, and interact with adults in more complex ways.	
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Language Development	Vine Indicators
Birth-8 months	
Receptive Language	
Children show understanding of a small number of familiar words and react to the infant care teacher's overall tone of voice.	LC 7-1 Develops Receptive Communication
Expressive Language	
Children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	LC 7-2 Develops Expressive Communication
Communication Skills and Knowledge	
Children participate in back-and-forth communication and games.	LC 7-6 Learns Conversation Structure
Interest in Print	
Children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult.	LKS 8-1 Develops Early Literacy
9-18 months	
Receptive Language	
Children show understanding of one-step requests that have to do with the current situation.	LC 7-1 Develops Receptive Communication
Expressive Language	
Children say a few words and use conventional gestures to tell others about their needs, wants, and interests.	LC 7-2 Develops Expressive Communication
Communication Skills and Knowledge	
Children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating.	LC 7-6 Learns Conversation Structure
Interest in Print	
Children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment.	LKS 8-1 Develops Early Literacy
19-36 months	
Receptive Language	

Children demonstrate understanding of the meaning of others' comments, questions, requests, or stories.	LC 7-1 Develops Receptive Communication
Expressive Language	
Children communicate in a way that is understandable to most adults who speak the same language they do. Children combine words into simple sentences and demonstrate the ability to follow some grammatical rules of the home language.	LC 7-2 Develops Expressive Communication
Communication Skills and Knowledge	
Children engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.	LC 7-6 Learns Conversation Structure
Interest in Print	
Children show appreciation for books and initiate literacy activities: listening, asking questions, or making comments while being read to; looking at books on their own; or making scribble marks on paper and pretending to read what is written.	LKS 8-1 Develops Early Literacy

Cognitive Development	Vine Indicators
Birth-8 months	
Cause-and-Effect	
Children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	CS 14-2 Makes Predictions
Spatial Relationships	
Children move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.	CM 12-2 Develops Spatial Awareness
Problem Solving	
Children use simple actions to try to solve problems involving objects, their bodies, or other people.	CS 14-1 Solves Problems
Imitation	
Children imitate simple actions and expressions of others during interactions.	ATL 1-1 Is Attentive
Memory	
Children recognize familiar people, objects, and routines in the environment and show	ATL 1-2 Develops Memory

awareness that familiar people still exist even when they are no longer physically present.	
Number Sense	
Children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	CM 10-1 Begins Counting
Classification	
Children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	CS 13-2 Classifies or Sorts Objects
Symbolic Play	
Children become familiar with objects and actions through active exploration. Children also build knowledge of people, action, objects, and ideas through observation.	ATL 1-4 Thinks with Creativity & Flexibility
Attention Maintenance	
Children pay attention to different things and people in the environment in specific, distinct ways.	ATL 1-1 Is Attentive
Understanding of Personal Care Routine	
Children are responsive during the steps of personal care routines.	PMP 19-2 Develops Self-Care Skills
9-18 months	
Cause-and-Effect	
Children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.	CS 14-3 Makes Plans
Spatial Relationships	
Children use trial and error to discover how things move and fit in space.	CM 12-2 Develops Spatial Awareness
Problem Solving	
Children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help.	CS 14-1 Solves Problems
Imitation	
Children imitate others' actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time.	SED 5-2 Learns from Adults SED 6-2 Bonds with Peers
Memory	

Children remember typical actions of people, the location of objects, and steps of routines.	ATL 1-2 Develops Memory
Number Sense	
Children demonstrate understanding that there are different amounts of things.	CM 10-1 Begins Counting
Classification	
Children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of objects into two groups based on one attribute.	CS 13-2 Classifies or Sorts Objects
Symbolic Play	
Children use one object to represent another object and engage in one or two simple actions of pretend play.	ATL 1-6 Thinks with Creativity & Flexibility
Attention Maintenance	
Children rely on order and predictability in the environment to help organize their thoughts and focus attention.	ATL 2-1 Understands Routine
Understanding of Personal Care Routines	
Children show awareness of familiar personal care routines and participate in the steps of these routines.	PMP Develops Self-Care Skills
19-36 months	
Cause-and-Effect	
Children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.	CS 14-2 Makes Predictions
Spatial Relationships	
Children can predict how things will fit and move in space without having to try out every possible solution and show understanding of words used to describe size and locations in space.	CM 12-2 Develops Spatial Awareness
Problem Solving	
Children solve some problems without having to physically try out every possible solution and may ask for help when needed.	CS 14-1 Solves Problems
Imitation	
Children reenact multiple steps of others' actions that they have observed at an earlier time.	ATL 1-2 Develops Memory
Memory	
Children anticipate the series of steps in familiar activities, events, or routines;	ATL 1-2 Develops Memory

remember characteristics of the environment or people in it; and may briefly describe recent past events or act them out.	
Number Sense	
Children show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.	CM 10-1 Begins Counting
Classification	
Children group objects into multiple piles based on one attribute at a time, put things that are similar but not identical into one group, and may label each grouping, even though sometimes these labels are overgeneralized.	CS 13-2 Classifies or Sorts Objects
Symbolic Play	
Children engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan and sometimes pretend by imagining an object without needing the concrete object present.	CCA 21-4 Participates in Dramatic Play
Attention Maintenance	
Children sometimes demonstrate the ability to pay attention to more than one thing at a time.	ATL Is Attentive
Understanding of Personal Care Routines	
Children initiate and follow through with some personal care routines.	PMP Develops Self-Care Skills

Perceptual and Motor Development	Vine Indicators
Birth-8 months	
Perceptual Development	
Children use the senses to explore objects and people in the environment.	CS 13-1 Explores Objects
Gross Motor	
Children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.	PMP 17-1 Develops Perception & Balance
Fine Motor	
Children easily reach for and grasp things and use eyes and hands to explore objects actively.	PMP 18-2 Develops Fine Hand-Eye Coordination
9-18 months	
Perceptual Development	
Children use the information received from the senses to change the way they interact with the environment.	CS 13-1 Explores Objects

Gross Motor	
Children move from one place to another by walking and running with basic control and coordination.	PMP 17-2 Develops Lower Body Strength
Fine Motor	
Children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects.	PMP 18-2 Develops Fine Hand-Eye Coordination
19-36 months	
Perceptual Development	
Children can quickly and easily combine the information received from the senses to inform the way they interact with the environment.	CS 13-1 Explores Objects
Gross Motor	
Children move with ease, coordinating movements and performing a variety of movements.	PMP 17-5 Develops Large Motor Coordination Skills
Fine Motor	
Children coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Children often use one hand to stabilize an object while manipulating it.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills

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