

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:
**Colorado Early Learning & Development
Guidelines**



References

Colorado Department of Education. (2012). *Colorado early learning & development guidelines*. CO: Author.
Retrieved from <https://www.cde.state.co.us/early/eldgs>

Domain: Physical Development and Health	
A. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.	
4-8 Months	
1. Use the senses to explore objects and people in the environment.	CS 13-1 Explores Objects
9-18 Months	
1. Use the information received from the senses to change the way they interact with the environment.	CS 13-1 Explores Objects
19-36 Months	
1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.	CS 13-1 Explores Objects
B. Gross Motor: The developing ability to move the large muscles.	
4-8 Months	
1. Maintain their posture in a sitting position and shift between sitting and other positions.	PMP 17-1 Develops Perception & Balance
2. Demonstrate control of their head and neck.	PMP 17-1 Develops Perception & Balance
9-18 Months	
1. Move from one place to another by walking and running with basic control and coordination.	PMP 17-2 Develops Lower Body Strength
19-36 Months	
1. Move with ease, coordinating movements, and performing a variety of movements.	PMP 17-5 Develops Large Motor Coordination Skills
C. Fine Motor: The developing ability to move the small muscles.	
4-8 Months	
1. Easily reach for and grasp things.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
2. Use eyes and hands to explore objects actively.	PMP 18-2 Develops Fine Hand-Eye Coordination
9-18 Months	
1. Hold small objects in one hand and sometimes use both hands together to manipulate objects.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
19-36 Months	

1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
2. Use one hand to stabilize an object while manipulating it.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
D. Health: Maintenance of healthy growth and participation in physical activity.	
4-8 Months	
1. Maintain growth.	PMP 20-1 Learns about Nutrition
2. Engage in physical activity and movement.	PMP 17-2 Develops Lower Body Strength
3. Develop sleep routines and cycles.	SS 16-2 Understands Time
9-18 Months	
1. Demonstrate the stamina and energy to participate in daily activities.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
2. Show characteristics of healthy development and maintain growth.	PMP 20-1 Learns about Nutrition
19-36 Months	
1. Participate in physical activity.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
2. Begin to practice health and safety behaviors.	PMP 20-1 Learns about Nutrition
	PMP 20-2 Learns Safety Rules

Domain: Social Development	
A. Interaction with Adults: The developing ability to respond to and engage with adults.	
4-8 Months	
1. Purposefully engage in reciprocal interactions and try to influence the behavior of others.	SED 5-2 Learns from Adults
2. Show both interest in and caution toward unfamiliar adults.	SED 5-1 Bonds with Adults
9-18 Months	
1. Participate in routines and games that involve complex back-and-forth interaction.	SED 5-2 Learns from Adults

2. Follow the gaze of an adult to an object or person.	SED 5-2 Learns from Adults
3. Check with a familiar adult when uncertain about something or someone.	SED 5-1 Bonds with Adults
19-36 Months	
1. Interact with adults to solve problems or communicate about experiences or ideas.	SED 5-1 Bonds with Adults
B. Interaction with Peers: The developing ability to respond to and engage with other children.	
4-8 Months	
1. Show interest in familiar and unfamiliar peers by staring at another child, exploring another child's face and body, or responding to siblings and older peers.	SED 6-2 Bonds with Peers
9-18 Months	
1. Engage in simple back-and-forth interactions with peers for short periods of time.	SED 6-2 Bonds with Peers
19-36 Months	
1. Engage in simple cooperative play with peers.	SED 6-3 Cooperates with Peers
C. Relationships with Peers: The development of relationships with certain peers through interactions over time.	
4-8 Months	
1. Show interest in familiar and unfamiliar children.	SED 6-2 Bonds with Peers
9-18 Months	
1. 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
19-36 Months	
1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.	SED 6-2 Bonds with Peers
D. Empathy: The developing ability to share in the emotional experiences of others.	
4-8 Months	

1. Demonstrate awareness of others' feelings by reacting to their emotional expressions.	SED 6-1 Builds Empathy
9-18 Months	
1. Change their behavior in response to the feelings of others even though their actions may not always make the other person feel better.	SED 6-1 Builds Empathy
2. 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
19-36 Months	
1. Understand that other people have feelings that are different from their own.	SED 6-1 Builds Empathy
2. Sometimes respond to another's distress in a way that might make that person feel better.	SED 6-1 Builds Empathy
E. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.	
4-8 Months	
1. Know what to expect from familiar people.	SED 5-1 Bonds with Adults
2. Understand what to do to get another's attention.	SED 3-1 Expresses Emotion
3. Engage in back-and-forth interactions with others.	SED 5-2 Learns from Adults
4. Imitate the simple actions or facial expressions of others.	SED 5-2 Learns from Adults
9-18 Months	
1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention.	SED 5-1 Bonds with Adults
2. Use another's emotional expressions to guide their own responses to unfamiliar events.	SED 6-1 Builds Empathy
3. Learn more complex behavior through imitation.	SED 5-2 Learns from Adults
4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people.	SED 6-2 Bonds with Peers
19-36 Months	

1. Talk about their own wants and feelings and those of other people.	SED 3-1 Expresses Emotion
2. Describe familiar routines.	ATL 2-1 Understands Routines
3. Participate in coordinated episodes of pretend play with peers.	CCA 21-4 Participates in Dramatic Play
4. Interact with adults in more complex ways.	<p>SED 5-1 Bonds with Adults</p> <p><u>2-Year Old:</u> Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p>

Domain: Emotional Development	
A. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.	
4-8 Months	
1. 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
9-18 Months	
1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time.	SED 5-1 Bonds with Adults
2. When distressed, seek to be physically close to familiar adults.	SED 5-1 Bonds with Adults
19-36 Months	
1. When exploring the environment, from time to time 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.	SED 5-1 Bonds with Adults
2. When distressed, still seek to be physically close to these adults.	SED 5-1 Bonds with Adults
B. Identity of Self in Relation to Others: The developing concept that the child is	

an individual operating with social relationships.	
4-8 Months	
1. Show clear awareness of being a separate person and of being connected with other people.	SED 4-1 Develops Awareness of Self
	SED 6-2 Bonds with Peers
2. Identify others as both distinct from and connected to themselves.	SED 4-1 Develops Awareness of Self
	SED 6-2 Bonds with Peers
9-18 Months	
1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings.	SED 4-1 Develops Awareness of Self
2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.	SED 5-1 Bonds with Adults
	SED 6-2 Bonds with Peers
19-36 Months	
1. Identify their feelings, needs, and interests.	SED 3-1 Expresses Emotion
2. Identify themselves and others as members of one or more groups by referring to categories.	SED 4-1 Develops Awareness of Self
C. Recognition of Ability: The developing understanding that the child can take action to influence the environment.	
4-8 Months	
1. Understand that they are able to make things happen.	CS 14-1 Solves Problems
9-18 Months	
1. Experiment with different ways of making things happen.	CS 14-2 Makes Predictions
2. Persist in trying to do things even when faced with difficulty.	ATL 1-3 Is Persistent
3. Show a sense of satisfaction with what they can do.	SED 4-2 Becomes Confident
19-36 Months	
1. Show an understanding of their own abilities and refer to those abilities when describing themselves.	SED 4-2 Becomes Confident
D. Expression of Emotion: The developing ability to express a variety of	

feelings through facial expressions, movements, gestures, sounds, or words	
4-8 Months	
1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.	SED 3-1 Expresses Emotion
9-18 Months	
1. Express emotions in a clear and intentional way.	SED 3-1 Expresses Emotion
2. Begin to express some complex emotions, such as pride.	SED 3-1 Expresses Emotion
19-36 Months	
1. Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt.	SED 3-1 Expresses Emotion
2. 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
E. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.	
4-8 Months	
1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.	SED 3-2 Manages Feelings & Demonstrates Self-Control
9-18 Months	
1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort.	SED 3-2 Manages Feelings & Demonstrates Self-Control
2. Communicate needs and wants through the use of a few words and gestures.	LC 7-2 Develops Expressive Communication
19-36 Months	
1. Anticipate the need for comfort and try to prepare themselves for changes in routine.	SED 3-2 Manages Feelings & Demonstrates Self-Control
2. Have many self-comforting behaviors to choose from, depending on the situation, and be able to communicate specific needs and wants.	SED 3-2 Manages Feelings & Demonstrates Self-Control

F. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.	
4-8 Months	
1. Act on impulses.	SED 3-2 Manages Feelings & Demonstrates Self-Control
9-18 Months	
1. Respond positively to choices and limits set by an adult to help control their behavior.	ATL 2-2 Shows Responsibility
19-36 Months	
1. Sometimes exercise voluntary control over actions and emotional expressions.	ATL 2-2 Shows Responsibility

Domain: Language & Literacy Development	
A. Receptive Language: The developing ability to understand words and increasingly complex utterances.	
4-8 Months	
1. Show understanding of a small number of familiar words and react to an adult's overall tone of voice.	LC 7-1 Develops Receptive Communication
9-18 Months	
1. Show understanding of one-step requests that have to do with the current situation.	LC 7-1 Develops Receptive Communication
19-36 Months	
1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.	LC 7-1 Develops Receptive Communication
B. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.	
4-8 Months	
1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	LC 7-2 Develops Expressive Communication
9-18 Months	

1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests.	LC 7-2 Develops Expressive Communication
19-36 Months	
1. Communicate in a way that is understandable to most adults who speak the same language they do.	LC 7-2 Develops Expressive Communication
2. Combine words into simple sentences.	LC 7-2 Develops Expressive Communication
3. Demonstrate the ability to follow some grammatical rules of the home language.	LC 7-5 Expands Grammar and Pronunciation
C. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.	
4-8 Months	
1. Participate in back-and-forth communication and games.	SED 5-2 Learns from Adults
9-18 Months	
1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions.	LC 7-6 Learns Conversation Structure
2. Use the basic rules of conversational turn-taking when communicating.	LC 7-6 Learns Conversation Structure
19-36 Months	
1. 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
D. Interest in Print: The developing interest in engaging with print in books and the environment.	
4-8 Months	
1. 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	
1. Listen to the adult and participate while being read to by pointing, turning pages, or making one or two-word comments.	LKS 8-1 Develops Early Literacy
2. Actively notice print in the environment.	LKS 8-1 Develops Early Literacy
19-36 Months	

1. Listen, ask questions, or make comments while being read to.	LKS 8-1 Develops Early Literacy
2. Look at books on their own.	LKS 8-1 Develops Early Literacy
3. Make scribble marks on paper and pretending to read what is written.	LKS 9-1 Develops Emergent Writing

Domain: Cognitive Development	
A. Cause-and-Effect: The developing understanding that one event brings about another.	
4-8 Months	
1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	CS 14-1 Solves Problems
9-18 Months	
1. Combine simple actions to cause things to happen.	CS 14-2 Makes Predictions
2. Change the way they interact with objects and people in order to see how it changes the outcome.	CS 14-1 Solves Problems
19-36 Months	
1. 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
B. Spatial Relationships: The developing understanding of how things move and fit in space.	
4-8 Months	
1. 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
9-18 Months	
1. Use trial and error to discover how things move and fit in space.	CM 12-2 Develops Spatial Awareness
19-36 Months	
1. Predict how things will fit and move in space without having to try out every possible solution.	CM 12-2 Develops Spatial Awareness

2. Show understanding of words used to describe size and locations in space.	CM 12-2 Develops Spatial Awareness
C. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.	
4-8 Months	
1. Imitate simple actions and expressions of others during interactions.	SED 5-2 Learns from Adults
9-18 Months	
1. Imitate others' actions that have more than one step.	SED 5-2 Learns from Adults
2. Imitate simple actions that they have observed others doing at an earlier time.	SED 5-2 Learns from Adults
19-36 Months	
1. Reenact multiple steps of others' actions that they have observed at an earlier time.	SED 5-2 Learns from Adults
D. Number Sense: The developing understanding of number and quantity.	
4-8 Months	
1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	CM 11-1 Learns Measurement and Quantities
9-18 Months	
1. Demonstrate understanding that there are different amounts of things.	CM 11-1 Learns Measurement and Quantities
19-36 Months	
1. Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.	CM 11-1 Learns Measurement and Quantities
E. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes	
4-8 Months	
1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.	ATL 1-2 Develops Memory
9-18 Months	
1. Show awareness when objects are in some way connected to each other.	CS 13-2 Classifies or Sorts Objects

2. 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
19-36 Months	
1. Group objects into multiple piles based on one attribute at a time.	CS 13-2 Classifies or Sorts Objects
2. Put things that are similar but not identical into one group, even though sometimes these labels are overgeneralized.	CS 13-2 Classifies or Sorts Objects
F. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.	
4-8 Months	
1. Use active exploration to become familiar with objects and actions.	CS 13-1 Explores Objects
2. Build knowledge of people, actions, objects, and ideas through observation.	ATL 1-4 Is Curious
9-18 Months	
1. Use one object to represent another object.	ATL 1-6 Thinks with Creativity & Flexibility
2. Engage in one or two simple actions of pretend play.	CCA 21-4 Participates in Dramatic Play
19-36 Months	
1. Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan.	CCA 21-4 Participates in Dramatic Play
2. Sometimes pretend by imagining an object without needing the concrete object present.	CCA 21-4 Participates in Dramatic Play
G. Routines: The developing ability to understand and participate in personal care and sleep routines.	
4-8 Months	
1. Be responsive during the steps of personal care routines.	PMP 19-2 Develops Self-Care Skills
2. Develop sleep routines and cycles.	ATL 2-1 Understands Routines
9-18 Months	
1. Show awareness of familiar personal care routines and participate in the steps of these routines.	PMP 19-2 Develops Self-Care Skills
19-36 Months	
1. Initiate and follow through with some personal care routines.	PMP 19-2 Develops Self-Care Skills

Domain: Approaches to Learning	
A. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.	
4-8 Months	
1. Use simple actions to try to solve problems involving objects, their bodies, or other people.	CS 14-1 Solves Problems
9-18 Months	
1. Physically try out possible solutions before finding one that works.	CS 14-1 Solves Problems
2. Use objects as tools.	CS 14-1 Solves Problems
3. Watch someone else solve the problem and then apply the same solution.	SED 5-2 Learns from Adults CS 14-1 Solves Problems
4. Gesture or vocalize to someone else for help.	LC 7-2 Develops Expressive Communication
19-36 Months	
1. Solve some problems without having to physically try out every possible solution and ask for help when needed.	CS 14-1 Solves Problems
B. Memory: The developing ability to store and later retrieve information about past experiences.	
4-8 Months	
1. Recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.	ATL 1-2 Develops Memory
9-18 Months	
1. Remember typical actions of people, the location of objects, and steps of routines.	ATL 1-2 Develops Memory
19-36 Months	
1. Anticipate the series of steps in familiar activities, events, or routines.	ATL 2-1 Understands Routines
2. Remember characteristics of the environment or people in it.	ATL 1-2 Develops Memory
3. Briefly describe recent past events or act them out.	ATL 1-2 Develops Memory

C. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment	
4-8 Months	
1. Pay attention to different things and people in the environment in specific, distinct ways.	ATL 1-1 Is Attentive
9-18 Months	
1. Rely on order and predictability in the environment to help organize their thoughts and focus attention.	ATL 1-1 Is Attentive
19-36 Months	
1. Sometimes demonstrate an ability to pay attention to more than one thing at a time.	ATL 1-1 Is Attentive

DISCLAIMER:

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