

**Alignment of the Michigan Early Learning Expectations for Three- and Four-Year Old Children  
with Child Outcome Measures**

Prepared for: Michigan Department of Education  
Prepared by: High/Scope Educational Research Foundation

Name of instrument/measure being aligned: *Battelle Developmental Inventory*

Reference: Newborg, J., (2005). *Battelle Developmental Inventory, 2<sup>nd</sup> Edition*. Itasca, IL: Riverside Publishing.

Note: Michigan Early Learning Expectations are in **boldface**, followed in regular font by the corresponding items on the instrument being aligned.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
<b>APPROACHES TO LEARNING</b>	
<b>1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.</b>	
<i>Adaptive: Personal Responsibility</i>	
PR 1	The child moves independently around the house, requiring only occasional supervision.
PR 9	The child continues to work on a learning task with minimal guidance.
PR 10	The child initiates and organizes his or her own activities.
Cognitive: Perception and Concepts	
PC 5	The child physically explores or investigates his or her surroundings.
<i>Communication: Expressive</i>	
EC 22	The child asks questions that begin with <i>who</i> and <i>where</i> .
EC 24	The child asks questions that begin with <i>why</i> and <i>how</i> .
<i>Personal-Social: Peer Interaction</i>	
PI 17	The child willingly participates in new or unexpected activities or tasks.
<b>2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.</b>	
<i>Adaptive: Personal Responsibility</i>	
PR 7	The child responds to instructions given in a small group and initiates an appropriate task without being reminded.
PR 9	The child continues to work on a learning task with minimal guidance.
PR 10	The child initiates and organizes his or her own activities.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>
<i>Cognitive: Attention and Memory</i>
AM 15 The child attends to one activity for 3 or more minutes.
AM 18 The child attends to a learning task or story in a small group for 5 minutes.
AM 21 The child focuses his or her attention on one task while being aware of, but not distracted by, surrounding activities
<i>Cognitive: Reasoning and Academic Skills</i>
RA 14 The child completes learning tasks having 2 or more steps.
<b>3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.</b>
<i>Personal-Social: Self Concept and Social Role</i>
SR 17 The child uses objects in make-believe play.
SR 21 The child engages in adult role-playing and imitation.
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>
<b>1. Children develop and exhibit a healthy sense of self.</b>
<i>Adaptive: Personal Responsibility</i>
PR 1 The child moves independently around the house, requiring only occasional supervision
<i>Communication: Receptive</i>
RC 15 The child understands the simple possessive forms <i>your</i> and <i>my</i> .
<i>Communication: Expressive</i>
EC 16 The child uses words to get his or her needs met.
EC 19 The child uses the pronouns <i>I</i> , <i>you</i> , and <i>me</i> .
<i>Personal-Social: Adult Interaction</i>
AI 21 The child separates easily from the parent.
AI 28 The child recognizes an adult's feelings.
<i>Personal-Social: Peer Interaction</i>
PI 3 The child plays independently in the company of peers.
<i>Personal-Social: Self-Concept and Social Role</i>
SR 6 The child responds to his or her name.
SR 7 The child displays independent behavior.
SR 8 The child identifies himself or herself in a mirror.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
SR 9	The child expresses ownership or possession
SR 13	The child shows pride in accomplishments.
SR 14	The child expresses enthusiasm for work or play.
SR 16	The child states his or her first name.
SR 19	The child uses a personal pronoun (I or me) or his or her name to refer to himself or herself.
SR 20	The child states his or her age.
SR 22	The child states whether he or she is male or female.
SR 23	The child states his or her first and last names.
SR 24	The child speaks positively about himself or herself.
SR 25	The child recognizes the facial expressions or primary emotions.
SR 30	The child shows a positive attitude toward school.
<b>2. Children show increasing ability to regulate how they express their emotions.</b>	
<i>Adaptive: Personal Responsibility</i>	
PR 8	The child uses appropriate behavior and voice in public settings.
<i>Personal-Social: Adult Interaction</i>	
AI 22	The child uses adults other than his or her parents as resources.
AI 23	The child asks for adult help when needed.
AI 24	The child follows adult directions with little or no resistance.
AI 25	The child follows the rules given by an adult for playing simple childhood games with peers.
AI 30	The child waits his or her turn for a teacher's or adult's attention.
<i>Personal-Social: Peer Interaction</i>	
PI 18	The child uses peers as resources.
PI 21	The child resolves a conflict with a peer without using aggression or violence.
<i>Personal-Social: Self-Concept and Social Role</i>	
SR10	The child follows directions related to his or her daily routine.
SR 11	The child appropriately communicates a range or positive emotions.
SR 15	The child appropriately communicates a range or negative emotions.
SR 27	The child recovers from distress in a reasonable amount of time when comforted.
SR 28	The child asserts himself or herself in socially acceptable ways.

*Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory*

**3. Children develop healthy relationships with other children and adults.**

*Communication: Expressive*

EC 13 The child communicates in a back-and-forth, turn taking style using sounds, gestures, or other nonverbal methods.

EC 18 The child engages in extended and meaningful nonverbal exchanges with others.

*Personal-Social: Adult Interaction*

AI 13 The child shows appropriate affection toward people, pets, or possessions.

AI 14 The child responds positively to adult praise, rewards, or promise or rewards.

AI 15 The child greets familiar adults spontaneously.

AI 16 The child enjoys having someone read simple stories to him or her.

AI 17 The child helps with simple household tasks.

AI 18 The child responds positively when familiar adults or adults in authority initiate social contact.

AI 19 The child allows others to participate in his or her activities.

AI 20 The child initiates social contact or interactions with familiar adults.

AI 22 The child uses adults other than his or her parents as resources.

AI 23 The child asks for adult help when needed.

AI 24 The child follows adult directions with little or no resistance.

AI 25 The child follows the rules give by an adult for playing simple childhood games with peers.

AI 27 The child attempts to be humorous.

AI 29 The child trusts familiar adults and accepts explanations from them.

*Cognitive: Perception and Concepts*

PC 6 The child imitates simple facial gestures.

*Personal-Social: Peer Interaction*

PI 1 The child shows awareness of the presence of other children.

PI 2 The child enjoys playing with other children.

PI 3 The child plays independently in the company of peers.

PI 4 The child initiates social contact with peers in play.

PI 5 The child imitates the play activities of other children.

PI 6 The child responds differently to familiar and unfamiliar children.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
PI 7	The child plays with a peer, using the same materials, without disturbing the other child's play.
PI 8	The child expresses affection or liking for a peer.
PI 9	The child shows sympathy or concern for others.
PI 10	The child interacts appropriately with peers in nonplay group activities.
PI 11	The child shares property with others.
PI 12	The child plays cooperatively with peers.
PI 13	The child initiates social contacts and interactions with peers.
PI 14	The child has special friends.
PI 15	The child willingly takes turns and shares.
PI 16	The child cooperates in group activities.
PI 19	The child exchanges ideas with other children and goes along with other children's ideas.
PI 20	The child participates in competitive play activities.
PI 21	The child resolves a conflict with a peer without using aggression or violence.
PI 22	The child assumes a leadership role in peer relationships.
PI 23	The child initiates prosocial interactions.
PI 24	The child recognizes the basic similarities of all children.
PI 25	The child recognizes and accepts diversity among other children.
<i>Personal-Social: Self-Concept and Social Role</i>	
SR 12	The child imitates others and changes his or her behavior based on what others are doing.
SR 18	The child uses words for social contact.
SR 26	The child is aware of differences between males and females.
SR 28	The child asserts himself or herself in socially acceptable ways.
SR 29	The child recognizes another's need for help and offers assistance.
<b>INTELLECTUAL DEVELOPMENT</b>	
<b>1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.</b>	
<i>Adaptive: Self Care</i>	
SC 33	The child chooses clothing that is appropriate for the weather.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
<i>Adaptive: Personal Responsibility</i>	
PR 2	The child understands that hot is dangerous
<i>Cognitive: Attention and Memory</i>	
AM 28	The child repeats sequences of 4 and 5 objects from memory.
AM 29	The child repeats sequences of 6 and 7 objects from memory.
<i>Cognitive: Reasoning and Academic Skills</i>	
RA 9	The child names the colors red, green, and blue.
RA 10	The child identifies sources of common actions.
RA 16	The child recognizes picture absurdities.
RA 18	The child identifies missing parts of objects.
<i>Cognitive: Perception and Concepts</i>	
PC 9	The child identifies familiar objects by their use.
PC 11	The child identifies big and little shapes.
PC 15	The child identifies colors of familiar objects not in view
PC 16	The child recognizes visual differences among similar shapes.
PC 17	The child identifies simple objects by touch.
PC 18	he child recognizes visual differences among similar numerals and letters.
PC 19	The child identifies soft, rough, and smooth textures.
PC 22	The child identifies the picture that is different--Level 1.
<i>Communication: Receptive</i>	
RC 24	The child understands simple negations.
<i>Personal-Social: Peer Interaction</i>	
PI 24	The child recognizes the basic similarities of all children.
<i>Personal-Social: Self-Concept and Social Role</i>	
SR 22	The child states whether he or she is male or female.
SR 26	The child is aware of differences between males and females.
<b>2. Children represent what they understand about the world through actions, objects, and words.</b>	
<i>Cognitive: Attention and Memory</i>	
AM 13	The child searches for a removed object.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>
AM 16 The child finds an object hidden under one or two cups.
<i>Cognitive: Reasoning and Academic Skills</i>
RA 3 The child reaches around a barrier to obtain a toy.
RA 17 The child completes opposite analogies.
<i>Cognitive: Perception and Concepts</i>
PC 21 The child assembles a 6-piece puzzle of a person.
<i>Communication: Receptive</i>
RC 23 The child responds to <i>where</i> and <i>when</i> questions.
<i>Communication: Expressive</i>
EC 15 The child uses words to express what he or she sees and does and to express the experiences that immediately affect him or her.
EC 20. The child uses words to relate information about other people, their actions, or their experiences.
<b>3. Children gain, organize, and use information in increasingly complex ways.</b>
No corresponding items on the <i>Battelle</i>
<b>4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.</b>
<i>Cognitive: Attention and Memory</i>
AM 16 The child finds an object hidden under one or two cups.
AM 17 The child selects the hand hiding a toy.
AM 20 The child locates hidden items in a picture scene--Level 1.
<i>Cognitive: Reasoning and Academic Skills</i>
RA 1 The child recognizes himself or herself as the cause of events or happenings.
RA 2 The child experiments with variations of causal behavior.
RA 5 The child pulls a cloth to obtain an object.
<b>LANGUAGE AND EARLY LITERACY DEVELOPMENT</b>
<b>1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.</b> <b>A. In comprehension strategies</b> <b>B. In print and alphabetic knowledge</b> <b>C. In concepts about reading</b>
<i>Cognitive: Attention and Memory</i>
AM 14 The child looks at, points to, or touches pictures in a book.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>
AM 25 The child says the alphabet by rote
AM 27 The child recalls facts from an oral story.
<b>2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.</b>
No corresponding items on the <i>Battelle</i>
<b>3. Children develop abilities to express themselves clearly and communicate ideas to others.</b>
<i>Adaptive: Self Care</i>
SC 12 The child asks for food or liquid with words or gestures.
SC 20 The child expresses a need to use the toilet
SC 22 The child asks for food at the table
<i>Adaptive: Personal Responsibility</i>
PR 5 The child indicates or describes an illness or ailment to an adult.
<i>Communication: Expressive</i>
EC 10 The child uses variations in his or her voice.
EC 11 The child spontaneously initiates sounds, words, or gestures that are associated with objects in the immediate environment.
EC 12 The child uses 10 or more words
EC 13 The child communicates in a back-and-forth, turn taking style using sounds, gestures, or other nonverbal methods.
EC 14 The child uses 2-word utterances to express meaningful relationships.
EC 15 The child uses words to express what he or she sees and does and to express the experiences that immediately affect him or her.
EC 16 The child uses words to get his or her needs met.
EC 17 The child uses 3-word phrases meaningfully.
EC 18 The child engages in extended and meaningful nonverbal exchanges with others.
EC 19 The child uses the pronouns <i>I</i> , <i>you</i> , and <i>me</i> .
EC 20 The child uses words to relate information about other people, their actions, or their experiences.
EC 21 The child responds “yes” or “no” appropriately.
EC 22 The child asks questions that begin with <i>who</i> and <i>where</i> .
EC 23 The child names his or her creation and labels its elements
EC 24 The child asks questions that begin with <i>why</i> and <i>how</i> .

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
EC 25	The child uses the articles <i>the</i> and <i>a</i> .
EC 26	The child uses 5- or 6-word sentences.
EC 27	The child uses plural forms ending with the /s/ or /z/ sound.
EC 28	The child communicates his or her experiences clearly enough for others to understand.
EC 29	The child repeats familiar words with clear articulation.
<i>Personal-Social: Peer Interaction</i>	
PI 19	The child exchanges ideas with other children and goes along with other children's ideas.
<i>Personal-Social: Self-Concept and Social Role</i>	
SR 18	The child uses words for social contact.
<b>4. Children grow in their capacity to use effective listening skills and understand what is said to them.</b>	
<i>Adaptive: Self Care</i>	
SC 19	The child accurately responds "yes" or "no" when asked if he or she has to use the toilet.
<i>Adaptive: Personal Responsibility</i>	
PR 3	The child puts away toys when asked.
PR 7	The child responds to instructions given in a small group and initiates an appropriate task without being reminded.
<i>Cognitive: Attention and Memory</i>	
AM 18	The child attends to a learning task or story in a small group for 5 minutes.
AM 19	The child recites memorized lines from books, poems, television shows, or songs.
AM 23	The child repeats 3-digit sequences.
AM 26	The child repeats 4 digit sequences .
AM 27	The child recalls facts from an oral story.
AM 30	The child repeats 6-digit sequences.
<i>Communication: Receptive</i>	
RC 10	The child identifies family members or pets when named.
RC 11	The child responds to simultaneous verbal and gestural commands.
RC 12	The child looks at or points to an object across the room when it is named.
RC 13	The child follows 3 or more familiar verbal commands.
RC 14	The child responds to the prepositions <i>out</i> and <i>on</i> .
RC 15	The child understands the simple possessive forms <i>your</i> and <i>my</i> .

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
RC 16	The child responds to <i>who</i> and <i>what</i> questions.
RC 17	The child understands the simple possessive form 's.
RC 18	The child follows 2-step verbal commands.
RC 19	The child responds to the prepositions <i>toward</i> and <i>behind</i> .
RC 20	The child responds to the adverbs <i>softly</i> and <i>loudly</i> .
RC 21	The child understands regular plural forms.
RC 22	The child understands the superlatives <i>biggest</i> and <i>longest</i> .
RC 23	The child responds to <i>where</i> and <i>when</i> questions.
RC 24	The child understands simple negations.
RC 25	The child associates spoken words with pictures.
RC 26	The child recalls events from a story presented orally--Level 1.
<i>Communication: Expressive</i>	
EC 21	The child responds "yes" or "no" appropriately.
<i>Personal-Social: Self-Concept and Social Role</i>	
SR 10	The child follows directions related to his or her daily routine.
<b>5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.</b>	
No corresponding items on the <i>Battelle</i>	
<b>6. Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.</b>	
<i>Cognitive: Reasoning and Academic Skills</i>	
RA 4	The child shows interest and enjoyment in age-appropriate books or printed materials.
<i>Personal-Social: Adult Interaction</i>	
AI 16	The child enjoys having someone read simple stories to him or her
<b>7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.</b>	
No corresponding items on the <i>Battelle</i>	
<b>CREATIVE DEVELOPMENT</b>	
<b>1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.</b>	
No corresponding items on the <i>Battelle</i>	

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>
<b>2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.</b>
No corresponding items on the <i>Battelle</i>
<b>3. Children show how they feel, what they think, and what they are learning through movement experiences.</b>
No corresponding items on the <i>Battelle</i>
<b>4. Children show how they feel, what they think, and what they are learning through dramatic play.</b>
<i>Personal-Social: Self Concept and Social Role</i>
SR 17 The child uses objects in make-believe play.
SR 21 The child engages in adult role-playing and imitation.
<b>5. Children develop rich and rewarding aesthetic lives.</b>
No corresponding items on the <i>Battelle</i>
<b>PHYSICAL DEVELOPMENT AND HEALTH</b>
<b>Physical Development</b>
<b>1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.</b>
<i>Personal-Social: Self-Concept and Social Role</i>
SR 5 The child is aware of his or her feet.
<i>Motor: Perceptual-Motor</i>
PM 1 The child reaches for and touches an objects placed in front of him or her.
PM 2 The child reaches for an object with one hand.
PM 5 The child dumps a raisin from a bottle.
<b>2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.</b>
<i>Motor: Gross Motor</i>
GM 24 The child maintains or corrects his or her balance when moving from a standing position to other, nonvertical positions.
GM 25 The child walks up 4 stairs with support.
GM 26 The child walks down 4 stairs with support.
GM 27 The child runs 10 feet without falling.
GM 28 The child kicks a ball forward without falling.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
GM 29	The child walks up and down stairs without assistance.
GM 30	The child walks backward 5 feet.
GM 31	The child throws a ball 5 feet forward with direction
GM 32	The child jumps forward with both feet together.
GM 33	The child walks forward 2 or more steps on a line, alternating feet.
GM 34	The child walks down stairs without assistance, alternating feet.
GM 35	The child imitates the bilateral movements of an adult.
GM 36	The child bends over and touches the floor with both hands.
GM 37	The child catches an 8-inch ball from 5 feet away, using both hands.
GM 38	The child walks in a straight line, heel-to-toe for 4 or more steps.
GM 39	The child hops forward on one foot without support.
GM 40	The child stands on each foot alternately with eyes closed.
GM 41	The child Walks a 6-foot line on the floor, heel-to-toe, with eyes open.
GM 42	The child skips on alternate feet for 20 feet.
GM 43	The child throws a ball and hits a target with the dominant hand.
GM 44	The child jumps rope without assistance.
GM 45	The child throws a ball and hits a target with the nondominant hand.
<b>3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</b>	
<i>Adaptive: Self Care</i>	
SC 13	The child uses a spoon or other utensil to feed himself.
SC 18	The child removes clothing unassisted.
SC 28	The child dresses and undresses without supervision
SC 32	The child cuts soft foods with the side of a fork.
<i>Motor: Fine Motor</i>	
FM 11	The child extends a toy to a person and releases it from his or her grasp.
FM 12	The child intentionally propels or throws an object
FM 13	The child removes forms from a form board.
FM 14	The child extends or points with his or her index finger independent of the thumb and other fingers.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
FM 15	The child scribbles linear and/or circular patterns.
FM 16	The child uses pads of fingertips to grasp pencil.
FM 17	The child strings 4 large beads.
FM 18	The child holds paper with one hand while drawing or writing with the other hand.
FM 19	The child fastens clothing without assistance.
FM 20	The child wiggles his or her thumb in bending, circular, and back-and-forth movements.
FM 21	The child traces designs with curved edges.
FM 22	The child traces designs with corners.
FM 23	The child folds a sheet of paper.
FM 24	The child folds a piece of paper twice – once horizontally and again vertically at right angles.
FM 25	The child opens a small padlock with a key.
FM 26	The child cuts with scissors, following a line.
FM 27	The child crumples pieces of paper into balls with each hand.
FM 28	The child touches the fingertips of each hand successively with the thumb of the same hand.
FM 29	The child ties a single overhand knot around a crayon with a string.
FM 30	The child catches a tennis ball, tossed from 6 feet away, with one hand.
<i>Motor: Perceptual-Motor</i>	
PM 3	The child intentionally drops a cube into a cup with demonstration.
PM 4	The child places a raisin in a bottle.
PM 6	The child places 4 rings on a post in any order.
PM 7	The child stacks 2 cubes.
PM 8	The child imitates circular markings.
PM 9	The child stacks 8 cubes vertically.
PM 10	The child imitates vertical and horizontal markings.
PM 11	The child copies a circle.
<b>4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.</b>	
<i>Personal-Social: Peer Interaction</i>	
PI 12	The child plays cooperatively with peers.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
PI 16	The child cooperates in group activities.
<b>Health, Safety, and Nutrition</b>	
<b>5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.</b>	
<i>Adaptive: Self Care</i>	
SC 11	The child helps dress himself or herself by holding out his or her arms and legs.
SC 14	The child removes his or her shoes without assistance
SC 16	The child removes clothing unassisted.
SC 18	The child removes clothing unassisted.
SC 19	The child accurately responds “Yes” or “No” when asked if he or she has to use the toilet.
SC 20	The child expresses a need to use the toilet.
SC 21	The child controls bowel movements regularly
SC 23	The child blows his or her nose with assistance
SC 24	The child washes and dries his or her hands without assistance
SC 27	The child sleeps through the night without wetting the bed.
SC 29	The child takes care of his or her own toileting needs.
SC 30	The child puts on clothing right-side out and front-side forward and puts shoes on the correct feet.
SC 31	The child prepares a toothbrush and brushes his or her teeth.
SC 33	The child chooses clothing that is appropriate for the weather.
SC 35	The child takes a bath or shower without assistance.
<i>Adaptive: Personal Responsibility</i>	
PR 5	The child indicates or describes an illness or ailment to an adult.
<i>Motor: Fine Motor</i>	
FM 19	The child fastens clothing without assistance.
<b>6. Children recognize that they have a role in preventing accidents or potential emergencies.</b>	
<i>Adaptive: Personal Responsibility</i>	
PR 2	The child understands that hot is dangerous.
PR 6	The child demonstrates caution and avoids common dangers.
<b>7. Children become aware of and begin to develop nutritional habits that contribute to good health.</b>	
<i>Adaptive: Self Care</i>	
SC 12	The child asks for food or liquid with words or gestures.

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>	
SC 13	The child uses a spoon or other utensil to feed himself.
SC 15	The child drinks from a cup without assistance and with little spilling.
SC 17	The child distinguishes between food substances and nonfood substances.
SC 22	The child asks for food at the table.
SC 26	The child chooses the appropriate utensil for the food he or she is eating.
SC 32	The child cuts soft foods with the side of a fork.
<b>EARLY LEARNING IN MATHEMATICS</b>	
<b>1. Children begin to develop processes and strategies for solving mathematical problems.</b>	
No corresponding items on the <i>Battelle</i>	
<b>2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.</b>	
<i>Cognitive: Reasoning and Academic Skills</i>	
RA 6	The child nests objects inside one another.
RA 7	The child matches colors.
RA 10	The child identifies sources of common actions.
<i>Cognitive: Perception and Concepts</i>	
PC 8	The child matches a circle, square, and triangle.
PC 10	The child sorts by color with demonstration.
PC 11	The child identifies big and little shapes.
PC 12	The child sorts by size with demonstration.
PC 13	The child sorts forms by shape.
PC 14	The child identifies the longer of two plastic strips.
PC 16	The child recognizes visual differences among similar shapes.
PC 20	The child compares the sizes of familiar objects not in view.
<i>Communication: Receptive</i>	
RC 20	The child responds to the adverbs <i>softly</i> and <i>loudly</i> .
RC 22	The child understands the superlatives <i>biggest</i> and <i>longest</i> .
<b>3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.</b>	
No corresponding items on the <i>Battelle</i>	

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>
<b>4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.</b>
No corresponding items on the <i>Battelle</i>
<b>5. Children explore and discover simple ways to measure.</b>
<i>Cognitive: Perception and Concepts</i>
PC 23 The child understands relative time.
PC 24 The child identifies past and present activities.
<b>6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.</b>
No corresponding items on the <i>Battelle</i>
<b>7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.</b>
<i>Cognitive: Reasoning and Academic Skills</i>
RA 8 The child responds to <i>one</i> and <i>one more</i> .
RA 11 The child gives three objects on request.
RA 13 The child identifies the larger of two numbers.
<b>8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.</b>
<i>Adaptive: Self Care</i>
SC 30 Child puts on clothing right-side out and front-side forward and puts shoes on the correct feet.
<i>Cognitive: Attention and Memory</i>
AM 20 The child locates hidden items in a picture scene--Level 1.
AM 24 The child locates hidden items in a picture scene--Level 2.
<i>Cognitive: Perception and Concepts</i>
PC 7 The child places a circle and a square in a form board.
<i>Communication: Receptive</i>
RC 14 The child responds to the prepositions <i>out</i> and <i>on</i> .
RC 19 The child responds to the prepositions <i>toward</i> and <i>behind</i> .
<b>EARLY LEARNING IN SCIENCE</b>
<b>1. Children develop positive attitudes and gain knowledge about science through observation and active play.</b>

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>
No corresponding items on the <i>Battelle</i>
<b>2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.</b>
<i>Adaptive: Personal Responsibility</i>
PR 4 The child shows care when handling an infant or a small animal.
<b>3. Children show a beginning awareness of scientific knowledge related to the earth.</b>
<i>Adaptive: Self Care</i>
SC 33 The child chooses clothing that is appropriate for the weather.
<b>EARLY LEARNING IN THE SOCIAL STUDIES</b>
<b>1. Children begin to understand and interpret their relationship and place within their own environment.</b>
No corresponding items on the <i>Battelle</i>
<b>2. Children begin to recognize that many different influences shape people’s thinking and behavior.</b>
<i>Personal-Social/Peer Interaction</i>
PI 25 The child recognizes and accepts diversity among other children.
<i>Personal-Social: Self-Concept and Social Role</i>
SR 6 The child responds to his or her name.
SR 16 The child states his or her first name.
SR 19 The child uses a personal pronoun (I or me) or his or her name to refer to himself or herself.
SR 20 The child states his or her age.
SR 22 The child states whether he or she is male or female.
SR 23 The child states his or her first and last names.
<b>3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.</b>
No corresponding items on the <i>Battelle</i>
<b>4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.</b>
<i>Personal-Social: Adult Interaction</i>
AI 25 The child follows the rules give by an adult for playing simple childhood games with peers.
AI 26 The child follows classroom rules and regulations.
<b>5. Children increase their understanding about how basic economic concepts relate to their lives.</b>

<i>Alignment of the Michigan Early Learning Expectations with the Battelle Developmental Inventory</i>
No corresponding items on the <i>Battelle</i>
<b>6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</b>
<i>Adaptive: Self Care</i>
SC 33 The child chooses clothing that is appropriate for the weather.
SC 34 The child chooses clothing that is appropriate for the occasion.
<b>EARLY SKILLS IN USING TECHNOLOGY</b>
<b>1. Children explore and use various types of technology tools.</b>
No corresponding items on the <i>Battelle</i>
<b>2. Children can name various components of computer systems and use various input devices.</b>
No corresponding items on the <i>Battelle</i>
<b>3. Children work cooperatively with others while using technology tools.</b>
No corresponding items on the <i>Battelle</i>
<b>4. Children demonstrate responsible handling of technology equipment.</b>
No corresponding items on the <i>Battelle</i>