

ED 138 368

PS 009 244

AUTHOR Pankhauser, Glenda; And Others
TITLE Individual Assessment.
INSTITUTION Alpha Plus Corp., Piedmont, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 77
GRANT OEG-O-74-0529
NOTE 52p.; For related document, see PS 009 245
AVAILABLE FROM Circle Preschool, 9 Lake Avenue, Piedmont, California 94611 (\$1.50, plus \$1.00 postage and handling)

EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS *Checklists; Cognitive Development; Emotional Development; *Handicapped Children; Language Development; Motor Development; *Preschool Education; *Regular Class Placement; *Skill Development; Social Development; *Student Evaluation
IDENTIFIERS *Circle Preschool First Chance Project

ABSTRACT

This document contains a 44-page child assessment checklist developed by the Circle Preschool First Chance Project, a government-funded model program for integrating handicapped children into regular classes. Six skill areas of child development are detailed: language, cognitive, gross motor, fine motor, socio-emotional and self-help. Included are guidelines for using the assessment checklist and a bibliography of other assessment instruments. (HS)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

Circle Preschool

First Chance Project

U.S. DEPARTMENT OF HEALTH
 EDUCATION & WELFARE
 NATIONAL INSTITUTE OF
 EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT THE NATIONAL INSTITUTE OF EDUCATION OR THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE.



PS 009244 ED138368

individual assessment

A TITLE VI-C PROJECT -- 9 Lake Avenue, Piedmont, CA 94611 -- (415) 655-0633
 © 1977. Alpha Plus Corporation. All Rights Reserved

ED138368

PS009244

Circle Preschool
First Chance Project

INDIVIDUAL ASSESSMENT

PERMISSION TO REPRODUCE THIS COPY
RIGHTED MATERIAL HAS BEEN GRANTED BY

**Alpha Plus
Corporation**

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE NATIONAL IN-
STITUTE OF EDUCATION. FURTHER REPRO-
DUCTION OUTSIDE THE ERIC SYSTEM RE-
QUIRES PERMISSION OF THE COPYRIGHT
OWNER.

Staff members who developed this Assessment include: Glenda Fankhauser, Alicja Fazio, Nancy Giesseman, Jack Hailey, Suzanne Hering, and Anne Oliver. Susy Pajunen designed the cover.

This material was prepared as part of U.S. Office of Education Grant No. OEG-0-74-0529.

© 1977, Alpha Plus Corporation. All Rights Reserved. Copies of this booklet is available from Circle Preschool, 9 Lake Avenue, Piedmont, CA 94611.

assessments used in early child-
s of child development:

which require a receptive or
on. The specific skill areas in
del, which lends itself to specific
tems in the language category,
cannot in reality be separated from
s contingent on information avail-

the belief that all children go
at about the same rate. Although
at approximately the same chrono-
some children may progress more
skip a step altogether without cause
guide for determining weaknesses
l framework for planning a devel-

oning the child rather than testing
tem describes a specific skill
t, free play, or on an individualized
efulness to elicit the desired infor-
oo many clues for the response.

g that the skill must be inferred
on those items listed as "enjoys
what behavior (laughter, smiles,

CHARTING

To establish a developmental skill level, begin administration at or below the child's chronological age. Work backward until the child successfully pass three consecutive skills. Assume the child can pass all items below that level. If the child succeeds at age level, work forward until the child misses three items.

In the column headed "Present," mark the date tested next to the highest skill level attained. Choose as the child's goal the next cluster of skills not present. Mark the date these skills are targeted as goals. As these skills are attained, mark the date in the "Acquired" column next to the skill named. Re-evaluate at three month intervals and record gains in skills not set as goals. Use a chart similar to the one suggested on the following page to provide an overall picture of the child's growth.

USE OF THE ASSESSMENT

The assessment was not designed to assign the child a skill age and plug her into a rigid program of teaching each skill as listed. Rather, it suggests an overall guideline for sequencing the content of classroom activities based on a developmental model. It also suggests a range of skills an activity can include to meet the individual needs of all the children. For example, a cooking project may include labeling food and utensils as well as classifying foods.

The list suggests skills to be included in activities. A child who cannot cut with scissors could be included in a cutting project where she can develop that skill; she would not necessarily be taken aside and drilled on cutting. If many of the children in the class do not understand time sequences, group times may include talk about what they did at school yesterday, today's program, and plans for tomorrow. The teacher would not try to have the children rote memorize what yesterday, today, and tomorrow mean.

The assessment suggests the next cluster of skills to present to assure a challenging environment for the child who is progressing steadily.

It provides a progress report to let teachers know if a child is stuck at some level; it helps teachers know when to try a different approach, increase their efforts, or sit back and observe.

SAMPLE PROFILE: LANGUAGE SKILL AREA

Months	Auditory Reception	Visual Reception	Associative	Memory	Closure	Verbal Expression	Manual Expression
60	12/18/75 (BLUE INK)	3/20/76 (GREEN INK)					
54		12/18/75					3/20/76 12/18/75
48						3/20/76	
42			6/10/76 (BLACK INK)	6/10/76 3/20/76	June 76	12/18/75	
36			3/20/76 12/18/75		March 76 Dec. 75		
30				12/18/75			
24							
18							
12							

Color code entries every three months to provide a visual profile of the child's progress. For example, use red ink in September, blue in December, green in March, and black in June.

A similar chart should be used for each skill area.

BIBLIOGRAPHY

- Alpern, Gerald and Thomas Boll. Developmental Profile. Psychological Development Publication, Indianapolis, 1972.
- Bayley, Nancy. Bayley Scales of Infant Development. Psychological Corporation, New York.
- Cattell, P. Cattell Infant Intelligence Scale. Psychological Corporation, New York.
- Doll, E. A. Preschool Attainment Record. American Guidance Service, Circle Pines, Minnesota, 1967.
- Doll, F. A. Vineland Social Maturity Scale. American Guidance Service, Circle Pines, Minnesota, 1965.
- Donahue, Mike, et al. Behavioral Developmental Profile. Dept. of Special Education, County School System, Marshalltown, Iowa, 1973.
- Frankenburg W. and J. B. Dobbs. Denver Developmental Screening Test. Ladoça Project and Publishing, Denver, Colorado, 1967.
- Gesell, A. Gesell Developmental Schedules. Psychological Corporation, New York.
- Hurlock, Elizabeth. Child Development. McGraw-Hill, New York, 1956.
- Kamii, Constance. "Evaluation of Learning in Preschool Education: Socio-Emotional, Perceptual-Motor, and Cognitive Development." Handbook in Formative and Summative Evaluation of Student Learning, Bloom, Hastings, Maduaus, eds. McGraw-Hill, New York.
- Levine, S., et al. California Preschool Social Competency Scale. Consulting Psychologists Press, Inc., Palo Alto, CA.
- Sanford, Anne. Learning Accomplishment Profile. Kaplan School Supply, Winston-Salem, 1973.
- Wood, Mary Margaret, ed. The Rutland Center Model for Treating Emotionally Disturbed Children. Rutland Center, Athens, Georgia, 1973.

LANGUAGE

Present

Not Present

Goal

Acquired

Re-evaluation

I. Receptive Process

A. AUDITORY RECEPTION

Knows and immediately turns to her own name. (12 mo)

*Listens selectively to familiar words. (6-12 mo)

Responds to name, no-no. (6-12 mo)

Imitates sounds. (6-12 mo)

Shakes head "yes" to some questions, "no" to others. (6-12 mo)

Tries to imitate adults' playful vocal sounds (e.g. smacking lips, cough, brrrr, etc.). (6-12 mo)

Shows by suitable movement and behavior that he understands several words in usual context (e.g. own and family names, bye-bye, walk, dinner, cup, spoon, ball, car). (12 mo)

Imitates a few words. (12-18 mo)

*Listens to rhymes and jingles. (12-18 mo)

Brings a familiar object from another room on request. (15-18 mo)

Points to one named body part of self or doll. (15-18 mo)

(continued)

LANGUAGE

Present

Not Present

Goal

Acquired

Re-evaluation

I. Receptive Process, continued

A. AUDITORY RECEPTION, continued

Imitates two or three-word sentence.
(18-21 mo)

Can distinguish personal pronouns: "Give it to her." "Give it to him." (18-24 mo)

Points to 4 or 5 body parts of self or doll, or items of clothing show in large pictures, (mouth, eyes, nose, hand, foot, head).
(21-24 mo)

Selects an item from a group of 5 varied items upon request. (21-24 mo)

Understands and follows single directions.
(1. "Give me ___" 2. "Put ___ in the ___."
3. "Put the ___ on the ___.") (24 mo)

Selects appropriate pictures involving action words, ("Show me eating, sleeping."
(24-30 mo)

Enjoys having stories simplified by interpreting them to her using her vocabulary, people, and experiences she knows, especially her own name. (24-30 mo)

Comprehends "cold," "tired," "hungry."
("What do you do when you're _____?")
(30-35 mo)

Tells own gender when asked "Are you a boy or a girl?" (30-36 mo)

(continued)

LANGUAGE

Present	Not Present	Goal	Acquired	Re-evaluation
---------	-------------	------	----------	---------------

I. Receptive Process, continued
 A. AUDITORY RECEPTION, continued

Recognizes gross sounds in environment and points to object or pictures of the objects. (vacuum cleaner, water running, etc.) (30-36 mo)

Discriminate prepositions, "Put the block on, in, under, off, above, etc. the box." (30-48 mo)

Carries out three simple related commands given at once, e.g. "Sit down. Pick up the spoon, and stir the soup." (30-36 mo)

Enjoys simple stories read from picture books. (30-36 mo)

Listens to musical instruments, including record player. (30-36 mo)

Says at least one nursery rhyme. (36-48 mo)

Detects rhyming words. (48-60 mo)

Points to and repeats less commonly used words for the parts of the body (knees, elbows, wrists, hair, back, leg, stomach). (48-60 mo)

Listens eagerly to stories. (48-60 mo)

Names or points to a penny, nickel, dime upon request. (60-72 mo)

LANGUAGE

Present	Not Present	Goal	Acquired	Re-evaluation
---------	-------------	------	----------	---------------

I. Receptive Process, continued
 B. VISUAL RECEPTION

Maintains eye contact. (2 mo)

Adjusts to gesture (pat-a-cake, wave hand for bye-bye). (6-12 mo)

Looks at pictures in book. (6-12 mo)

Imitates simple actions or gestures. (10-12 mo)

Follows simple commands of give, show, come, go, or get when used with appropriate gestures. (12-18 mo)

Identifies familiar people or common objects by pointing or vocalizing. (12-18 mo)

Identifies a few pictures in book by naming or pointing. (18-24 mo)

Names some pictures of common objects. (21-24 mo)

Enjoys picture books, recognizing fine detail in favorite pictures. (24-29 mo)

Names (not just repeats) things seen in pictures. (24-30 mo)

Names at least one color correctly. (30-36 mo)

(continued)



LANGUAGE

	Present	Not Present	Goal	Acquired	Re-evaluation
I. <u>Receptive Process, continued</u>					
B. <u>VISUAL RECEPTION, continued</u>					
Tells what action is going on in pictures. (36-48 mo)					
"Reads" pictures. (48-60 mo)					
Identifies or names the three primary colors; red, yellow, and blue. (48-60 mo)					
Recognizes and selects identical pictures or objects from group of 5. (48-60 mo)					
Sees differences in pictures or objects. (48-60 mo)					

LANGUAGE

	Present	Not Present	Goal	Acquired	Re-evaluation
II. <u>Organizing Process</u>					
A. <u>ASSOCIATIVE - AUDITORY & VISUAL</u>					
Associates body parts with their functions. ("What do you see with? eat with? hear with?", etc.) (24-30 mo)					
When told the use (or action) of an object, can identify by pointing and/or naming the object. ("What do you drink out of?" - cup. "What do you cut with?" - knife.) (30-36 mo)					
Discriminates by pointing or vocalizing such adjectives as "hot, cold, wet." (30-36 mo)					
Understands subject-object relations, e.g. chooses correct picture when asked "find the boy throwing the ball." (30-36 mo)					
Gives use of objects, e.g. "Why do we have a stove?", etc. (36-48 mo)					
Compares weight. (Estimates which is heavy, light.) (48-60 mo)					
Able to make analogies, e.g. "An apple is red; a banana is ?" (48-60 mo)					
Repeats days of week in sequence. (48-60 mo)					
Can answer questions classifying and organizing objects according to form, color, use, and material. ("Why do we have cars? How else can we go from one place to another?") (48-60 mo)					

LANGUAGE

Present

Not Present

Goal

Acquired

Re-evaluation

II. Organizing Process, continued

A. ASSOCIATIVE - AUDITORY & VISUAL, cont.

Able to tell what happens in the morning, afternoon, night. (48-60 mo)

Makes size comparisons. ("This is bigger. This is smaller.") (48-60 mo)

Interprets a picture containing several ideas, e.g. a car wreck. (48-60 mo)

Demonstrates knowledge of left and right. (60-72 mo)

LANGUAGE

	Present	Not Present	Goal	Acquired	Re-evaluation
II. <u>Organizing Process, continued</u>					
B. <u>MEMORY - AUDITORY & VISUAL</u>					
Joins in nursery rhymes and songs with voice or gestures. (24-30 mo)					
Notifies or recalls who is missing from a group. (48-60 mo)					
Makes up story using 3 selected objects or pictures. (48-60 mo)					
Able to tell what happened yesterday and today and what will happen tomorrow. (48-60 mo)					
Identifies removed object from a group of 3. (48-60 mo)					
Appropriately sequences and relates stories of personal experiences. (48-60 mo)					
Can repeat a sequence of 3 items, e.g. "I go to the store to buy bread, butter, and milk." (48-60 mo)					
Carries out, in order, a command containing 3 unrelated parts. (48-60 mo)					
Is able to repeat a sequence of 4-6 shown objects. (48-60 mo)					

LANGUAGE

	Present	Not Present	Goal	Acquired	Re-evaluation
II. <u>Organizing Process, continued</u>					
C. <u>CLOSURE - AUDITORY, VISUAL, and GRAMMATIC</u>					
Participates in story-telling (with words phrases). (30-36 mo)					
Recognizes a partially shown object. (48-60 mo)					
Recognizes objects in silhouette or "shadow" pictures. (48-60 mo)					
Speaks with very few sound errors. ¹ (54-60 mo)					
The child uses proper grammatical rules when speaking. (60-72 mo)					

¹ This is the approximate age in which children should be using a sound correctly. The child should not be expected to use a specific sound before the age mentioned. This list is included to show how speech sounds develop. It should not be used for drill. Sounds should not be done in isolate as they are affected by the sounds before and after.

AGE	SOUND
3	mmmmmm, nnnnnn, ng, f, p, h, w
4	y, k, b, d, g, r
4½	ssss, sh, ch
6	t, v, l, th (without voice)
7	zzzzzz, zh, j, th (with voice)
8	wh

LANGUAGE

	Present	Not Present	Goal	Acquired	Re-evaluation
<p>III. <u>Expressive Process</u></p> <p>A. <u>VERBAL EXPRESSION</u></p> <p>Makes single vowel sounds -- ah, eh, uh. (2 mo)</p>					
<p>Vocalizes 4 different syllables, but varies syllables in chain. (6-10 mo)</p>					
<p>Uses voice to get attention. (10-12 mo)</p>					
<p>Says one "word" other than "Mama" or "Dada." (Can be short syllable child uses consistently to designate an object.) (10-12 mo)</p>					
<p>One-word phrase: one word conveying complex meaning, e.g. doll = bring me doll. (12 mo)</p>					
<p>Two-word combinations: adjective and noun. (For example, <u>Possessive</u>: my car; Daddy car; <u>Quantifier</u>: more car; two car; <u>Adjective</u>: big car, dirty car; <u>Location</u>: there car, here car; <u>Negation</u>: no car, potty no; <u>Question</u>: Daddy car?) (15-18 mo)</p>					
<p>50-75 words. Nouns 75% of vocabulary. (18-24 mo)</p>					
<p>Uses words more than gestures to express wants and needs. (21-24 mo)</p>					
<p>Combines words into simple 2 or 3 word phrases. (21-24 mo)</p>					
<p>(continued)</p>					

**Developmental landmark

LANGUAGE

Present	Not Present	Goal	Acquired	Re-evaluation
---------	-------------	------	----------	---------------

III. Expressive Process, continued

A. VERBAL EXPRESSION, continued

Uses words to express physical needs or answer questions. (21-24 mo)

Uses own name in reference to self; (21-24 mo)

Uses pronouns "mine, me, you," but not always correctly. (21-24 mo)

**300 words. 2 to 3 word sentences. (24-30 mo)

Asks for "more" or "another." (24-30 mo)

**450 words. 3 word sentence: noun, verb, object. (30-36 mo)

Uses 2 and 3 prepositions. (30-36 mo)

Gives full name on request. (30-36 mo)

Uses personal pronouns correctly and refers to self by using pronoun, I, you, or me. (30-36 mo)

Uses negative statement. (30-36 mo)

Tells a story, shares his ideas, or expresses his feelings. (36-48 mo)

Asks many questions beginning, "What... Where..., Who:." (36-48 mo)

(continued)

LANGUAGE

Present	Not Present	Goal	Acquired	Re-evaluation
---------	-------------	------	----------	---------------

III. Expressive Process, continued

A. VERBAL EXPRESSION, continued

Uses plurals. (36-48 mo)

Has 900 word vocabulary. 4 to 5 word sentences. (36-48 mo)

Describes objects while naming them, using 3 descriptors, e.g. color, shape, size, when asked, "Tell me about this." (48-60 mo)

Asks meaning of words. (48-60 mo)

Directs others by saying, "Do this," or "Get that." (48-60 mo)

Gives age and birthday. (48-60 mo)

Listens to and tells long stories, sometimes confusing fact and fantasy. (54-60 mo)

Has 2000 word vocabulary. (60 mo)

Asks meaning of abstract words. (60-72 mo)

Asks questions about objects using descriptors; color, size, room placement, etc. (60-72 mo)

** Developmental landmark

LANGUAGE

III. Expressive Process

B. MANUAL EXPRESSION

Uses gestures and words to make wants known. (15-18 mo)

Makes rhythmical response as bending knees, swaying, singing. (24-29 mo)

When given object, demonstrates its function by gesture. (24-30 mo)

Demonstrates simple action words, e.g. eating, sleeping. (24-30 mo)

Able to use puppet or toys to act out ideas. (48-60 mo)

Demonstrates meaning of words by pantomime. (48-60 mo)

Acts out stories. (60-72 mo)

Present	Not Present	Goal	Acquired	Re-evaluation

COGNITIVE PROCESSES

I. Physical Knowledge

Answers by pointing or naming, "What do you hear with, see with, smell with, taste with?" (24-30 mo)

By naming or pointing, identifies objects by their use. (e.g. "What cuts?" "Knife.") (30-36 mo)

By naming or gesturing, gives use of object. ("What do you do with a cup? Show me.") (30-36 mo)

Answers correctly, "Are you a boy or a girl?" (30-36 mo)

Problem Solving Ability: Performs a variety of actions on an unfamiliar object to define its nature. (e.g. stretching, folding, cutting, floating, hitting, tapping, squeezing, blowing, breaking, or dropping.) (48-60 mo)

Describes some properties of objects. ("How does it feel, sound, look, taste?")

-Using texture: (smooth, rough, bumpy, slippery, etc.). (36-48 mo)

-Using shape: (circle, square, triangle, rectangle, oval). (36-48 mo)

-Using weight: (heavy, light): (36-48 mo)

-Using size: (big, little, small, wide, thin, narrow, etc.). (36-48 mo)

Is able to tell what materials objects are made of: (wood, glass, metal, plastic, etc.) (54 mo)

Present	Not Present	Goal	Acquired	Re-evaluation

COGNITIVE PROCESSES

	Present	Not Present	Goal	Acquired	Re-evaluation
<p>III. <u>Logical Knowledge</u></p> <p>A. <u>CLASSIFICATION</u></p>					
<p>Beginning classification; discriminates between food and non-food. (18-24 mo)</p>					
<p>Matches identical familiar objects. (24 mo)</p>					
<p>Matches three different shapes to shape board (color constant). (24-30 mo)</p>					
<p>Random grouping of objects. (24-36 mo)</p>					
<p>When shown two objects, is able to tell how they are the same or not the same using size, shape, OR color. (36-48 mo)</p>					
<p>Partial but inconsistent grouping by attribute. (30-42 mo)</p>					
<p>Groups consistently by one attribute and able to "tell why." (Identical or similar property.) (36-48 mo)</p>					
<p>Beginning to deal with two or more attributes simultaneously...</p> <p>After grouping objects by one common attribute (e.g. color), able to change criterion and regroup (e.g. squares vs. circles) and "tell why." (48-60 mo)</p>					

COGNITIVE PROCESSES

III. Logical Knowledge

B. SERiation

Can discriminate between little and big objects. ("Show me the big (little) block.") (24-30 mo)

Stacks 5 rings on peg in order by size. (30-36 mo)

Is able to identify objects "bigger than" or "smaller than" (fatter or skinnier, harder or softer, hotter or colder). (36-48 mo)

Ordering: by trial and error, beginning with three objects.

Able to order objects by size (smallest to largest). (48-60 mo)

Able to order 3 objects by volume, ("a lot to a little" or full to empty.) (36-48 mo)

Order 10 objects by volume. (48-60 mo)

Able to order 3 shades of same color, (lightest to darkest). (36-48 mo)

Order 10 shades of color. (48-60 mo)

Able to order 3 objects by texture, (e.g. softest to hardest, smoothest to roughest). (36-48 mo)

Order 10 objects by texture. (48-60 mo)

Able to order 3 sets of objects by quantity, (more to fewer). (36-48 mo)

10 sets of objects. (48-60 mo)

Can make opposite analogies, (Open/close, up/down, yes/?) (48-60 mo)

(continued)

COGNITIVE PROCESSES

III. Logical Knowledge, continued

B. SERiation, continued

When shown a ball (or snake or other object of clay) the child is able to make four balls, each being bigger than the one that was made before. (48-60 mo)

Asked which of two objects is bigger, (without being shown the objects) can name the bigger object. (60 mo)

COGNITIVE PROCESSES

	Present	Not Present	Goal	Acquired	Re-evaluation
<p>III. <u>Logical Knowledge</u></p> <p>C. <u>NUMBER</u></p>					
<p>Selects just one block from a group of blocks in response to "Give me a block." (30-36 mo)</p>					
<p>Demonstrates understanding of concept of one. ("We will play the game <u>one</u> time.") (30-36 mo)</p>					
<p>Counts two objects, pointing to each. (36-48 mo)</p>					
<p>Can do one-to-one correspondence with objects that have a meaningful relationship (cups and saucers). (36-48 mo)</p>					
<p>Makes collections of objects with gross comparisons between unequal groups and labels them, ("a lot vs. a little"). (48 mo)</p>					
<p>Counts five objects and answers "how many." (48-54 mo)</p>					
<p>Counts ten objects and answers "how many." (54-60 mo)</p>					
<p>Able to match numerals 1-9 with the corresponding number sets. (54-60 mo)</p>					
<p>Using numbers to 10, can tell what number follows, is before, or is between two other numbers. (60-72 mo)</p>					
<p>Seeing two rows of objects the <u>same length</u>, will make a <u>one-to-one</u> correspondence to see if the objects are the same number or not the same number (conservation). (60-72 mo)</p>					

COGNITIVE PROCESSES

	Present	Not Present	Goal	Acquired	Re-evaluation
<p>III. <u>Logical Knowledge</u></p> <p>D. <u>SPACE</u></p>					
<p>Imitates putting objects in and out of box. (13 mo)</p>					
<p>Child places blocks in row -- horizontally (on floor) or vertically (by stacking) (24-27 mo)</p>					
<p>Puts together 7 piece puzzle. (36-48 mo)</p>					
<p>Able to show understanding of "in/out," "over/under," "in front of/in back of," etc. concretely with own body. (36-48 mo)</p>					
<p>Spatial relationships: recognizes and joins separate parts into a whole (2 halves of a circle). (36-48 mo)</p>					
<p>Able to show understanding of "in/out," "over/under," "in front of/in back of," etc. with toys, pictures, and words. (36-48 mo)</p>					
<p>With a duplicate set of objects, the child is able to copy a linear (straight line) pattern. (36-48 mo)</p>					
<p>Bridging: imitates or initiates building of bridge with three cubes. (36-48 mo)</p>					
<p>Placement of 4 blocks to enclose a space. (Build a fence around a horse.) (36-48 mo)</p>					
<p>Able to find a similar shape (to that shown) in the environment. (48 mo)</p>					

COGNITIVE PROCESSES

	Present	Not Present	Goal	Acquired	Re-evaluation
IV. <u>Representation, continued</u>					
A. <u>SYMBOLS, continued</u>					
<u>Dramatic Play</u>					
<u>Uses toys and objects as props. (36-48 mo)</u>					
<u>Imitative role play (e.g. "I'm Mommy." or "I'm a cat.")</u>					
<u>Role play involving specific situations (e.g. having a party).</u>					
<u>Persists in making a play last longer.</u>					
<u>Non-verbal interaction with other children in the play. (36 mo)</u>					
<u>Verbal interaction with other children in the play. (36-48 mo)</u>					
<u>Continues the play from day to day.</u>					
B. <u>LANGUAGE: SIGNS</u>					
(See Language)					

GROSS MOTOR SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluation
I. <u>Walking</u>					
Walks alone - seldom falls. (18 mo)					
Walks backwards: (18 mo)					
Walks sideways. (18 mo)					
Walks on line, general direction, (24 mo)					
Walks between parallel lines, 8 inches apart. (24-30 mo)					
Walks on tiptoe. (30 mo)					
Walks on tiptoe for 10 feet. (36 mo)					
Walks 1' x 4' diam. circle. (48-60 mo)					
Walks forward and backwards, heel-toe. (56 mo)					
Heel to toe walk (10 foot line frwd and 10 foot line bkwd). (60-72 mo)					
II. <u>Running</u>					
Runs freely with both feet off ground simultaneously. (24-36 mo)					
Runs with control over speed and change of direction. (48-60 mo)					

GROSS MOTOR SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluator
III. <u>Balance</u>					
<u>Attains sitting position unaided. (12 mo)</u>					
<u>Stands alone. (14 mo)</u>					
<u>Able to re-establish balance when falls or is pushed. (15 mo)</u>					
<u>Able to stoop to pick up toys from floor. (15 mo)</u>					
<u>Carries objects. (18-23 mo)</u>					
<u>Gets up from a back-lying position by partial rotation to side and using hands. (22 mo)</u>					
<u>Bends at waist to pick up something off floor. (21-24 mo)</u>					
<u>Stands on one foot momentarily. (30-36 mo)</u>					
<u>Gets up from mid-floor without using hands. (33 mo)</u>					
<u>Stands on one foot, 4-8 seconds. (48 mo)</u>					

(Also see VI - Walking Board)

GROSS MOTOR SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluation
IV. <u>Jumping</u>					
A. VERTICAL					
Steps off low object. (18 mo)					
Jumps from bottom stair, 8-12 inches. (36 mo)					
Jumps from height of 12", landing on toes only. (60-72 mo)					
B. HORIZONTAL					
Jumps off floor - both feet. (30 mo)					
Bunny Jumps. (36-48 mo)					
Standing broad jump. (48-60 mo)					
Running broad jump to 2 feet. (48-60 mo)					
Jumps rope. (60-72 mo)					
C. HOPPING					
Hops on one foot for 1-3 hops. (Hopping unlikely if cannot jump.) (43 mo)					
Hops forward on one foot for 4-6 hops. (48-60 mo)					
Hops 10 or more hops forward on each foot separately. (60-72 mo)					
D. SKIPPING					
Beginning skipping -- combination of hop and walk (gallop). (48-60 mo)					
Skips using alternate feet. (60-72 mo)					

GROSS MOTOR SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluation
V. <u>Climbing</u>					
A. STAIRS					
<u>Creeps up stairs (4 stairs) -- weight on hands and feet. (12-15 mo)</u>					
<u>Walks up stairs -- hand held by adult. (18 mo)</u>					
<u>Walks down stairs, one hand held. (21 mo)</u>					
<u>Walks up and down stairs alone, both feet on one step at a time, holding onto rail. (24 mo)</u>					
<u>Walks up stairs with no support, alternating feet - one foot per step. (36-48 mo)</u>					
<u>Walks down stairs with no support, alternating feet - one foot per step. (48-60 mo)</u>					
B. LARGE OBJECT					
<u>Climbs up on furniture. (15-18 mo)</u>					
<u>Climbs nursery apparatus. (36 mo)</u>					
<u>Climbs ladders and trees. (48-60 mo)</u>					

GROSS MOTOR SKILLS

VI. <u>Walking Board (Balance)</u>	Present	Not Present	Goal	Acquired	Re-evaluation
Walks with one foot on walking board. (28 mo)					
Alternates 2-3 steps on walking board. (36-48 mo)					
Walks length of walking board (6 cm wide board/3 inches wide). (48-60 mo)					
Walks length of walking board (4 cm wide board/2 inches wide). (60-72 mo)					
VII. <u>Throwing and Kicking</u>					
A. <u>THROWING</u>					
Ball hurled from standing position in any direction. (18-23 mo)					
Ball hurled in forward direction. (30-36 mo)					
Ball hurled with horizontal arm and body movement. (48-60 mo)					
Throws ball overhand with same arm and leg forward (Ipsilateral Step). (60-72 mo)					
Throws ball with opposite arm and leg forward (Contralateral Step). (72+ mo)					
B. <u>KICKING</u>					
Kicks a large ball. (24 mo)					

GROSS MOTOR SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluation
VIII. <u>Catching</u>					
Catching: sitting, stops moving object (corralling with arms or legs). (24 mo)					
Catches - arms straight and object scooped to chest. (36-48 mo)					
Catches ball bounced from 3'. (3 trials) (36-48 mo)					
Catches - elbows bent and in front of body. (48-60 mo)					
Catches - elbows at side of body and hands cupped to ball height. (60-72 mo)					
IX. <u>Body Coordination</u>					
Moves rhythmically to music. (18 mo)					
Pedals tricycle. (30-36 mo)					
Can swing on rope, both feet off ground. (36-48 mo)					
Imitates body movements. (30-48 mo)					
Turns somersaults. (48-60 mo)					
Can swing - pumps feet. (60-72 mo)					
Roller skates. (60-72 mo)					
Learns to descend long ladder, alternating feet. (60-72 mo)					

FINE MOTOR SKILLS

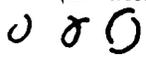
	Present	Not Present	Goal	Acquired	Re-evaluation
I. <u>Manipulation - Release & Grasp</u>					
<u>Neat pincer-like grasp. (10-12 mo)</u>					
<u>Removes a cube from a cup. (10-12 mo)</u>					
<u>Holds crayon. (11 mo)</u>					
<u>Builds tower of 2-3 blocks (3 trials), (13-18 mo)</u>					
<u>Can pick up and hold 2 small objects in one hand. (14 mo)</u>					
<u>Throws objects - picks them up again. (12-15 mo)</u>					
<u>Dumps small object from bottle. (12-15 mo)</u>					
<u>Tower of 5-6 cubes (2 trials) (21 mo)</u>					
<u>Opens doors by turning knob. (24 mo)</u>					
<u>Turns pages of book singly. (24 mo)</u>					
<u>Fills and dumps containers with sand and water. (24-29 mo)</u>					
<u>Rolls, pounds, squeezes, and pulls clay. (24-29 mo)</u>					
<u>Manipulates egg beater. (27 mo)</u>					
<u>Tears paper. (24-26 mo)</u>					
<u>Makes mud and sand pies. (30-35 mo)</u>					
<u>Builds tower of nine cubes. (36-48 mo)</u>					

FINE MOTOR SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluation
<p>II. <u>Eye-Hand Coordination</u></p>					
<p>Stacks rings on pegs - any order.(11-12 mo)</p>					
<p>Completes simple puzzles (with knobs). (24-36 mo)</p>					
<p>Puts small object in bottle. (24-30 mo)</p>					
<p>Completes beginner interlocking puzzle without knobs (5-7 pieces). (36-48 mo)</p>					
<p>Picks up pins, thread, etc. with each eye separately covered. (36-48 mo)</p>					
<p>Puts round pegs in round holes on peg-board (6 pegs). (36-48 mo)</p>					
<p>Drives nails and pegs into plasterboard or other soft materials. (36-48 mo)</p>					
<p>Strings beads. (36-48 mo)</p>					
<p>Can fringe paper with scissors. (36-48 mo)</p>					
<p>Cuts on straight line with scissors. (48-60 mo)</p>					
<p>Can paste and glue (to join or bond things). (48-60 mo)</p>					
<p>Uses a key to open and unlock a small padlock. (55-66 mo)</p>					
<p>Cuts on curved line with scissors (without chopping). (60-72 mo)</p>					

FINE MOTOR SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluation
III. <u>Pre-Writing</u>					
Marks on paper. (12 mo)					
Scribbles imitatively. (18-21 mo)					
Begins to show hand preference. (18-23 mo)					
Makes painting and drawing strokes (often in arc). (18-21 mo)					
Interested in painting process, not product. ("Scrubs" paper with color). (24-29 mo)					
Imitates vertical, horizontal, and circular strokes in scribbling. (24-29 mo)					
Has well developed handedness. (24-29 mo)					
*Enjoys finger painting. (30-35 mo)					
Paints trokes, dots, and circular shapes on easel. (30-35 mo)					
Imitates a cross (+). (Examples of unacceptable attempts X - -). (36 mo)					
Traces over square on lines. (36 mo)					
Holds large crayon with fingers. (36-48 mo)					
Copies drawing of pre-drawn cross. (See above). (36-48 mo)					
continued...					

	Pre	Not Pre	Goa	Acq	Re-
III. <u>Pre-Writing</u> , continued					
Copies drawing of pre-drawn circle with continuous line, 3 trials. (Examples of unacceptable attempts, ). (36-48 mo)					
<u>Traces over diamond on lines.</u> (48 mo)					
*Interested in drawing or painting designs and pictures meaningful to herself but not yet recognizable as the object. (48-60 mo)					
<u>Traces letter, 3 trials.</u> (48 mo)					
<u>Copies squares with right angles.</u> (48-60 mo)					
<u>Copies letters.</u> (48-60 mo)					
<u>Holds paper with other hand in writing.</u> (48-60 mo)					
<u>Draws recognizable pictures of things that are important to her.</u> (60-72 mo)					
<u>Draws house, 2 to 5 items.</u> (60-72 mo)					
<u>Prints capital letters of own name.</u> (60-72 mo)					
<u>Prints simple words.</u> (60 mo)					
<u>Prints numerals, 1-5.</u> (60-72 mo)					
<u>Copies triangle, 3 trials.</u> (60-72 mo)					
<u>Copies diamond, 3 trials.</u> (72 mo)					

SOCIO-EMOTIONAL DEVELOPMENT

	Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation
I. <u>Comfort in School</u>						
<u>Indicates desire to come to school.</u>						
<u>Relates happy experiences at school.</u>						
<u>Is able to take turns.</u>						
<u>Participates in large group activities.</u>						
II. <u>Interactions with Teacher</u>						
<u>Separates easily from parent.</u>						
<u>Attends to person speaking.</u>						
<u>Initiates interaction with teacher either verbally or by gesture.</u>						
<u>Uses teacher's behavior as model.</u>						
<u>Asks for assistance when appropriate.</u>						
<u>Performs at ability level independently.</u>						
<u>Continues activities without constant assurance.</u>						
<u>Able to share teacher's attention with others.</u>						
<u>Responds positively to physical contact.</u>						
<u>Interacts with adults without manipulating them.</u>						

SOCIO-EMOTIONAL DEVELOPMENT

	Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation
<p>III. <u>Achievement Motivation & Pride of Mastery</u></p> <p><u>Initiates own activities.</u></p>						
<p><u>Shows knowledge of abilities by choice of activity.</u></p>						
<p><u>Child experiments and seeks new knowledge without waiting for teacher assistance.</u></p>						
<p><u>Uses materials in a variety of ways.</u></p>						
<p><u>*Reflective: takes time to think before making decisions.</u></p>						
<p><u>Uses a variety of approaches to solve problems.</u></p>						
<p><u>Can stay with activity for some time.</u></p>						
<p><u>Shows satisfaction in task either by gesture and/or verbalization.</u></p>						
<p><u>Persists in task until it is completed.</u></p>						
<p><u>*Proud of what she makes, and shows others.</u></p>						
<p><u>Brings "treasures" to share at school.</u></p>						

SOCIO-EMOTIONAL DEVELOPMENT

	Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation
IV. <u>Interactions with Other Children</u>						
Initiates a recognizable word to obtain an object or activity from another child.						
<u>Works well with other children.</u>						
Accepts others' ideas and directions for play.						
Initiates ideas for play accepted by others.						
<u>Allows others to join in his play.</u>						
<u>Shares willingly.</u>						
<u>Child respects property of others.</u>						
<u>Takes turns.</u>						
<u>Stands up for own rights.</u>						
<u>Accepts blame when at fault.</u>						

SOCIO-EMOTIONAL DEVELOPMENT

	Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation
V. <u>Inner Controls</u>						
<u>Follows routine requests or limitations.</u>						
<u>External Controls: Behaves in accordance with rules when teacher is not present or without a tangible reward.</u>						
<u>Verbally recalls group rules and procedures.</u>						
<u>Verbalizes consequences if group rules are broken.</u>						
<u>Verbalizes simple reasons for group rules.</u>						
<u>Contributes to making group rules.</u>						
<u>Is thoughtful: acts with reflection.</u>						
<u>Verbally expresses cause and effect relationships between feelings and behaviors.</u>						
	46					

Often	Sometimes	Rarely	Goal	Acquired	Re-evaluation
-------	-----------	--------	------	----------	---------------

VI. Play Patterns

Unoccupied Behavior: Child occupies himself with watching anything that happens to be of momentary interest. (6-12 mo)

Solitary Play: Child plays alone and independently with toys that are different than those of the children playing nearby. (13-23 mo)

Parallel Play: Plays with the same toy as other children nearby, but not with the children. (30-35 mo)

Onlooker Behavior: Child watches play of other children and joins in for a few minutes. (36-48 mo)

Associative Play: Child plays with other children, borrowing and lending materials, but play is neither goal-directed nor organized. (36-48 mo)

Cooperative Play: Child plays in group that is goal-directed toward a product, a competitive goal, or formal game, or a dramatization. (60-72 mo)

VII. Interactions with Materials

Uses toys and tools appropriately.

Puts toys away in proper place.

Recognizes her own possessions.

SELF-HELP SKILLS

Present	Not Present	Goal	Acquired	Re-evaluation
---------	-------------	------	----------	---------------

I. Feeding

Finger-feeds self for part of meal. (12 mo)

Uses spoon, spilling little. (14-18 mo)

Asks for food when hungry and drink when thirsty. (18-23 mo)

Unwraps candy or coverings. (22 mo)

Masticates food. (12-24 mo)

Drinks from cup. (24-29 mo)

Spoon-feeds without spilling. (24-29 mo)

Eats with fork. (28-36 mo)

Gets drink unassisted. (30-36 mo)

Pours well from pitcher. (36-48 mo)

Spreads butter on bread with knife. (36-48 mo)

Cleans spills. (36-48 mo)

Sets table with assistance. (36-48 mo)

Sets table. (48-60 mo)

Can cut with knife. (48-60 mo)

Serves self. (48-60 mo)

SELF-HELP SKILLS

Present	Not Present	Goal	Acquired	Re-evaluation
---------	-------------	------	----------	---------------

II. Toileting

Fusses to be changed after BM (12 mo)

Sits on toilet or potty. (15-18 mo)

Indicates wet pants. (15 mo)

Indicates toilet needs by restlessness and vocalization. (18-23 mo)

Bowel control usually attained. (18-23 mo)

Verbalizes toilet needs in reasonable time. (24 mo)

Pulls down pants at toilet. (24-29 mo)

Knows the difference between bladder and bowel function. (30-36 mo)

Is usually dry all night. (36-48 mo)

Cares for self at toilet. (36-48 mo)

Responds to routine times for elimination. (36-48 mo)

SELF-HELP SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluation
<u>Dressing</u>					
Child holds arms out for clothing. (12 mo)					
Pulls on simple garment. (24 mo)					
Puts on shoes with assistance. (24-29 mo)					
Removes coat or dress, if unfastened. (24-36 mo)					
Undoes large buttons, snaps, shoelaces, and zippers. (31-36 mo)					
Dresses with supervision. (32 mo)					
Puts on coat or dress unassisted. (34 mo)					
Hangs up coat on hanger or hook. (30-36 mo)					
Pulls on shoes (not always) correct foot. (36-48 mo)					
Buttons coat or dress. (40-46 mo)					
Undresses self except for back buttons, laces, and ties. (48-60 mo)					
Laces shoes. (48-60 mo)					

(continued)



SELF-HELP SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluation
<u>III. Dressing, continued</u>					
Distinguishes front and back of clothing. (48-60 mo)					
Dresses self except tying. (48-60 mo)					
Dresses and undresses alone. (60-72 mo)					
Ties shoelaces. (72 mo)					
<u>IV. Personal Hygiene</u>					
Child helps while being bathed. (30-36 mo)					
Dries own hands. (30-35 mo)					
Brushes teeth. (36-48 mo)					
Blows nose without verbal cue. (36-48 mo)					
Washes hands and face unaided. (36-48 mo)					
Dries face and hands. (42-48 mo)					
Can brush and comb hair unassisted. (60-72 mo)					

SELF-HELP SKILLS

	Present	Not Present	Goal	Acquired	Re-evaluation
<u>V. Safety</u>					
Indicates desires by gesturing and utterances. (18-23 mo)					
Understands and stays away from common dangers. (30-35 mo)					
Tells full name. (36-48 mo)					
Goes about neighborhood unattended. (48-60 mo)					
Tells own phone number. (48-60 mo)					
Tells home address. (60-72 mo)					
Crosses street safely. (60-72 mo)					
Demonstrates dialing of own phone number. (60-72 mo)					