

DEVELOPMENTAL CHECKLIST - 1 TO 3 MONTHS

CHILD'S NAME: _____

DATE OF BIRTH: _____

PARENT OR GUARDIAN: _____

DATE
OBSERVED

MOVEMENT

- ✓ Raises head and cheek when lying on stomach (3 mos.)
- ✓ Supports upper body with arms when lying on stomach (3 mos.)
- ✓ Stretches legs out when lying on stomach or back (2-3 mos.)
- ✓ Opens and shuts hands (2-3 mos.)
- ✓ Pushes down on his legs when his feet are placed on firm surface (3 mos.)

VISUAL

- ✓ Watches face intently (2-3 mos.)
- ✓ Follows moving objects (2 mos.)
- ✓ Recognizes familiar objects and people at a distance (3 mos.)
- ✓ Starts using hands and eyes in coordination (3 mos.)

HEARING AND SPEECH

- ✓ Smiles at the sound of voice (2-3 mos.)
- ✓ Cooing noises; vocal play (begins at 3 mos.)
- ✓ Attends to sound (1-3 mos.)
- ✓ Startles to loud noise (1-3 mos.)

SOCIAL/EMOTIONAL

- ✓ Begins to develop a social smile (1-3 mos.)
- ✓ Enjoys playing with other people and may cry when playing stops (2-3 mos.)
- ✓ Becomes more communicative and expressive with face and body (2-3 mos.)
- ✓ Imitates some movements and facial expressions

DEVELOPMENTAL RED FLAGS (1 TO 3 MONTHS)

- ✓ Doesn't seem to respond to loud noises
- ✓ Doesn't follow moving objects with eyes by 2 to 3 months
- ✓ Doesn't smile at the sound of your voice by 2 months
- ✓ Doesn't grasp and hold objects by 3 months
- ✓ Doesn't smile at people by 3 months
- ✓ Cannot support head well at 3 months
- ✓ Doesn't reach for and grasp toys by 3 to 4 months
- ✓ Doesn't bring objects to mouth by 4 months
- ✓ Doesn't push down with legs when feet are placed on a firm surface by 4 months
- ✓ Has trouble moving one or both eyes in all directions
- ✓ Crosses eyes most of the time (occasional crossing of the eyes is normal in these first months)

COMMENTS:

DEVELOPMENTAL RED FLAGS (4 TO 7 MONTHS)

- ✓ Seems very stiff, tight muscles
- ✓ Seems very floppy, like a rag doll
- ✓ Head still flops back when body is pulled to sitting position (by 5months still exhibits head lag)
- ✓ Shows no affection for the person who cares for them
- ✓ Doesn't seem to enjoy being around people
- ✓ One or both eyes consistently turn in or out
- ✓ Persistent tearing, eye drainage, or sensitivity to light
- ✓ Does not respond to sounds around them
- ✓ Has difficulty getting objects to mouth
- ✓ Does not turn head to locate sounds by 4 months
- ✓ Doesn't roll over (stomach to back) by 6 months
- ✓ Cannot sit with help by 6 months (not by themselves)
- ✓ Does not laugh or make squealing sounds by 5 months
- ✓ Does not actively reach for objects by 6 months
- ✓ Does not follow objects with both eyes
- ✓ Does not bear some weight on legs by 5 months

COMMENTS:

DATE
OBSERVED

LANGUAGE MILESTONES (cont)

- ✓ Babbles “dada” and “mama” (8-10 mos.)
- ✓ Says “dada” and “mama” for specific person (11-12 mos.)
- ✓ Uses exclamations such as “oh-oh”

SOCIAL/EMOTIONAL

- ✓ Shy or anxious with strangers (8-12 mos.)
- ✓ Cries when mother or father leaves (8-12 mos.)
- ✓ Enjoys imitating people in his play (10-12 mos.)
- ✓ Shows specific preferences for certain people and toys (8-12 mos.)
- ✓ Prefers mother and/or regular care provider over all others (8-12 mos.)
- ✓ Repeats sounds or gestures for attention (10-12 mos.)
- ✓ Finger-feeds himself (8-12 mos.)
- ✓ Extends arm or leg to help when being dressed

DEVELOPMENTAL RED FLAGS (8 TO 12 MONTHS)

- ✓ Does not crawl
- ✓ Drags one side of body while crawling (for over one month)
- ✓ Cannot stand when supported
- ✓ Does not search for objects that are hidden (10-12 mos.)
- ✓ Says no single words (“mama” or “dada”)
- ✓ Does not learn to use gestures such as waving or shaking head
- ✓ Does not sit steadily by 10 months
- ✓ Does not show interest in “peek-a-boo” or “patty cake” by 8 mos.
- ✓ Does not babble by 8 mos. (“dada,” “baba,” “mama”)

COMMENTS:

DEVELOPMENTAL CHECKLIST - 12 TO 24 MONTHS

CHILD'S NAME: _____

DATE OF BIRTH: _____

PARENT OR GUARDIAN: _____

DATE
OBSERVED

MOVEMENT

- ✓ Walks alone (12-16 mos.)
- ✓ Pulls toys behind him while walking (13-16 mos.)
- ✓ Carries large toy or several toys while walking (12-15 mos.)
- ✓ Begins to run stiffly (16-18 mos.)
- ✓ Walks into ball (18-24 mos.)
- ✓ Climbs onto and down from furniture unsupported (16-24 mos.)
- ✓ Walks up and down stairs holding on to support (18-24 mos.)

HAND AND FINGER SKILLS

- ✓ Scribbles spontaneously (14-16 mos.)
- ✓ Turns over container to pour out contents (12-18 mos.)
- ✓ Builds tower of four blocks or more (20-24 mos.)

LANGUAGE

- ✓ Points to object or picture when it's named for them (18-24 mos.)
- ✓ Recognizes names of familiar people, objects, and body parts (18-24 mos.)
- ✓ Says several single words (15-18 mos.)
- ✓ Uses two-word sentences (18-24 mos.)
- ✓ Follows simple, one-step instructions (14-18 mos.)
- ✓ Repeats words overheard in conversations (16-18 mos.)

COGNITIVE

- ✓ Finds objects even when hidden under 2 or 3 covers
- ✓ Begins to sort shapes and colors (20-24 mos.)
- ✓ Begins make-believe play (20-24 mos.)

SOCIAL

- ✓ Imitates behavior of others, especially adults and older children (18-24 mos.)
- ✓ Increasingly enthusiastic about company or other children (20-24 mos.)
- ✓ Demonstrates increasing independence (18-24 mos.)
- ✓ Begins to show defiant behavior (18-24 mos.)
- ✓ Episodes of separation anxiety increase toward midyear, then fade

**DATE
OBSERVED**

COGNITIVE

- ✓ Makes mechanical toys work (30-36 mos.)
- ✓ Matches an object in hand or room to a picture in a book (24-30 mos.)
- ✓ Plays make-believe with dolls, animals, and people (24-36 mos.)
- ✓ Sorts objects by color (30-36 mos.)
- ✓ Completes puzzles with 3 or 4 pieces (24-36 mos.)
- ✓ Understands concept of "two" (26-32 mos.)

SOCIAL/EMOTIONAL

- ✓ Separates easily from parents (by 36 mo.)
- ✓ Expresses a wide range of emotions (24-36 mos.)
- ✓ Objects to major changes in routine (24-36 mos.)

DEVELOPMENTAL RED FLAGS (24 TO 36 MONTHS)

- ✓ Frequent falling and difficulty with stairs
- ✓ Persistent drooling or very unclear speech
- ✓ Inability to build a tower of more than 4 blocks
- ✓ Difficulty manipulating small objects
- ✓ Inability to copy a circle by 3 years old
- ✓ Inability to communicate in short phrases
- ✓ No involvement in pretend play
- ✓ Failure to understand simple instructions
- ✓ Little interest in other children
- ✓ Extreme difficulty separating from primary caregiver

COMMENTS:

DEVELOPMENTAL CHECKLIST - 3 TO 4 YEARS

CHILD'S NAME: _____

DATE OF BIRTH: _____

PARENT OR GUARDIAN: _____

DATE
OBSERVED

MOVEMENT

- ✓ Hops and stands on one foot up to 5 seconds
- ✓ Goes upstairs and downstairs without support
- ✓ Kicks ball forward
- ✓ Throws ball overhand
- ✓ Catches bounced ball most of the time
- ✓ Moves forward and backward
- ✓ Uses riding toys

HAND AND FINGER SKILLS

- ✓ Copies square shapes
- ✓ Draws a person with 2-4 body parts
- ✓ Uses scissors
- ✓ Draws circles and squares
- ✓ Begins to copy some capital letters
- ✓ Can feed self with spoon

LANGUAGE MILESTONES

- ✓ Understands the concepts of "same" and "different"
- ✓ Has mastered some basic rules of grammar
- ✓ Speaks in sentences of 5-6 words
- ✓ Asks questions
- ✓ Speaks clearly enough for strangers to understand
- ✓ Tells stories

COGNITIVE MILESTONES

- ✓ Correctly names some colors
- ✓ Understands the concept of counting and may know a few numbers
- ✓ Begins to have a clearer sense of time
- ✓ Follows three-part commands
- ✓ Recalls parts of a story
- ✓ Understands the concept of same/different

DEVELOPMENTAL CHECKLIST - 4 TO 5 YEARS

CHILD'S NAME: _____

DATE OF BIRTH: _____

PARENT OR GUARDIAN: _____

DATE
OBSERVED

MOVEMENT

- ✓ Stands on one foot for 10 seconds or longer
- ✓ Hops, somersaults
- ✓ Swings, climbs
- ✓ May be able to skip

MILESTONES IN HAND AND FINGER SKILLS

- ✓ Copies triangle and other geometric patterns
- ✓ Draws person with body
- ✓ Prints some letters
- ✓ Dresses and undresses without assistance
- ✓ Uses fork, spoon
- ✓ Usually cares for own toilet needs

LANGUAGE MILESTONES

- ✓ Recalls parts of a story
- ✓ Speaks sentences of more than 5 words
- ✓ Uses future tense
- ✓ Tells longer stories
- ✓ Says name and address

COGNITIVE MILESTONES

- ✓ Can count 10 or more objects
- ✓ Correctly names at least 4 colors
- ✓ Better understands the concept of time
- ✓ Knows about things used every day in the home (money, food, etc.)

SOCIAL MILESTONES

- ✓ Wants to please and be with friends
- ✓ More likely to agree to rules
- ✓ Likes to sing, dance, and act
- ✓ Shows more independence

CCEI1220P2: Informal Assessment: Frequency Charts and Checklists: A Practical Application Course Handout

Welcome to CCEI1220P2

In this practical application course, participants will use a frequency chart and a developmental checklist to assess young children in the classroom setting. Successful completion of the observation activities and short-answer essays is required.

Objectives:

By reviewing the information in this course, completing the observations, and successfully responding to assessment questions, participants will meet the following objectives:

- Use a frequency chart to conduct an observation
- Use a developmental checklist to conduct an observation
- Use a rating scale to conduct an observation
- Analyze the pros and cons of these methods of observation

References:

- Morrison, George S. *Fundamentals of Early Childhood Education*, 2013. Pearson Education, Inc., Upper Saddle River, NJ.
- Snow, Catherine E. *Early Childhood Assessment: Why, What, and How*, 2008. The National Academies Press, Washington, D.C.
- Herr, J. *Working with Young Children. 8th Edition*, 2012. Goodheart-Wilcox Company.
- Decker, Celia. *Planning and Administering Early Childhood Programs*, 10th Edition (2012). Merrill Publishing. Columbus, OH.
- Reno, Hilde. *Handbook for Early Childhood Administrators*, 2008. Pearson Education, Inc., Upper Saddle River, NJ.
- NAEYC position statement: "Early Childhood Curriculum, Assessment, and Program Evaluation" (2003)
- Pennsylvania BUILD Initiative: Early Childhood Assessment for Children from Birth to Age 8. Pennsylvania Departments of Education and Public Welfare, Harrisburg, PA.
- *A Guide to Assessment in Early Childhood* (2008). A collaborative publication by the Washington State Office of the Superintendent for Public Instruction and numerous partner agencies and organizations.
- *Improving Child-Level Assessments in Early Childhood Education Settings* (2013). Forum on Children and Families.
http://steinhardt.nyu.edu/scmsAdmin/media/users/lec321/ForumBrief_FINAL_2.15.13.pdf
- *Authentic Assessment and Early Childhood Education - an Update and Resources*. (2012). Illinois State Board of Education.
http://ec.thecenterweb.org/sites/ec.thecenterweb.org/files/uploads/lp_spring-12_1-6_Ir.pdf

Use the space below to record notes from the course slides.

Developmental Checklists

Frequency Charts

Rating Scales

Pros and Cons

Observation Activities

It is time for the observation portion of the course. Follow the directions for each of the observation activities below. Draft your answers in the space provided, on a separate sheet of paper, or on a personal computer. Then, log back into the course, click "Submit Answers," and submit your final answer for each activity. You will receive feedback from a CCEI Education Coach within two business days.

Activity 1:

Create a small **frequency chart** that tracks developmentally appropriate behaviors for the age group you observe. List three behaviors along the left margin, and track three children across the top. Complete three observations over three separate 10-15 minute periods. Report your findings here. (For example, you could choose to list three learning centers and track how many times each center is chosen by the three children you are observing during center time.)

	Child 1:	Child 2:	Child 3:
Behavior 1:			
Behavior 2:			
Behavior 3:			

Activity 2:

Select 3 to 5 developmental milestones from the attached Developmental Checklist. Be sure to match the developmental appropriateness with the age of the children you observe. Select three children to observe and report whether each milestone is observed or not observed.

Observed?	Child 1	Child 2	Child 3			
	Yes	No	Yes	No	Yes	No
Milestone 1:						
Milestone 2:						
Milestone 3:						

Short-Answer Essay 1:

Given the developmental milestones you observed using a checklist, how might that checklist be modified to use it as a rating scale? What ratings might you assign? Do you think the rating scale would be more useful as an assessment tool? Why or why not?

Short-Answer Essay 2:

Write one paragraph that discusses the pros and cons of frequency charts, checklists, and rating scales. Use examples from your observations to support your answer.

When you have completed the exercises on this handout, you can log back into the course and submit your final written answers for review.

Practical Application Rubric

Exceeds Expectations (Exemplary)	Meets Expectations (Proficient)	Approaching Expectations (Developing)	Needs Support (Beginning)
<p>Your response:</p> <ul style="list-style-type: none"> Clearly addresses all elements of the question. Clearly meets the requirements for word count/length. Includes multiple and convincing examples that support your ideas. Demonstrates a clear commitment to professionalism. Uses quality writing and a positive tone to communicate competence. Is exceptionally well-organized and contains relevant information. Clearly contains your original thoughts and ideas. All references are properly cited. 	<p>Your response:</p> <ul style="list-style-type: none"> Addresses each element of the question. Meets the requirements for word count/length. Includes adequate examples that support your ideas. Demonstrates a commitment to professionalism. Mostly uses quality writing and an appropriate tone to communicate competence. Is organized and contains mostly relevant information. Mostly consists of original thoughts and ideas. An attempt was made to cite references. 	<p>Your response:</p> <ul style="list-style-type: none"> Partially addresses each element of the question. Requires information to meet requirements for word count/length. Includes inadequate examples that support your ideas. Does little to demonstrate a commitment to professionalism. Follows some rules of quality writing but uses an unenthusiastic tone to communicate competence. Is somewhat organized and contains some relevant information. May contain unoriginal (plagiarized) content. References not included 	<p>Your response:</p> <ul style="list-style-type: none"> Needs to address each element of the question. Requires information to meet requirements for word count/length. Requires examples to support your ideas. Does not demonstrate a commitment to professionalism. Is poorly written, includes incomplete sentences, and uses a negative tone to communicate competence. Is unorganized and contains irrelevant information. Contains plagiarized content. References not included.