

**Language, Vocabulary, and Early Literacy Development Observational Checklist**

Child’s Name: \_\_\_\_\_ Teacher’s Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ Year: \_\_\_\_\_

**Code: 1 = Needs Development    2 = Developing as Expected    3 = Advanced Development**

**Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)**

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Exhibits developmentally appropriate receptive language</b>			
1.1 Listens to others with understanding (particularly in one-on-one situations)			
1.2 Listens attentively to a short story and especially to stories about himself or herself			
1.3 Recognizes environmental sounds			
1.4 Listens to music and the sounds produced by musical instruments			
1.5 Understands and follows simple one or two step directions			
<b>2 Exhibits developmentally appropriate oral language for communication purposes</b>			
2.1 Shows an increase in vocabulary with the majority of words spoken being understood by the teacher/caregiver			
2.2 Identifies common objects and pictures			
2.3 Uses language to express actions			
2.4 Uses language to express emotions and ideas			
2.5 Uses language to recall a sequence of events			
2.6 Becomes aware of the structure of the language			
<b>3 Demonstrates phonological awareness</b>			
3.1 Recognizes sound patterns and can repeat them			
3.2 Sings short songs and repeats portions of simple rhymes			
<b>4 Demonstrates an awareness of print</b>			
4.1 Turns pages of a book, looking at each page and picture			
4.2 Tells a story following the pictures in a book			

Reproduced from:

Mississippi Department of Education. (2006) *Mississippi Early Learning Guidelines for three-year-olds*. Jackson, MS: Author. Retrieved Oct. 9, 2007, from <http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/earlylearning.html>

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**Mathematical Concepts Development Observational Checklist**

Child’s Name: \_\_\_\_\_ Teacher’s Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ Year: \_\_\_\_\_

**Code: 1 = Needs Development    2 = Developing as Expected    3 = Advanced Development**

**Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)**

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Number sense, number operations, and number relationships</b>			
1.1 Matches, one to one, pairs of objects that are alike and pairs of objects that are related but not alike			
1.2 Rote count (e.g., counts to five or beyond from memory)			
1.3 Rational count (e.g., counts from three to five objects in a group to determine “how many” objects are in the group)			
<b>2 Patterns and relationships</b>			
2.1 Copies, creates, and extends auditory, visual, verbal, and physical movement patterns			
<b>3 Compare, classify (sort), and order</b>			
3.1 Makes size comparisons between objects using language (e.g., big/small, short/tall, full/empty, etc.)			
3.2 Classifies (sorts) objects into categories (e.g., size, shape, color, etc.)			
3.3 Orders objects based on size, weight, length, or height			
<b>4 Geometry and spatial sense</b>			
4.1 Recognizes and identifies shapes such as squares, circles, triangles, and rectangles			
4.2 Uses positional words to indicate where objects are in space (e.g., in, out, under, beside, between, on, etc.)			
<b>5 Parts and wholes</b>			
5.1 Identifies the missing part of an object or picture of an object (e.g., the wheel piece is missing from the truck puzzle)			
5.2 Recognizes that the amount of a whole remains the same when divided into two parts (e.g., when an apple is cut in half (two parts) it is still one apple)			

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Scientific Investigation Observational Checklist

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ Year: \_\_\_\_\_

Code: 1 = Needs Development      2 = Developing as Expected      3 = Advanced Development

Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Acquires scientific knowledge related to life science</b>			
1.1 Begins to observe, explore and describe a wide variety of live animals and where they live			
1.2 Begins to notice individual characteristics of self and living things			
<b>2 Acquires scientific knowledge related to earth science</b>			
2.1 Begins to recognize characteristics of different seasons and describe weather			
2.2 Begins to develop in the process of understanding time-related vocabulary			
<b>3 Engages in simple investigations using science processes</b>			
3.1 Begins to identify materials by texture (smooth/rough, soft/hard)			
3.2 Recognizes basic colors (e.g., red, blue, green, yellow)			
3.3 Begins to demonstrate understanding of the five senses as related to body parts			
3.4 Begins to compare, sort, classify, order, ask questions, use patterns and engage in simple investigations using tools and objects			
<b>4 Develops an understanding of rules and routines related to health and safety practices</b>			
4.1 Demonstrates growing independence in hygiene, toileting, nutrition and personal care.			
4.2 Begins to follow rules and respond appropriately during emergency drills			
4.3 Begins to recognize dangerous situations			

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Social/Emotional Development Observational Checklist

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School/Center Name: \_\_\_\_\_ Year: \_\_\_\_\_

Code: 1 = Needs Development    2 = Developing as Expected    3 = Advanced Development

Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Engages in different kinds of play in various settings</b>			
1.1 Engages in solitary and parallel, and onlooker play in various settings			
1.2 Engages in creative, imaginary, dramatic, and musical play in various settings			
<b>2 Develops self-help skills</b>			
2.1 Shows interest and curiosity in different activities and begins to make choices			
2.2 Shows flexibility, inventiveness, and interest in solving problems			
2.3 Begins to complete common tasks independently and seek help with more difficult tasks			
<b>3 Develops social awareness and participates in a supportive classroom community</b>			
3.1 Transitions with ease and follows established classroom rules and routines			
3.2 Responds to simple requests, helps with simple housekeeping tasks, and shows respect for classroom materials			
3.3 Begins to show an awareness of and care for living things			
3.4 Begins to “take a turn,” show an interest in communicating and sharing information with others, interact with others during group time, and understand that toys and materials can be owned by others			
<b>4 Develops self-discipline and a positive self-concept</b>			
4.1 Begins to express frustrations and anger without harming self, others, or property			
4.2 Begins to understand that families are different and multicultural			
4.3 Begins to express “personal space boundaries”			
4.4 Begins to show preferences and express wishes			
4.5 Begins to offer and accept affections and encouraging words from other children and adults			

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**Physical Development Observational Checklist**

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**Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)**

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Develops sense of body coordination and explores moving in space</b>			
1.1 Begins to develop sense of balance and body coordination			
1.2 Begins to move in rhythm to songs and music			
<b>2 Develops gross-motor skills</b>			
2.1 Begins to develop large muscle coordination and greater control in movement			
2.2 Begins to participate in group activities involving movement			
<b>3 Develops fine-motor skills</b>			
3.1 Begins to develop small muscle coordination using manipulative materials that vary in size, shape, and skill requirements.			
3.2 Begins to experiment with a wide variety of writing tools and drawing materials			
3.3 Begins to show interest in technology			

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