

Language, Vocabulary, and Early Literacy Developmental Checklist

Child's Name: _____ Teacher's Name: _____

School/Center Name: _____ Year: _____

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

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Exhibits developmentally appropriate receptive language			
1.1 Listens to others with understanding			
1.2 The child listens attentively to stories			
1.3 The child recognizes environmental sounds			
1.4 The child listens to the sounds produced by musical instruments			
1.5 The child listens to music			
1.6 The child understands and follows simple two or three-step directions			
2. Exhibits developmentally appropriate oral language for communication			
2.1 Shows increasing complexity in vocabulary development			
2.2 Identifies common objects and interprets pictures			
2.3 Uses language to express actions			
2.4 Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation			
2.5 Uses language to recall a sequence of events or retell a familiar story			
2.6 Shows awareness of the structure of language by using simple sentences, new vocabulary, and positional words in proper context			
3. Demonstrates phonological and phonemic awareness			
3.1 Distinguishes words in a sentence			
3.2 Recognizes rhyming words			
3.3 Distinguishes syllables (units of sound) by clapping, stomping, or finger tapping			
3.4 Orally segments, blends, and deletes syllables			
3.5 Begins to notice beginning phonemes (sounds)			
3.6 Begins to notice ending phonemes (sounds)			
3.7 Begins to blend onset and rime			

Reproduced from:

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Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
4. Demonstrates an awareness of print			
4.1 Recognizes local environmental print			
4.2 Understands that print conveys meaning			
4.3 Holds a book correctly and begins to understand directionality			
4.4 Recognizes first name in print			
4.5 Begins to recognize letters			
4.6 Attempts writing (scribble/drawing)			
4.7 Understands that different text forms are used for purposes			
5. Constructs meaning when responding to a story or a picture			
5.1 Shows an interest in books and reading			
5.2 Joins in reading of familiar/predictable/ pattern books			
5.3 Demonstrates understanding of literal meaning of story through questions and comments			
5.4 Begins to predict an outcome			
5.5 Develops an awareness of cause and effect			
5.6 Begins to differentiate reality from fantasy			
5.7 Connects information from a story to life experiences			

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Mathematical Concepts Developmental Checklist

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Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Develops an awareness of and uses number sense, numbers, and operations			
1.1 Develops number sense and awareness of numbers in the environment			
1.2 Applies one-to-one correspondence by counting concrete objects by ones to 10, 20, 25			
1.3 Matches quantities and numerals for 1-5, then 6-9			
1.4 Counts with understanding and recognizes <i>how many</i> in sets of objects			
1.5 Begins to compare numbers of concrete objects using language (e.g., <i>same, more than, less than</i>)			
1.6 Begins to identify concepts of a fraction <i>whole and half</i> by using real objects			
1.7 Begins to identify the position of objects in a series (e.g., <i>first, second, third, middle, next, last</i>)			
1.8 Begins to develop the ability to combine, separate, and name <i>how many</i> objects			
2. Develops an awareness of relations and patterns			
2.1 Begins to recognize, describe, reproduce, and extend simple patterns			
2.2 Matches, sorts, and classifies objects based on their similarities and differences			
3. Develops an awareness of and uses geometry and spatial reasoning			
3.1 Recognizes, names, describes, and compares two-dimensional shapes (e.g., <i>circle, square, rectangle, triangle</i>)			
3.2 Begins to recognize, name, and compare three-dimensional shapes (e.g., <i>cylinder, cube, cone, sphere</i>)			
3.3 Identifies positions of objects in space using language (e.g., <i>under, over, beside, behind, inside</i>) to describe and compare their relative positions			
4. Develops an awareness of and uses measurement			
4.1 Sorts and compares objects by size, length, weight, area, and temperature (e.g., <i>bigger/smaller, hotter/colder, longer/shorter, more than/less than</i>)			
4.2 Uses nonstandard measurement units (e.g., <i>units blocks, paper clips, hand span</i>)			
4.3 Uses common measuring instruments (e.g., <i>measuring cups, simple balance scales</i>)			
4.4 Begins to use time related words (e.g., <i>day/night, yesterday/today/tomorrow</i>)			

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Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
5. Begins to analyze and interpret data			
5.1 Creates graphs using concrete objects or pictures			
5.2 Represents ideas or experiences using graphs			
5.3 Uses graphs to answer questions			

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Scientific Investigations Developmental Checklist

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Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Develops awareness of living and non-living things			
1.1 Names and describes plants, animals, and humans			
1.2 Explores plants, animals, and human life cycles			
1.3 Recognizes the needs of living things			
1.4 Begins to recognize parts of the human body			
1.5 Observes and describes characteristics of non-living things			
2. Develops awareness of the five senses			
2.1 Recognizes the five senses and body parts that utilize the five (5) senses			
2.2 Identifies tastes			
2.3 Identifies smells			
2.4 Identifies sights			
2.5 Identifies sounds			
2.6 Sorts materials by texture			
3. Engages in practices to promote routine good health, nutrition, and safety			
3.1 Observes and demonstrates a daily routine of healthy habits			
3.2 Recognizes and selects healthy foods			
3.3 Demonstrates appropriate safety skills			
4. Develops awareness of observable properties of objects and materials			
4.1 Recognizes properties (e.g., <i>color, size, shape, state of matter</i>) and compares characteristics (e.g., <i>weight, texture, temperature</i>)			
4.2 Recognizes and demonstrates use of positional and motion words			

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Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
5. Develops awareness and appreciation for the environment			
5.1 Explores the idea that the earth includes the land, water, and air			
5.2 Explores caring for the environment			
5.3 Understands time-related vocabulary			
5.4 Describes weather			
6. Engages in simple investigations using science process			
6.1 Becomes aware of investigative process			
6.2 Makes careful observations, using all of the senses			
6.3 Describes, compares, sorts and classifies, and orders			
6.4 Uses a variety of simple tools to extend observations			
6.5 Explores materials, objects and events and notices cause and effect			
6.6 Engages in simple investigations			
6.7 Describes and communicates observations, results, and ideas			
6.8 Works collaboratively with others			

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Social and Emotional Developmental Checklist

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Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Demonstrates a positive self-concept			
1.1 Accepts attention, affection, and appreciation			
1.2 Expresses needs and preferences clearly and appropriately			
1.3 Describes feelings and thoughts using words, pictures, and stories			
1.4 Makes positive statements about self and takes pride in accomplishments			
2. Demonstrates control over emotions and behavior in various settings			
2.1 Transitions attention from one activity to another with ease			
2.2 Accepts not being first and begins to wait his/her turn in activities			
2.3 Begins to cope effectively with disappointment			
2.4 Begins to express frustration and anger appropriately (e.g., <i>without harming self, others, or property</i>)			
2.5 Begins to accept the consequences of her/his actions			
3. Develops positive engagement in the learning environment			
3.1 Shows interest in and actively participates in various classroom activities			
3.2 Begins to understand the concept of personal property versus classroom property or the property of others			
3.3 Demonstrates appropriate use and care of classroom and personal materials			
3.4 Shows an awareness of and care for living things such as a classroom pet or plant			
3.5 Follows established classroom rules and simple two- or three-step directions			
3.6 Selects tasks and begins to complete them independently			

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Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
4. Develops positive relationships with adults and children			
4.1 Approaches others positively and shows pleasure in being with others			
4.2 Shows interest in others by exchanging information with them			
4.3 Listens attentively to others when interacting with them			
4.4 Begins to develop an awareness of others' feelings and begins to show empathy			
4.5 Shows acceptance of individuals from different cultural and/or racial groups through positive interactions			
4.6 Begins to use positive language or demonstrate affection toward others			
4.7 Uses acceptable ways of joining in an on-going activity or group			
4.8 Plays in a small group of two to five children			
4.9 Begins give and take cooperative play			
4.10 Seeks help from others with difficult tasks			
4.11 Begins to negotiate solutions and develop compromises appropriately			

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Physical and Motor Developmental Checklist

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Competencies and Objectives	Observations		
	Fall	Mid-Year	Spring
1. Develops a sense of body coordination and explores moving in space			
1.1 Demonstrates a sense of balance and body coordination			
1.2 Begins to move in rhythm to songs and music			
2. Develops gross motor skills			
2.1 Demonstrates coordination of large muscles to perform simple motor tasks (e.g., <i>climbing, jumping, throwing a ball</i>)			
2.2 Participates in group activities involving gross motor movement			
3. Develops fine motor skills			
3.1 Demonstrates coordination of small muscles using manipulatives that vary in size and shape to perform simple motor tasks (e.g., <i>lacing, folding, cutting</i>)			
3.2 Participates in group activities involving fine motor movement			
3.3 Uses a wide variety of writing tools and drawing materials			
3.4 Demonstrates coordination of small muscles using technology			

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