

Facility Name: _____
 Facility MDH License Number: _____
 Child's Name: _____
 Date of Birth: _____ Date of Enrollment: _____
 Teacher's Name: _____

To Be Completed by Teacher

Cognitive Skills	Not Yet	Emerging	Achieved
	(Enter Dates of Observation.)		
<input type="checkbox"/> Refers to self by name	_____	_____	_____
<input type="checkbox"/> Recognizes uses of common objects	_____	_____	_____
<input type="checkbox"/> Matches two color samples	_____	_____	_____
<input type="checkbox"/> Points to big and little objects	_____	_____	_____
<input type="checkbox"/> Anticipates consequences ("Fire will burn.")	_____	_____	_____
<input type="checkbox"/> Points to at least six body parts when named	_____	_____	_____
<input type="checkbox"/> Names at least eight objects	_____	_____	_____
<input type="checkbox"/> Imitates actions of adults	_____	_____	_____
<input type="checkbox"/> Identifies boy and girl	_____	_____	_____
<input type="checkbox"/> Identifies own gender	_____	_____	_____
<input type="checkbox"/> Places objects "in," "on," and "under"	_____	_____	_____
<input type="checkbox"/> Names at least one color	_____	_____	_____
<input type="checkbox"/> Understands concepts of "one" and "two"	_____	_____	_____
<input type="checkbox"/> Repeats two digits	_____	_____	_____
<input type="checkbox"/> Indicates age with fingers	_____	_____	_____
<input type="checkbox"/> Shows active interest in books and television	_____	_____	_____
<input type="checkbox"/> Pretends	_____	_____	_____
Language Skills			
<input type="checkbox"/> Follows a one-step command ("Put the block on the table.")	_____	_____	_____
<input type="checkbox"/> Explains "no" in two words ("No cookie.")	_____	_____	_____
<input type="checkbox"/> Verbalizes wants ("Want water.")	_____	_____	_____
<input type="checkbox"/> Uses plural words ("socks")	_____	_____	_____
<input type="checkbox"/> Uses the sounds p, b, and m.	_____	_____	_____
<input type="checkbox"/> Puts together two or more words in simple sentences	_____	_____	_____
<input type="checkbox"/> Describes what happens in two or three words	_____	_____	_____
<input type="checkbox"/> Asks questions ("Where's Daddy?")	_____	_____	_____
<input type="checkbox"/> Uses pronouns ("I," "you," "me")	_____	_____	_____
<input type="checkbox"/> Says or sings a nursery rhyme	_____	_____	_____
Self-Help Skills			
<input type="checkbox"/> Helps put things away	_____	_____	_____
<input type="checkbox"/> Lifts and drinks from cup and places it on table	_____	_____	_____

Adapted from:
 Ferguson-Florissant School District. (n.d.). *Two-year-old skills checklist*. Florissant, MO: Author.

DEVELOPMENTAL CHECKLIST FOR TWO-YEAR-OLDS

	Not Yet	Emerging	Achieved
<input type="checkbox"/> Spoon-feeds without spilling	_____	_____	_____
<input type="checkbox"/> Removes coat or dress	_____	_____	_____
<input type="checkbox"/> Unzips zippers	_____	_____	_____
<input type="checkbox"/> Can sometimes put on socks	_____	_____	_____
<input type="checkbox"/> Dries own hands	_____	_____	_____
<input type="checkbox"/> Puts on coat unassisted	_____	_____	_____
<input type="checkbox"/> Eliminates when placed on potty chair	_____	_____	_____
<input type="checkbox"/> Verbalizes toilet needs fairly consistently	_____	_____	_____
<input type="checkbox"/> Pours from pitcher	_____	_____	_____
<input type="checkbox"/> Remains dry through night	_____	_____	_____
Social Skills			
<input type="checkbox"/> Shows both dependence on and independence from adults	_____	_____	_____
<input type="checkbox"/> Watches other children play	_____	_____	_____
<input type="checkbox"/> Shows curiosity and interest in surroundings	_____	_____	_____
<input type="checkbox"/> Shows pride in accomplishments	_____	_____	_____
<input type="checkbox"/> Uses adults as resources for help	_____	_____	_____
<input type="checkbox"/> Snatches and grabs toys	_____	_____	_____
<input type="checkbox"/> Initiates own play activities	_____	_____	_____
<input type="checkbox"/> Begins interacting somewhat in parallel play	_____	_____	_____
Gross Motor Skills			
<input type="checkbox"/> Throws a small object two feet	_____	_____	_____
<input type="checkbox"/> Jumps with two feet together	_____	_____	_____
<input type="checkbox"/> Rolls ball forward	_____	_____	_____
<input type="checkbox"/> Walks on tiptoes for at least two steps	_____	_____	_____
<input type="checkbox"/> Catches a rolled ball	_____	_____	_____
<input type="checkbox"/> Runs forward ten feet	_____	_____	_____
<input type="checkbox"/> Uses same foot to lead when walking ups steps	_____	_____	_____
<input type="checkbox"/> Walks down stairs alone (both feet on each step)	_____	_____	_____
<input type="checkbox"/> Jumps a broad jump	_____	_____	_____
<input type="checkbox"/> Pedals a tricycle	_____	_____	_____
Fine Motor Skills			
<input type="checkbox"/> Grasps cube with fingers	_____	_____	_____
<input type="checkbox"/> Inserts large peg into pegboard	_____	_____	_____
<input type="checkbox"/> Stirs liquid with spoon	_____	_____	_____
<input type="checkbox"/> Strings at least five large beads	_____	_____	_____
<input type="checkbox"/> Rolls, pounds, and squeezes clay	_____	_____	_____
<input type="checkbox"/> Draws vertical line	_____	_____	_____
<input type="checkbox"/> Copies a circle	_____	_____	_____
<input type="checkbox"/> Draws horizontal line	_____	_____	_____
<input type="checkbox"/> Fills and dumps containers with sand	_____	_____	_____
<input type="checkbox"/> Turns single pages	_____	_____	_____
<input type="checkbox"/> Works a five- or six-piece puzzle	_____	_____	_____
<input type="checkbox"/> Turns door handles	_____	_____	_____

Adapted from:
 Ferguson-Florissant School District. (n.d.). *Two-year-old skills checklist*. Florissant, MO: Author.