

Early Developmental Milestones

A Tool for Observing & Measuring a Child's Development

Physical Movement
Large Motor Skills

Throws a...

- ☐ large ball 4-5 feet.
- ☐ large ball 5-7 feet.
- ☐ small ball (tennis ball) about 10 feet.
- ☐ ball into medium size container.
- ☐ small ball (tennis ball) about 20 feet.

Balances on one leg without help for...

- ☐ 2 seconds.
- ☐ 5 seconds.
- ☐ 10 seconds.

Kicks a large ball forward...

- ☐ rolling ball.
- ☐ stationary ball while child is running.

Walks alone on the stairs...

- ☐ with both feet on each step, up and down the stairs.
- ☐ upstairs holding rail, 1 foot per step, alternating feet.
- ☐ downstairs holding rail, 1 foot per step, alternating feet.

Climbs up playground equipment without help...

- ☐ on small ladders, jungle gym, or 4 ft. slide.

Walks/Balances on tiptoes...

- ☐ walks on tiptoes for 3 steps.
- ☐ walks on tiptoes for 5 steps.
- ☐ balances on tiptoes for 3 seconds.

Jumps...

- ☐ over 2-inch high objects.
- ☐ back 1 time.
- ☐ over 6-inch high objects.
- ☐ forward 10 times.
- ☐ rope 2-3 times.

Walks heel-to-toe in a straight line...

- ☐ 3 steps forward.
- ☐ more than 3 steps forward.

Catches a thrown ball...

- ☐ a large bounced ball with hands, arms, and body.
- ☐ a large ball with arms and body.
- ☐ a bounced ball two times and catches it 1 out of 3 trials.
- ☐ a large ball with hands only.
- ☐ a tennis ball with hands only.

Rides a...

- ☐ bicycle using pedals.
- ☐ bicycle with pedals and training wheels.

Hops on one foot without falling for...

- ☐ 2 hops.
- ☐ 3-6 hops.
- ☐ 10 hops.

Jumps forward using standing broad jump for...

- ☐ 8-6 inches.
- ☐ 10-15 inches.
- ☐ 24 inches.

Walks on straight line for...

- ☐ 10 feet.

Performs physical activities...

- ☐ somersaults forward without help.

Swings...

- ☐ by him/herself, with pumping.

Jumps and runs...

- ☐ in rhythm to simple tunes.

Large Motor Skills Total: 41

Circle this number on the Developmental Chart - Physical Movement



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This belongs to
Brooklyn
Speech-Language Pathologist

Area 1

Physical Movement

As a child grows physically, both large and small muscles gradually become stronger and more coordinated. Gains in speed, accuracy, and steadiness of movement are made as a child moves in the world and learns about the position of the body in space. Physical growth lays the foundation for all the other areas of development.

Large Motor Skills

Large motor skills are typically acquired before small motor skills. Large muscles are used when a child walks, runs, kicks, hops, throws, catches, jumps, climbs, pulls, pushes, balances, and carries. When a child is ready to develop these skills, he/she needs lots of indoor and outdoor space for practice.

Small Motor Skills

Small muscles are in the hands and wrists. Coordination of these muscles are used to point, grasp, hold, stack, build, cut, draw, paint, paste, and write. A child uses a wide variety of materials to develop small muscle skills and eye-hand coordination.

Suggested Items

Toys

- balls (large) (small-tennis ball)
- picture storybook
- wind-up toys, jars with 3-inch lids, knobs
- play dough
- puzzles
- blocks
- plastic rings
- 2-inch and 6-inch objects

Playground Equipment

- 4-ft. slide
- jungle gym
- swing
- jump rope
- bicycle
- tricycle

Art Supplies

- crayons
- paper
- scissors
- glue
- magazine page
- shoelace
- pencil
- 1-inch beads/dry pasta

Other Objects

- food to unwrap (candy, banana, etc.)
- set of stairs
- medium size container
- colored objects or pictures (7-8 different colors)
- textured objects - hard/soft, smooth/rough
- different size objects
- board game
- different shaped objects

Similar items may be substituted.

Physical Movement

Large Motor Skills - Age Norms

Throws a . . .

- 2.6 large ball 4-5 feet.
- 2.9 large ball 5-7 feet.
- 4.0 small ball (tennis ball) about 10 feet.
- 4.9 ball into medium size container. (example: trash can)
- 5.0 small ball (tennis ball) about 20 feet.

Balances on one leg without help for. . .

- 2.9 two seconds.
- 3.0 five seconds.
- 4.6 ten seconds.

Kicks a large ball forward. . .

- 2.9 rolling ball.
- 4.6 stationary ball while child is running.

Walks alone on the stairs. . .

- 2.9 with both feet on each step, up and down the stairs.
- 3.0 upstairs holding rail, 1 foot per step, alternating feet.
- 3.0 downstairs holding rail, 1 foot per step, alternating feet.

Climbs up playground equipment without help. . .

- 2.9 small ladders, jungle gym, and 4 ft slide.

Walks/Balances on tiptoes. . .

- 3.0 walks on tiptoes for 3 steps.
- 3.9 walks on tiptoes for 5 steps.
- 4.3 balances on tiptoes for 3 seconds.

Jumps...

- 3.0 over 2-inch high objects.
- 3.0 back 1 time.
- 4.0 over 6-inch high objects.
- 4.0 forward 10 times.
- 5.6 rope 2-3 times.

Walks heel-to-toe in a straight line...

- 3.0 3 steps forward.
- 4.0 more than 3 steps forward.

Physical Movement

Large Motor Skills - continued

Catches thrown ball. . .

- 3.0 a large, bounced ball with hands, arms, and body.
- 3.0 a large ball with arms and body.
- 4.9 a bounced ball two times and catches it 1 out of 3 trials.
- 4.9 a large ball with both hands only.
- 5.0 a tennis ball with hands only.

Rides a. . .

- 3.0 tricycle using pedals.
- 5.0 bicycle with pedals and training wheels.

Hops on preferred foot without falling for. . .

- 3.6 2 hops.
- 4.3 3-6 hops.
- 4.6 10 hops.

Jumps forward without a running start. . .

- 3.0 6-8 inches.
- 4.6 10-15 inches.
- 5.0 24 inches.

Walks on straight line for. . .

- 3.6 10 feet.

Performs physical activities. . .

- 4.0 somersaults forward without help

Swings. . .

- 4.6 by himself/herself, with pumping.

Jumps and runs. . .

- 5.9 in rhythm to simple tunes.

Physical Movement

Small Motor Skills - Age Norms

Uses fingers to . . .

- 2.6 unwrap food: candy wrappers, banana.
- 2.6 point with index finger.
- 2.9 stack plastic rings in correct order by size.
- 3.0 turn pages of picture storybook, one by one.
- 3.0 screw and unscrew a 3" lid, wind up toys, turn knobs.

Copies large, simple shapes. . .

- | | |
|----------------------------------|-------------------------|
| 2.6 vertical line | 5.0 X |
| 3.0 horizontal line | 5.0 rectangle, triangle |
| 3.9 cross (+); circle | 5.3 diamond |
| 4.6 square with distinct corners | |

Colors. . .

- 2.6 uses large crayons to scribble
- 2.9 holds crayon with thumb and fingers (not fist)
- 4.6 within lines.

Stacks blocks into tower. . .

- 3.9 6-8 blocks
- 3.0 9-10 blocks
- 4.0 11 blocks or more

Builds structures given a model. . .

- 2.9 3 block train, 3 block bridge
- 3.0 pen for animals
- 4.6 5 block bridge
- 6.0 6 block pyramid, house, and complex structures

Cuts paper with scissors. . .

- 3.0 makes small cuts in paper
- 3.6 cuts across small paper, cutting in two pieces
- 4.0 follows thick straight line
- 4.6 follows thick curved line
- 6.0 picture (people, animals) from magazines

Puts puzzles together without help. . .

- 3.0 3-4 pieces
- 3.9 5-7 pieces
- 4.6 8-11 pieces

Physical Movement

Small Motor Skills - continued

Manipulates play dough. . .

- 3.0 into ball or flat, round pancakes.
- 4.0 rolls into rope.

Strings. . .

- 3.0 large 1-inch beads or 1-inch dry pasta using shoelace.

Traces over letters. . .

- 3.0 with crayons.
- 4.6 with pencil: simple capital letters H, T, L, V.

Folds paper after watching model. . .

- 3.6 in half, horizontally.
- 4.0 in half, diagonally.

Touches. . .

- 3.6 each finger of one hand to thumb of same hand.

Draws. . .

- 4.0 and names own pictures (not recognizable).
- 4.6 and names own pictures (recognizable).
- 4.9 connects two objects with line on same page

Pastes. . .

- 4.6 2 pieces of paper together.

Prints. . .

- 4.6 copies first name given a model.
- 5.9 first and last name or 2 words, but not very clearly.
- 6.0 all 26 letters of the alphabet with or without model.

Ties. . .

- 5.6 small knots in shoelaces.

Area 2

Language

A child learns to speak by hearing others talk. The greater the language use in the home and school, the more opportunities a child has to learn language. As a parent or teacher, you can help develop language skills by responding to a child when he/she speaks and expanding on what a child says. Talk about what you are doing in daily activities, explain new experiences, and model correct language.

Listening Skills

A child's listening skills typically develop before his/her speaking skills. Listening skills begin at birth as a child reacts to various environmental sounds. Soon, a child begins to discriminate between various pitches, volumes, and qualities of sounds. Around age one, a child responds to specific words.

Vocabulary Skills

Between the ages of one and two years, a child discovers that names stand for things. Following this realization, vocabulary explodes and typically grows from 200-300 words at two years of age to about 3,000 words by age six.

Speaking Skills

Around two years of age, a child creates two-word utterances to express thoughts. By age three, three words are put together and by age four, a child can give an account of a recent experience. By age five, a child can engage in a conversation with others.

Body Parts Identification Skills

From infancy on, a baby explores his/her body and learns about capabilities, contours, and the space it occupies. At the same time, a child learns the names of various body parts.

Suggested Items

- picture book(s)
- toys
- box(es)
- telephone (play or real)

Similar items may be substituted.

Listening Skills - Age Norms

Listens to and understands picture book stories. . .

- 2.6 answers very simple questions about people and objects
- 3.6 answers simple questions about main events and details

Identifies simple action words. . .

- 2.6 identifies 5 or more common verbs: "running," "walking," "jumping," "swimming," "sleeping," "eating," "riding," etc.

Understands directional words when spoken by others. . .

- | | |
|-----------------|----------------------|
| 2.9 in/on/out | 4.6 away |
| 3.0 up/down | 4.6 forward/backward |
| 3.3 over/under | 4.6 before/after |
| 3.3 top/bottom | 4.6 around/through |
| 3.3 front/back | 4.6 above/below |
| 3.6 behind | 4.6 between |
| 3.6 next/beside | 5.0 center/corner |

Understands negative words in simple sentences when spoken by others. . .

- 3.0 knows the difference between "Give me..." and "Don't give me..."
- 4.0 understands the word "not."

Understands differences in comparative words. . .

- 3.6 knows the difference between big, bigger, biggest; long, longer, longest; close, closer, closest; far, farther, farthest; short, shorter, shortest, etc.

Understands the meaning of passive voice in sentences. . .

- 4.6 examples of sentences: "The cat was chased by the dog."
"The boy was hit by the toy."

Understands the meaning of abstract adjectives spoken by others. . .

- 4.6 pretty, ugly, wild, tame, etc.

Uses negative phrases other than "no" as a single word. . .

- 2.6 no: "No juice." "Car no go."
- 2.9 not: "I am not eating." "Who is not eating?"

Using contractions. . .

- 2.6 what's: "What's that?"
- 3.0 I'll: "I'll find it."
- 3.6 can't, won't, don't: "I can't sleep." "I won't go."
- 4.0 it's, there's: "It's over here." "There's my shoe."

Uses auxiliary verbs. . .

- 2.9 is: "He is going." "The ball is red."
- 3.0 can: "I can do it."
- 3.3 am, are: "The kids are playing." "I am tired."
- 3.6 could, would: "I could/would do that."
- 4.0 may, might: "I might/may..."

Uses endings on nouns, verbs and adjectives. . .

- 2.9 verb + ing: going, running, sitting, sleeping, etc.
- 2.9 plurals + s: cats, dogs, etc.
- 4.6 adjective + er: taller, bigger, hotter, smaller, etc.
- 6.3 verb + er to make a "one who" noun: runner, catcher, batter, singer, dancer, etc.

Uses several pronouns. . .

- 2.9 refers to self as I or me: "Come with me." "I need that." "Watch me." etc.
- 3.6 to refer to others: he, him, she, her, you, they, etc.

Uses possessive nouns. . .

- 2.9 mom's, dad's, doll's, etc.: "That is mom's car." "My doll's dress is blue."

Uses verb tenses. . .

- 2.9 present tense (verb + s): runs, plays, eats, etc.
- 2.9 past tense (-ed): walked, jumped, talked, etc.
- 4.6 future tense: "We will go to the store soon."

Uses directional words correctly in phrases. . .

- | | |
|----------------|-----------------|
| 2.9 in/out/on | 4.6 around |
| 3.6 over/under | 4.6 behind |
| 3.6 front/back | 4.6 above/below |
| 3.6 beside | 6.0 toward |
| 3.6 up/down | 6.0 through |
| 3.6 next | 6.0 away from |
| 4.0 top/bottom | 6.0 right/left |

Uses conjunctions and articles. . .

- 2.9 a, the
- 3.0 and, or, but
- 4.0 if

Uses adjectives. . .

- 2.9 "this" and "that" in phrases
- 4.0 to describe persons, places, things

Uses words to express imagination. . .

- 4.0 "I hope. . ." "I wish. . ." "Let's pretend. . ." etc.

Uses irregular words. . .

- 4.6 several irregular past tense verbs: ran, fell, spoke, ate, sat, drank, etc.
- 4.6 several irregular plurals: children, teeth, mice, feet, men, women, etc.

Uses comparative and superlative forms of words. . .

- 6.0 adjective or adverb + er, est: taller, tallest; higher, highest; bigger, biggest; warmer, warmest; heavier, heaviest; etc.

Language

Speaking Skills - Age Norms

Average sentence length. . .

- 2.3 2 words: "See doggie." "Drive car." "Give cookie."
- 2.9 3 words: "Me want cookie." "Me do it." "Cake is gone." "Dog is barking." "Ball is red." "I find it."
- 3.0 3-4 words: "Daddy's car so big."
- 3.6 4-5 words: "Let's go to the store." "You have to stay here."
- 4.6 uses compound sentences with "and": "I hit the ball, and it went into the road."
- 5.0 6 or more words: "Let's go to the store now." "I want to stay here with my friend."

Asks simple questions. . .

- 2.6 that require a yes or no answer: "It raining?"
- 2.6 beginning with "Who. . .?" "What. . .?" "Where. . .?" "Why. . .?"
- 3.0 uses "Is" at the beginning of questions: "Is it raining?"
- 3.9 beginning with "When. . .?" "How. . .?"
- 4.0 beginning with "Which. . .?"

Gives personal information. . .

- 2.6 first name: "What is your name?"
- 2.9 first and last name: "What is your first and last name?"
- 3.0 sex: "Are you a boy or a girl?"
- 3.0 age: "How old are you?"
- 3.0 names of brothers/sisters: "What are your brothers'/sisters' (or close family member's) names?"
- 4.0 city or town: "Where do you live?"
- 4.0 month of birthday: "When is your birthday?"
- 4.6 street name: "What street do you live on?"
- 4.9 month and day of birthday: "When is your birthday?"
- 5.6 telephone number: "What is your telephone number?"

Engages in 2-way conversations. . .

- 2.9 short exchanges of one or two turns on the same topic.
- 3.6 exchanges of three or more turns.
- 5.6 sustains a topic beyond a dozen turns.

Speaking Skills - continued

Recites. . .

- 2.9 portions of some nursery rhymes and some songs.
- 3.0 a few entire nursery rhymes or songs.

Answers simple 3-5 word questions that start with. . .

- 2.9 "Who. . .?" "What. . .?" "Where. . .?"
- 3.3 "Why. . .?"
- 3.6 "How. . .?" "When. . .?"
- 4.0 "Which. . .?"

Retells main events of an unfamiliar picture book story with beginning, middle, and end. . .

- 4.3 by looking at the pictures.
- 5.6 from memory, not referring to pictures, with reasonable accuracy.

Describes. . .

- 4.6 a simple procedure: "Tell me how you make a peanut butter and jelly sandwich," etc.

Answers. . .

- 4.6 complex 2 part questions.

Has telephone skills. . .

- 4.6 answers telephone appropriately, calls adult to phone.

Points to Body Parts

Points to body parts upon request. . .

- ___ head
- ___ hair
- ___ ear
- ___ leg
- ___ arm
- ___ fingers
- ___ toes
- ___ hand
- ___ stomach
- ___ back
- ___ chin
- ___ waist
- ___ thumb
- ___ knee
- ___ neck
- ___ fingernail
- ___ chest
- ___ toes
- ___ ankle
- ___ shoulder
- ___ elbow
- ___ hip
- ___ wrist
- ___ eyebrow
- ___ eyelashes
- ___ lips
- ___ cheek
- ___ gums
- ___ forehead
- ___ palm
- ___ jaw
- ___ heart
- ___ lungs
- ___ brain
- ___ eyes
- ___ nose

Names Body Parts

Names body parts upon request. . .

☐ head
☐ hair
☐ ear
☐ leg
☐ arm
☐ fingers
☐ toes
☐ hand
☐ stomach
☐ back
☐ chin
☐ waist
☐ thumb
☐ knee
☐ neck
☐ fingernail
☐ chest
☐ toes
☐ ankle
☐ shoulder
☐ elbow
☐ hip
☐ wrist
☐ eyebrow
☐ eyelashes
☐ lips
☐ cheek
☐ gums
☐ forehead
☐ palm
☐ jaw
☐ heart
☐ lungs
☐ brain
☐ eyes
☐ nose

Area 3

Knowledge

With great enthusiasm and curiosity, a child discovers the world. A child learns by doing - by manipulating materials and interacting with people. Through activity, a child gradually acquires information that leads to understanding of the real world. What a child knows at any given point in time depends on the number of firsthand experiences he/she has encountered.

General Knowledge

A child learns simple concepts first, and then builds on this information to make sense of more complex information. In the preschool years, he/she begins to organize information in terms of general categories, such as animals, food, clothing, buildings, and vehicles. Next, a child begins to understand how these things are related. For example, animals and people need food and shelter to survive. Or, he/she may learn that various vehicles are used to move people between buildings.

Time and Sequence Skills

Acquiring time and sequence skills requires the ability to understand routines, as well as the passage of days, weeks, and months, and the occurrence of past, present, and future events.

Math Concepts

Learning math concepts is a part of everyday life. For example, a child learns the difference between *more* and *less*, *some* and *none*, or *small* and *large* quantities and spaces. By the time a child enters school, he/she is able to identify shapes, create patterns, and sort objects. In addition, a child is aware of part/whole relationships and weight/length concepts.

Picture Pages

Common Opposites	16
2-3-4 Step Sequencing	17
Quantities/Sizes	18

Suggested Items

- colored objects (chips, toys, beads, etc.)
- different size objects
- books (pictures)
- items of different textures
- clock (with hands)
- objects to count

Similar items may be substituted.

General Information - Age Norms

Matches same colors. . .

- 2.6 any 3-5 colors
- 3.0 any 6-9 colors
- 4.0 any 10 colors

Names colors when pointed to. . .

- 2.9 one color
- 3.0 any 2-3 colors
- 3.6 any 4-5 colors
- 4.0 any 6-7 colors
- 5.0 any 8 or more colors

Names several rooms. . .

- 2.9 in a house.

Points to colors on request. . .

- 3.0 any 2 colors
- 3.3 any 3-4 colors
- 3.6 any 5-6 colors
- 3.9 any 7 or more colors

Names category when shown or told several objects in that category. . .

- | | |
|-------------|----------------|
| 3.0 food | 4.0 pets |
| 3.0 animals | 5.0 numbers |
| 3.0 toys | 6.0 furniture |
| 3.0 clothes | 6.0 tools |
| 4.0 dishes | 6.0 vegetables |
| 4.0 people | 6.0 fruits |

Tells what you do when. . .

- 3.0 you are tired.
- 3.0 you are sick.
- 3.6 you are hungry.
- 3.6 your face is dirty.
- 3.9 you are thirsty.
- 4.6 it's raining and you're going outside.
- 5.0 your house is on fire.

Tell use of common objects. . .

- 2.6 dishes
- 3.0 stoves
- 3.0 scissors
- 3.0 telephones
- 3.6 pans
- 3.6 books
- 4.0 lights
- 4.0 keys
- 4.9 pencils
- 5.0 airplanes
- 5.0 clocks
- 5.3 refrigerators
- 6.9 locks

Points to common opposites. . .

- | | |
|--------------------|------------------|
| 3.0 hot/cold | 3.6 light/heavy |
| 3.0 wet/dry | 4.0 fast/slow |
| 3.0 stopping/going | 4.9 fat/skinny |
| 3.0 same/different | 5.0 thick/thin |
| 3.0 opened/closed | 5.0 narrow/wide |
| 3.0 quiet/loud | 6.6 shallow/deep |

Identifies textures:

- 3.9 hard or soft
- 4.9 smooth or rough

Sequences squares/circles/objects. . .

- 4.6 more than 3 of the same kind of objects from "small" to "large" (size)
- 4.9 more than 3 of the same kind of objects from "light" to "dark" (color)

Names items in categories. . .

- 4.0 food
- 4.6 clothing
- 4.6 animals
- 4.6 transportation
- 4.9 furniture

Tells the weather conditions accurately. . .

- 5.3 hot, cold, warm, sunny, cloudy, windy

Tells why we have service workers. . .

- 6.3 doctors, firemen, police, mailmen/women, dentists, carpenters, farmers, painters, mechanics, teachers

Tells where people go in the community:

- 5.6 when they are sick?
 - to buy milk, bread, and eggs?
 - to buy clothes?
 - to see tigers, bears, monkeys, and gorillas?
 - to eat outside their home?
- 6.3 to borrow a book?
 - to buy stamps for a letter?
 - to get a haircut?
 - to get a car repaired?

Time and Sequence Skills - Age Norms

Understands simple time concepts. . .

- 2.9 day, night
- 3.0 before, after
- 3.0 now, today
- 4.0 yesterday, tomorrow
- 4.6 morning, afternoon, evening
- 4.6 sooner, later, in a few minutes
- 5.0 last week, this week, next week
- 5.0 last year, this year, next year
- 6.6 summer, winter, spring, fall

Sequences common events in logical order. . .

- 3.0 2 pictures
- 3.3 3 pictures
- 4.9 4 pictures

Uses time concept words correctly to tell when something happens. . .

- 3.0 tonight, today
- 4.0 last night
- 5.3 morning, afternoon
- 5.6 yesterday, tomorrow
- 5.6 last week, this week, next week
- 5.6 last year, this year, next year
- 5.9 tomorrow night, day before, day after

Time and Sequence Skills - continued

Points to first and last object or person. . .

4.9 in 2 out of 3 trials

Sequences daily activities. . .

5.0 tells 5 daily activities in order and tells time that each occurs (in the morning, noon, afternoon, night)

Uses words correctly to refer to sequences. . .

5.3 first

5.9 last

6.3 second, middle

Tells time. . .

5.3 on the hour using a clock.

Names days of week. . .

5.9 7 days in order

6.0 current day of the week

Tells age. . .

- 2.6 by holding up correct number of fingers

Counts and gives specified number of objects accurately. . .

- | | | |
|-----------|----------|-----------------|
| 2.6 one | 4.0 four | 5.9 seven |
| 2.6 two | 5.0 five | 6.0 eight, nine |
| 3.6 three | 5.6 six | |

Points to concepts of quantities/sizes. . .

- | | |
|----------------|----------------|
| 2.9 big/little | 4.6 few/many |
| 3.0 one/all | 5.0 half/whole |
| 3.3 empty/full | 5.0 zero |
| 3.6 less/more | 5.9 short/tall |
| 3.9 short/long | 5.9 thick/thin |

Counts numbers by rote memorization. . .

- 3.0 from 1 to 3
- 3.6 from 1 to 5
- 5.0 from 1 to 10
- 5.6 from 1 to 20
- 5.9 from 1 to 30
- 6.0 from 1 to 50 or higher

Sorts several objects into separate groups by. . .

- 3.0 2 colors: red and blue
- 3.6 3 colors: red, blue, and yellow
- 3.9 2 sizes: big and little
- 4.0 3 shapes: circles, squares, triangles
- 5.6 3 sizes: large, medium, small

Math Concepts - continued

Matches 2 large, basic shapes with each other. . .

- 3.3 circles, squares
- 3.6 cross (+)
- 4.3 rectangles, triangles
- 5.0 diamonds

Points to large, basic shapes when requested. . .

- 3.6 circle, square, cross (+)
- 4.6 triangle, rectangle, diamond

Recognizes basic fractions. . .

- 3.6 puts together two parts of an object to make a whole
- 5.3 when something is cut in half
- 5.3 joins four $\frac{1}{4}$ sections of a circle to make a complete circle

Names large, basic shapes when requested. . .

- | | |
|---------------|---------------|
| 4.0 circle | 5.0 triangle |
| 4.3 square | 5.3 rectangle |
| 4.9 cross (+) | 6.0 diamond |

Points to matching groups having the same number of objects in them. . .

- 5.0 points to 2 out of 4 groups that have the same number of items

Names currency. . .

- 4.9 penny, nickel, dime
- 5.0 quarter
- 6.0 dollar bill

Names written numbers in random order. . .

- 5.3 for example: 4 2 1 5 3
- 5.9 for example: 9 4 6 2 8 1 3 7 10
- 6.3 reads numbers from 1 to 19

Adds and subtracts numbers. . .

- 5.0 using the numbers 1, 2, 3, 4, 5.

Prints the numerals. . .

- 5.3 1 through 3
- 6.0 1 through 9

Names the number. . .

- 5.6 that comes before and after specific numbers from 1-10.

Area 4

Social-Emotional Development

The ability to get along with others is a critical skill that begins in early childhood. During these years, a child moves through three stages that result in positive social-emotional behaviors. First, he/she learns to trust and belong to a family and others. As a result of trusting others, a child learns to gain independence and self-control. Finally, a child is ready to take initiative and risks as self-confidence grows.

Self-Care Skills

At around two years of age, a child strives to independently care for himself or herself, imitating other family members. By the time a child enters school, he/she is expected to perform basic physical functions. These include the ability to feed, dress, groom, and use the bathroom independently.

Social Skills

Whenever a child works with others on projects, activities, and games, he/she is learning to cooperate, share materials, and take turns. Also, a child learns patience and respect for other's ideas and feelings. Many factors, such as heredity, culture, economics, and community, influence social skill development.

Emotional Development

During the preschool years, a child develops a sense of positive self-esteem that blossoms into a unique identity and personality. Clearly, the quality and consistency of the emotional support received during this time is critical to overall development.

Suggested Items

- cup
- spoon
- dry cereal, milk, bowl
- fork
- knife
- clothes with buttons, snaps, zippers
- clothing - jacket, socks

Similar items may be substituted.

Eats by self. . .

- 2.3 drinks from cup without spilling
- 2.6 feeds self entire meal when food is cut up
- 3.0 pours liquid into glass with some spilling
- 3.6 uses spoon without spilling much
- 3.6 puts dry cereal and milk in bowl without spilling
- 3.9 holds and uses fork effectively - stabs food and brings it to mouth
- 4.6 uses knife to spread soft food
- 5.0 uses knife for cutting

Prepares water for washing. . .

- 2.9 turns water faucet on and off
- 3.6 adjusts hot and cold water temperature

Avoids danger. . .

- 3.0 walks slowly on wet, icy, or slippery surfaces
- 3.6 demonstrates caution by avoiding hot stoves, knives, heights, electric outlets, deep water, broken glass, etc.

Manipulates clothes fasteners without help. . .

- 3.6 unfastens large buttons and snaps
- 3.9 buttons large front buttons
- 5.0 puts zipper in catch and zips large front zipper

Undresses self. . .

- 3.9 completely undresses self without help

Dresses self. . .

- 3.9 without help: puts on socks, coat, jacket, sweater, pants; (except buttons and fasteners).

Blows and wipes nose. . .

- 5.0 without help.

Follows simple rules. . .

- 2.6 about 50% of the time.
- 3.0 in circle or group games led by adult (e.g., *Ring-Around-a-Rosy*).
- 4.0 plays simple board/card games with other kids with adult help (e.g., *Candyland*®)
- 5.6 waits for adult/teacher to give child attention
- 6.0 consistently complies with the rules of fair play in games

Interacts with others. . .

- 2.9 shows an interest in the conversation of others
- 3.3 shows a preference for some peers, has special friends
- 4.6 prefers playing with other children, rather than adults
- 4.6 begins to share and take turns

Joins. . .

- 3.0 other children in cooperative play groups.

Laughs at. . .

- 3.0 silly behaviors of others.

Greets others. . .

- 3.9 responds consistently and appropriately to "Hi! How are you?" from familiar adults

Aware of own good and bad behavior. . .

- 5.0 apologizes when breaks or damages another's possessions
- 6.0 admits wrong doing

Social-Emotional Development

Emotional Development - Age Norms

Stays with one activity by self. . .

- 2.6 less than 5 minutes
- 3.4 5-10 minutes
- 4.0 10-15 minutes
- 5.3 15-20 minutes

Respects property. . .

- 3.6 claims own possessions
- 4.6 recognizes other's property
- 5.0 asks permission to use other's possessions

Expresses emotions/frustrations with words, not actions, most of the time. . .

- 3.6 states how he/she feels when asked (happy, sad, mad)
- 3.9 says "Stop it," "Don't do that," or similar statements rather than hitting, pushing, crying, or yelling
- 4.6 names facial expressions of other's basic emotions (happy, sad, mad)

Separates. . .

- 3.9 from parent in familiar surroundings, without crying.

Develops healthy self-concept. . .

- 3.9 makes positive comments about self: "I'm good." "I'm big."
- 4.0 calls attention and takes pride in own achievements
- 4.6 participates in competitive games

Reacts. . .

- 4.3 calmly and accepts mild failures and disappointments.
- 4.9 seeks alternative activities when necessary

Shows concern for others. . .

- 4.3 shows sympathy/comforts others who are in distress

Accepts delayed rewards. . .

- 5.0 gives up immediate reward for promise of delayed reward

Area 5

Sensory Input

A child discovers the world around them while attending to the sights, sounds, smells, taste, and textures that are everywhere. A child continually gives meaning to sensory perceptions and organizes new information with existing knowledge.

Visual Attention, Perception, and Memory

Visual input is received through large body movement as a newborn learns depth perception - how far, close, high, low – something is in space. Finer visual discrimination is developed as differences between colors, shapes, sizes, and symbols are detected. At the same time, figure-ground perception is evolving as a child identifies objects from cluttered backgrounds. These skills eventually lead to reading readiness for printed symbols.

Hearing Attention, Perception, and Memory

Hearing is present in the womb. A newborn is sensitive to pitch, length, and volume of sounds. By one year of age, a baby discriminates subtle differences in sound and recognizes many words. A child's hearing perception and processing are the first step in allowing meaning to develop from what is heard.

Suggested Items

- toys
- beads
- objects (different types/shapes)
- books

Similar items may be substituted.

Visual Attention, Perception, and Memory - Age Norms

Names a removed object when shown several familiar objects for a few seconds. . .

- 3.0 show 3 objects, remove 1 object, and ask the child which one is missing
- 4.6 show 4 objects, remove 1 object, and ask the child which one is missing

Tells whether 2 simple pictures are. . .

- 3.9 the same or different.

Recognizes simple repeating patterns. . .

- 3.9 matches a sequence or pattern of 3 to 6 shapes/beads
- 4.6 continues a pattern of shapes/beads in a sequence

Names or points to the missing part. . .

- 4.3 of a simple picture, such as a missing wheel on a car or a missing leg on a horse.

Recalls. . .

- 4.6 any 4 objects seen in a simple picture shown to the child for 4 seconds.

Hearing Attention, Perception, and Memory - Age Norms

Imitates several animal sounds. . .

2.3 arf, meow, moo, oink, baa, neigh

Repeats sentences accurately. . .

2.3 3 syllables: "Toys are fun."

2.6 4 syllables: "I want that ball."

3.0 5-6 syllables: "I am a big boy/girl now."

3.6 7-8 syllables: "I like peanut butter cookies."

4.6 10 syllables: "The black, furry cat ran through the backyard."

Identifies at least 3 objects by. . .

2.9 the sounds they make.

Follows related requests in correct order. . .

2.9 2-step commands

3.6 3-step commands

Repeats sequences of numbers. . .

2.9 2 digits: 4-7

4.0 4 digits: 2-7-6-10

3.6 3 digits: 3-8-5

5.0 5 digits: 3-1-8-6-9

Follows unrelated requests in correct order. . .

3.6 2-step commands

4.6 3-step commands

Understands complex directions. . .

4.3 Examples of directions: *"Point to the tall boy who is not running."*
"Point to the small dog with brown ears and spots."

Reasoning Abilities

A child is full of wonder as he/she learns to make sense of the world and build thinking skills. At first, a child physically manipulates objects, and believes that if an object is removed from sight it has permanently disappeared. A child tends to disregard what he/she cannot yet understand. Also, a child can handle only one attribute of an object or person at a time. For example, he/she thinks all small four-legged creatures are dogs, or all adult females are mommies. Later, a child acquires more accurate concepts and begins to classify objects, understands similarities and differences between people, places, and things, recognizes incongruencies, and discovers cause and effect relationships.

