

# Developmental Checklists

Child's Name \_\_\_\_\_ Age \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

**DEVELOPMENTAL CHECKLIST**

	Yes	No	Sometimes
<p>BY THREE YEARS, DOES THE CHILD:</p> <p>Run well in a forward direction?</p> <p>Jump in one place, two feet together?</p> <p>Walk on tiptoe?</p> <p>Throw ball (but without direction or aim)? Kick ball forward?</p> <p>String 4 large beads?</p> <p>Turn pages in book singly?</p> <p>Hold crayon: Imitate circular, vertical, horizontal strokes?</p> <p>Match shapes?</p> <p>Demonstrate number concepts of one and two? (Can select one or two; can tell if one or two objects.)</p> <p>Use spoon without spilling?</p> <p>Drink from a straw?</p> <p>Put on and take off coat?</p> <p>Wash and dry hands with some assistance?</p> <p>Watch other children; play near them; sometimes join in their play?</p> <p>Defend own possessions?</p> <p>Use symbols in play—for example, tin pan on head becomes a space ship?</p> <p>Respond to "Put ____ in the box," "Take the ____ out of the box"?</p> <p>Select correct item on request: big vs. little; one vs. two?</p> <p>Identify objects by their use: Show own shoe when asked, "What do you wear on your feet"?</p> <p>Ask questions?</p> <p>Tell about something with functional phrases that carry meaning: "Daddy go airplane." "Me hungry now"?</p>			

Child's Name \_\_\_\_\_ Age \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

**DEVELOPMENTAL CHECKLIST**

	Yes	No	Sometimes
<p>BY FOUR YEARS, DOES THE CHILD:</p> <p>Walk on line?</p> <p>Balance on one foot briefly? Hop on one foot?</p> <p>Jump over an object 6 inches high and land on both feet together?</p> <p>Throw ball with direction?</p> <p>Copy circles and crosses?</p> <p>Match 6 colors?</p> <p>Count to 5?</p> <p>Pour well from pitcher? Spread butter, jam with knife?</p> <p>Button, unbutton large buttons?</p> <p>Know own sex, age, last name?</p> <p>Use toilet independently and reliably?</p> <p>Wash and dry hands unassisted?</p> <p>Listen to stories for at least 5 minutes?</p> <p>Draw head of person and at least one other body part?</p> <p>Play with other children?</p> <p>Share, take turns (with some assistance)?</p> <p>Engage in dramatic and pretend play?</p> <p>Respond appropriately to "Put it beside," "Put it under"?</p> <p>Respond to two step directions: "Give me the sweater and put the shoe on the floor"?</p> <p>Respond by selecting the correct object—for example, hard vs. soft object?</p> <p>Answer "if," "what," and "when" questions?</p> <p>Answer questions about function: "What are books for"?</p>			

Child's Name \_\_\_\_\_ Age \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

**DEVELOPMENTAL CHECKLIST**

	Yes	No	Sometimes
<p>BY FIVE YEARS, DOES THE CHILD:</p> <p>Walk backward, heel to toe?</p> <p>Walk up and down stairs, alternating feet?</p> <p>Cut on line?</p> <p>Print some letters?</p> <p>Point to and name 3 shapes?</p> <p>Group common related objects: shoe, sock, and foot; apple, orange, and plum?</p> <p>Demonstrate number concepts to 4 or 5?</p> <p>Cut food with knife: celery, sandwich?</p> <p>Lace shoes?</p> <p>Read from story picture book—in other words, tell story by looking at pictures?</p> <p>Draw a person with 3 to 6 body parts?</p> <p>Play and interact with other children; engage in dramatic play that is close to reality?</p> <p>Build complex structures with blocks or other building materials?</p> <p>Respond to simple three step directions: "Give me the pencil, put the book on the table, and hold the comb in your hand"?</p> <p>Respond correctly when asked to show penny, nickel, and dime?</p> <p>Ask "How" questions?</p> <p>Respond verbally to "Hi" and "How are you"?</p> <p>Tell about event using past and future tense?</p> <p>Use conjunctions to string words and phrases together—for example, "I saw a bear and a zebra and a giraffe at the zoo"?</p>			

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Observer \_\_\_\_\_ Date \_\_\_\_\_

**DEVELOPMENTAL CHECKLIST**

	Yes	No	Sometimes
BY SIX YEARS, DOES THE CHILD:			
Walk across a balance beam?			
Skip with alternating feet?			
Hop for several seconds on one foot?			
Cut out simple shapes?			
Copy own first name?			
Show well-established handedness; demonstrate consistent right- or left-handedness?			
Sort objects on one or more dimensions: color, shape, or function?			
Name most letters and numerals?			
Count by rote to 10; know what number comes next?			
Dress self completely; tie bows?			
Brush teeth unassisted?			
Have some concept of clock time in relation to daily schedule?			
Cross street safely?			
Draw a person with head, trunk, legs, arms and features; often add clothing details?			
Play simple board games?			
Engage in cooperative play with other children, involving group decisions, role assignments, rule observance?			
Use construction toys, such as Legos, blocks, to make recognizable structures?			
Do 15-piece puzzles?			
Use all grammatical structures: pronouns, plurals, verb tenses, conjunctions?			
Use complex sentences, carry on conversations?			

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Observer \_\_\_\_\_ Date \_\_\_\_\_

### DEVELOPMENTAL CHECKLIST

	Yes	No	Sometimes
BY SEVEN OR EIGHT YEARS, DOES THE CHILD: Participate in competitive activities? Show significant improvement from earlier age in agility, balance, control of motor abilities, and so on? Produce letters and numbers deliberately and con- fidently? Cut food with knife and fork? Name denominations of coins and currency? Plan ahead? Tell time and know the correct day, month, and year? Comprehend cause and effect in developmentally appropriate situations? Show some knowledge of addition and subtraction of numbers? Recall stories in considerable detail? Use adult-like sentences? Use gestures to make a point in a conversation? Play with two or three close friends of the same age? Like to talk with friends on the telephone? Want to belong to groups; like to talk in secret code; strongly desire peer acceptance?			

*Adapted from Allen and Marotz, 2003, pp. 151–162.*