

## CHILD SKILLS CHECKLIST ASSIGNMENT

Child Development Course  
Ann Rose Gavey M.Ed, Instructor

Staff Name: \_\_\_\_\_ Child(ren's) Name: \_\_\_\_\_

Dates of Observation: \_\_\_\_\_ Child(ren's) Age: \_\_\_\_\_

Following the Child Skills Checklist from Observing the Development of the Young Child by Janice Beatty. Complete the entire checklist. You may do sections on several different children, including some challenging behaviors and some easier students. (Use a pseudonym for the different students – not their real names.)

**Directions: Check the items you see the child perform regularly. If you cannot check the item, write your suggested learning prescription or activity to help that child accomplish that task. (Use the chapters in the book to give you the ideas.)**

| Item  | Evidence | Learning Prescription | Comments |
|---|----------|-----------------------|----------|
| <b>1. Self Esteem</b>                                 |          |                       |          |
| Separates from primary caregiver easily               |          |                       |          |
| Makes eye contact with teacher                        |          |                       |          |
| Develops a secure attachment with teacher             |          |                       |          |
| Makes activity choices without teacher's help         |          |                       |          |
| Seeks other children to play with                     |          |                       |          |
| Plays roles confidently in dramatic play              |          |                       |          |
| Stands up for own rights                              |          |                       |          |
| Displays enthusiasm about doing things for self       |          |                       |          |
| <b>2. Emotional Development</b>                       |          |                       |          |
| Releases stressful feelings in appropriate manner     |          |                       |          |
| Expresses anger in words rather than negative actions |          |                       |          |
| Remains calm in difficult or dangerous situations     |          |                       |          |
| Overcomes sad feelings in appropriate manner          |          |                       |          |
| Handles surprising situations with control            |          |                       |          |
| Shows interest, attention in classroom activities     |          |                       |          |
| Shows fondness, attention, affection toward others    |          |                       |          |
| Smiles, seems happy much of the time                  |          |                       |          |

| <b>3. Social Play</b>                                |  |  |  |
|--|--|--|--|
| Spends time watching others play                     |  |  |  |
| Plays by self with own toys/materials                |  |  |  |
| Plays parallel to others with similar toys/materials |  |  |  |
| Plays with others in group play                      |  |  |  |
| Makes friends with other children                    |  |  |  |
| Gains access to ongoing play in a positive manner    |  |  |  |
| Maintains role in ongoing play in positive manner    |  |  |  |
| Resolves play conflict in positive manner            |  |  |  |
| <b>4. Prosocial Behavior</b>                         |  |  |  |
| Shows concern for someone in distress                |  |  |  |
| Can tell how another feels during conflict           |  |  |  |
| Shares something with another                        |  |  |  |
| Gives something to another                           |  |  |  |
| Takes turns without a fuss                           |  |  |  |
| Complies with request without a fuss                 |  |  |  |
| Helps another to do a task                           |  |  |  |
| Helps (cares for) another in need                    |  |  |  |
| <b>5. Large Motor Skills</b>                         |  |  |  |
| Walks down steps alternating feet                    |  |  |  |
| Runs with control over speed and direction           |  |  |  |
| Jumps with feet together                             |  |  |  |
| Climb up, down, across climbing equipment            |  |  |  |
| Throws, catches, and kicks balls                     |  |  |  |
| Rides trikes, bikes, and scooters with ease          |  |  |  |
| Moves legs and feet in rhythm to beat                |  |  |  |
| Moves arms and hands in rhythm to beat               |  |  |  |

| <b>6. Small Motor Development</b>               |  |  |  |
|---|--|--|--|
| Shows hand preference, which is _____           |  |  |  |
| Turns with hands easily knobs, lids, eggbeaters |  |  |  |
| Pours liquids into glass without spilling       |  |  |  |
| Unfastens & fastens zippers, buttons, velcro    |  |  |  |
| Picks up and inserts objects with ease          |  |  |  |
| Uses drawing/writing tools with control         |  |  |  |
| Uses scissors with control                      |  |  |  |
| Pounds in nails with control                    |  |  |  |
| <b>7. Cognitive Development</b>                 |  |  |  |
| Sorts object by shape, color                    |  |  |  |
| Classifies objects by size                      |  |  |  |
| Places objects in sequence or series            |  |  |  |
| Recognizes, creates patterns                    |  |  |  |
| Counts by rote to 20                            |  |  |  |
| 1-1 correspondence with numbers                 |  |  |  |
| Problem-solves with concrete objects            |  |  |  |
| Problem-solves with computer programs           |  |  |  |
| <b>8. Spoken Language</b>                       |  |  |  |
| Listens but does not speak                      |  |  |  |
| Give single word answers                        |  |  |  |
| Give short phrase responses                     |  |  |  |
| Does chanting and singing                       |  |  |  |
| Takes part in conversations                     |  |  |  |
| Speaks in expanded sentences                    |  |  |  |
| Ask questions                                   |  |  |  |
| Can tell a story                                |  |  |  |

| <b>9. Emergent Literacy</b>                         |  |  |  |
|---|--|--|--|
| Pretends to write with pictures and scribbles       |  |  |  |
| Makes horizontal lines of writing scribbles         |  |  |  |
| Includes letter-like forms in writing               |  |  |  |
| Makes some letters, prints name, or initial         |  |  |  |
| Holds book right-side up, turns pages left to right |  |  |  |
| Pretends to read using pictures to tell story       |  |  |  |
| Retells stories from books with increasing accuracy |  |  |  |
| Shows awareness that print in books tells story     |  |  |  |
| <b>10. Art Skills</b>                               |  |  |  |
| Makes random marks on paper                         |  |  |  |
| Makes controlled scribbles                          |  |  |  |
| Makes basic shapes                                  |  |  |  |
| Combines circle/squares with crossed lines          |  |  |  |
| Makes suns  |  |  |  |
| Draws person as head with arms & legs               |  |  |  |
| Draws animals, trees, & flowers                     |  |  |  |
| Combines objects together                           |  |  |  |
| <b>11. Imagination</b>                              |  |  |  |
| Does pretend play by him/herself                    |  |  |  |
| Assigns roles or takes assigned roles               |  |  |  |
| Needs particular props to do pretend play           |  |  |  |
| Takes on characteristics & actions related to role  |  |  |  |
| Can pretend w/ imaginary objects                    |  |  |  |
| Uses language to create & sustain plots             |  |  |  |
| Enacts exciting, danger-packed themes               |  |  |  |
| Used elaborate themes, ideas, details               |  |  |  |
| <b>Other Items that you add</b>                     |  |  |  |
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |