

PHYSICAL DEVELOPMENT CHECKLIST

(The Frost-Worham Developmental Checklist)
 Gross and Fine Motor

_____ Colored Pen Date _____
 _____ Colored Pen Date _____
 _____ Colored Pen Date _____

Motor Development: Preschool (Gross Movement)

Level III (approx. age 3)	Introduced	Progress	Mastery
1. Catches a ball with both hands against the chest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rides a tricycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Hops on both feet several times without assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Throws a ball five feet with accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Climbs up a slide and comes down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Climbs by alternating feet and holding on to a handrail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Stands on one foot and balances briefly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Pushes a loaded wheelbarrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Runs freely with little stumbling or falling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Builds a tower with nine or ten blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level IV (approx. age 4)	Introduced	Progress	Mastery
1. Balances on one foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Walks a straight line forward and backward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Walks a balance beam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Climbs steps with alternate feet without support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Climbs on a jungle gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Skips haltingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Throws, catches, and bounces a large ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Stacks blocks vertically and horizontally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Creates recognizable block structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Rides a tricycle with speed and skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level V (approx. age 5)	Introduced	Progress	Mastery
1. Catches and throws a small ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bounces and catches a small ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Skips on either foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Skips rope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Hops on one foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Creates Tinkertoy and block structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Hammers and saws with some skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Walks a balance beam forward and backward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Descends stairs by alternating feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONTINUED

PHYSICAL DEVELOPMENT CHECKLIST (continued)

Motor Development: Preschool (Fine Movement)

Level III (approx. age 3)	Introduced	Progress	Mastery
1. Places small pegs in pegboards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Holds a paintbrush or pencil with the whole hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Eats with a spoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Buttons large buttons on his or her own clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Puts on coat unassisted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Strings bead with ease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Hammers a pound toy with accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Works a three- or four-piece puzzle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level IV (approx. age 4)	Introduced	Progress	Mastery
1. Pounds and rolls clay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Puts together a five-piece puzzle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Forms a pegboard design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cuts with scissors haltingly and pastes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Eats with a fork correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Holds a cup with one hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Puts a coat on a hanger or hook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Manipulates large crayons and brushes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Buttons and zips zippers haltingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level V (approx. age 5)	Introduced	Progress	Mastery
1. Cuts and pastes creative designs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Forms a variety of pegboard designs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Buttons buttons, zips zippers, and ties shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Creates recognizable objects with clay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses the toilet independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Eats independently with a knife and fork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Dresses and undresses independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Holds and manipulates pencils, crayons, and brushes of various sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Combs and brushes hair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Works a twelve-piece puzzle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPEECH AND LANGUAGE CHECKLIST

Child _____ Date _____

Sounds: Underline the ones that you hear. Circle if there is difficulty.

- p, w, h, m, n, (usually by 3 years)
- b, k, g, d, y (usually by 4 years)
- f, ng, t, r, l (usually by 6 years)
- ch, sh, j, s, z, v, th, zh, br, tr (clear by 7-8 years)

Language: Underline the ones that are present. Circle it there seems to be difficulty.

- Correct word order (by 2½)
- Uses pronouns (by 2 ½)
- Gives name (by 3)
- Uses plurals, some prepositions (by 3)
- Tells day's schedule in sequence (by 4)
- Can tell an imaginative story about a picture (by 4)
- Speaks in adultlike sentences (by 4)

Note Language Behaviors:

- Turn taking—displays understanding of conversational shift
- Communication signals
 - eye contact
 - facial expression
 - gestures
 - tone of voice

Meaning: What did the conversation tell you about the child?

(Adapted from Machado, J. M. [1990] and Breyen & Gallagher [1983])

MATH AND SCIENCE CHECKLIST

Name _____ Birth Date _____

Dates of Observations

- _____ Can sort objects by color
- _____ Can name colors: red, blue, yellow, green, orange, purple, white, black, brown
- _____ Can name positions: first, middle, last
- _____ Can sort objects by size: smallest, medium, largest
- _____ Can sort objects by shape: circle, square, triangle, rectangle
- _____ Can name shapes: circle, square, triangle, rectangle
- _____ Can count by rote to _____
- _____ Can count _____ objects accurately: 2, 5, 7, 10, more
- _____ Can name number before and after: 3, 8, 11
- _____ Can mentally subtract (Put out 5 objects. If I took one, how many would be left?)
- _____ Can predict pattern ABABAB (Line up blocks, red, blue, red, blue, red, blue: Which one goes next?)
- _____ Can locate: ear, foot, elbow, knee, forehead, wrist
- _____ Can name when pointed to: ear, foot, elbow, knee, forehead, wrist
- _____ Can repeat two, three, four digits (Say four. "Four." Say two, nine. "Two, nine." Say six, one, eight. "Six, one, eight.")
- _____ Where does milk come from? cow, store, carton, other
- _____ What's in the sky at night? moon, stars, clouds, other

WORK SAMPLES CHECKLIST

Child's Name _____ Dates _____

COMMENTS**Separation**

- Separates from adult to do creative work alone
- Works independently without requiring adult presence or direction

Self-Care

- Independently selects materials
- Makes preparations to work (Example: Puts on a smock)
- Uses materials independently
- Cleans up spills, messes
- Writes name on work
- Places finished product in proper place
- Washes and dries hands if necessary
- Replaces materials to storage place

Physical Development

- Controls whole body movement during work
- Controls small muscles to hold tool
- Controls tool to form desired product
- Draws, prints, paints, pastes
- Squeezes glue bottle
- Picks up collage materials
- Manipulates clay or Play Doh
- Cuts with scissors
- Controls body to stay within the space (on the paper, building on a rug, clay on table)

Social Skills

- Represents important people in life and work
- Desires and can work near other children
- Shares materials and supplies
- Engages in positive commentary on other children's work
- Works cooperatively on a joint project

Emotional Development

- Uses art work to express emotions of happiness, anger, fear
- Verbalizes feelings about work
- Enjoys manipulation and creation
- Controls emotions of frustration when work meets difficulties
- Uses the media as a stress release, pounding clay, tearing paper, painting

Speech and Language Development

- Names scribbles, buildings, creations
- Talks about work using vocabulary connected with art materials and design
- Uses language to describe process, intent, and satisfaction with product
- Vocabulary reflects knowledge of shapes (circle, square, triangle, rectangle, lines)

CONTINUED

WORK SAMPLES CHECKLIST (continued)**COMMENTS****Memory and Attention Span**

- Includes details in art from memories of experiences
- Focuses attention on project to produce a finished work
- Tunes out distractions of simultaneous play, talk, and work
- Gives attention and makes connections between designs, colors, patterns in environment, and own work

Math and Science

- Includes numerals and quantity in work
- Shows one-to-one correspondence in work designs
- Shows perceptual awareness of color, space, form
- Explores cause and effect and experimentation with variables in art media
(Example: Sees differences in paint when water and sand are added)
- Observes similarities and differences, forming theories and testing them out by manipulating the medium
- Working with clay or liquid—displays knowledge of the concept of conservation
(volume stays the same even though form changes—ball flattened is the same amount)

Literacy

- Includes alphabet letters in art work
- Recognizes the difference between drawing and writing
- Uses creative products as symbols of ideas
- Work illustrates or connects with stories
- Gives attention to art in story books and knows the difference between text and illustrations

Creativity

- Uses materials in a novel way, displaying flexibility in seeing new possibilities in materials
- Explores all facets of the medium
- Draws from experiences to create representations
- Incorporates creativity into other areas of play, constructing with blocks, drawing and constructing in dramatic play, forming designs in sand and other medium
- Demonstrates creativity in secondary awareness (seeing, hearing, touching, smelling, tasting)

Self-Identity

- Displays risk-free attitude in work
- Reveals self in content of work
- Work shows a sense of identity and individuality
- Expresses satisfaction in art work, confident self-esteem
- Portrays self, family, world in creative work
- Work demonstrates child's sex-role identification
- Work shows child moving from egocentric view of self to an awareness of self as part of larger society
- Indicates favorite art medium (singular), media (plural)

Group Time Behaviors

- Participates in cooperative and collaborative work

Interaction with Adults

- Involves adults in art work as (facilitator, participator, director)

SETTING OBSERVATION

Name of Center _____ Date of Visit _____

Address _____

Phone _____

Type of Program: Day Care Nursery School Kindergarten

Age of children in classroom described below: _____

Number present: _____

1. Describe the building (location, type of building, other uses). _____

_____2. Describe the entry to the building (signs, decorations, security). _____

_____3. Classroom
Draw a floor plan in the space below, indicating room arrangement, furniture, shelves, learning centers, carpeted areas, sink, doorways, windows, and so on. Be as detailed and close to scale as possible.

CONTINUED

SETTING OBSERVATION (continued)

4. List and describe other areas used by class (gym, kitchen bathrooms). _____

5. At the conclusion of visiting this setting, write a paragraph about the "feeling" of this center. What attitudes, values, friendliness, safety, or enrichment did you experience while there? How do you think this environment affects the children, their parents, and the staff who work there?

6. Complete the following chart on learning centers. Make detailed lists of the following.

Learning Center	Equipment and Furnishings	Materials