







# PRESCHOOL OUTCOMES CHECKLIST (continued)

## G. Shapes

	<i>Matches</i>		<i>Points to</i>		<i>Names</i>	
	<i>Pretest</i>	<i>Posttest</i>	<i>Pretest</i>	<i>Posttest</i>	<b><i>Pretest</i></b>	<b><i>Posttest</i></b>
						
						
						
						
						
						

## H. Colors

	<i>Matches</i>	<i>Points to</i>	<i>Names</i>
<i>Red</i>			
<i>Blue</i>			
<i>Yellow</i>			
<i>Green</i>			
<i>Orange</i>			
<b><i>Purple</i></b>			
<i>White</i>			
<b><i>Brown</i></b>			
<b><i>Black</i></b>			

## PRESCHOOL OUTCOMES CHECKLIST (continued)

### I. Identifying Body Parts

On each line, mark the date each part was identified.

___ fingernails	___ legs	___ thumbs	___ wrists
___ <b>jaw</b>	___ ears	___ <b>elbows</b>	___ ankles
___ back	___ head	___ <b>chin</b>	___ hip
___ toes	___ neck	___ <b>shoulders</b>	___ waist
___ fingers	___ <b>stomach</b>	___ <b>chest</b>	
___ arms	___ knees	___ <b>heels</b>	

Pretest ( / )	Midtest ( / )	Posttest ( / )
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### SOCIAL AND EMOTIONAL DEVELOPMENT

#### A. Adult and Peer Interactions and Cooperation

___	___	___	Knows classmates' names.
___	___	___	Makes a friend in class.
___	___	___	Interacts with adults appropriately.
___	___	___	Interacts with peers appropriately.
___	___	___	<b>Expresses emotions appropriately.</b>
___	___	___	Demonstrates familiarity with school environment.
___	___	___	Gains attention in appropriate ways.
___	___	___	Attempts to solve problems independently.
___	___	___	Follows directions and class rules.
___	___	___	Comes to class willingly.
___	___	___	Carries out class routines appropriately.
___	___	___	Demonstrates personal hygiene.
___	___	___	Respects rights of others.
___	___	___	Resolves conflicts appropriately.

#### B. Self-Concept

___	___	___	Demonstrates self-confidence.
___	___	___	Knows his or her own name.
___	___	___	Knows his or her own age.
___	___	___	<b>Knows own birthday.</b>
___	___	___	<b>Knows own address.</b>
___	___	___	<b>Knows own phone number.</b>
___	___	___	Knows family members' names.

(continued)

## PRESCHOOL OUTCOMES CHECKLIST (continued)

Pretest ( / )	Midtest ( / )	Posttest ( / )
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### C. Family and Community Relationships

_____	_____	_____	Acknowledges personal, family, and community similarities and differences.
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### MOTOR AND PHYSICAL DEVELOPMENT

#### A. Gross Motor Skills

_____	_____	_____	Walking
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_____	_____	_____	Running
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_____	_____	_____	<b>Skipping</b>
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_____	_____	_____	Hopping
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_____	_____	_____	Maneuvers around obstacles in environment.
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_____	_____	_____	<b>Tosses, catches, and kicks a ball.</b>
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_____	_____	_____	Demonstrates balance and coordination.
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#### B. Fine Motor Skills

_____	_____	_____	Manipulates small objects effectively (e.g., buttons clothing, zips coat, and ties shoes).
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_____	_____	_____	Uses scissors, pencils, and crayons correctly.
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_____	_____	_____	Cuts along a line.
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_____	_____	_____	Coordinates eye-hand movement.
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#### C. Health and Safety

_____	_____	_____	Demonstrates personal hygiene.
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_____	_____	_____	Follows basic safety rules.
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_____	_____	_____	Engages in activities that promote healthy living.
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### MUSIC, MOVEMENT, AND THE CREATIVE ARTS

_____	_____	_____	Engages in musical or rhythmical activities or both.
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_____	_____	_____	Responds to music by keeping the beat.
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_____	_____	_____	Chants or sings along with music.
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_____	_____	_____	Draws or paints simple pictures, objects, or both and shares them with others.
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_____	_____	_____	Explores a variety of art media.
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### DRAMATIC PLAY

_____	_____	_____	Engages in appropriate stages of play, cognitively and socially.
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_____	_____	_____	Engages in cooperative play such as taking turns.
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_____	_____	_____	Explores real-life experiences through play (dramatic play).
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# PRESCHOOL LITERACY CHECKLIST

Name of Child \_\_\_\_\_ Birth Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ Phone \_\_\_\_\_

## Phonological Awareness

- |  |   |
|--|---|
| <input type="checkbox"/> word segmenting (compound words)                      | <input type="checkbox"/> rhyming production ("Tell me a rhyming word.") |
| <input type="checkbox"/> word blending (compound words)                        | <input type="checkbox"/> oral word boundaries (clapping words)          |
| <input type="checkbox"/> rhyming recognition ("Do these words rhyme?")         | <input type="checkbox"/> rhyming completion/cloze                       |
| <input type="checkbox"/> syllable blending (combining syllables to make words) | <input type="checkbox"/> auditory discrimination (environmental sounds) |
| <input type="checkbox"/> syllable segmenting (taking words apart by syllables) | <input type="checkbox"/> uses appropriate oral language structures      |

### Book Handling

- front of book                       bottom of picture  
 print contains a message    left page before right

### Directional Behavior

- where to start                       return to the left  
 which way to go                       first and last concept

### Oral Language: Concepts and Vocabulary

- expands vocabulary to 4,000 words  
 understands similarities and differences  
 understands categorization  
 can follow 2-3-step verbal directions  
 can retell a simple narrative in sequence  
 can understand "wh" questions  
 uses pronouns and irregular past-tense verbs

### Writing

- scribbles  
 draws simple shapes (squares and circles)  
 uses marks as letters  
 expresses ideas using simple drawings  
 uses one hand regularly  
 knows writing is for communication  
 writes own name

### Concepts About Print

- understands concept of a word  
 understands concept of a letter

### Printed Language

- listens to stories  
 recognizes environmental print  
 understands different text forms  
 names and matches letters to their names

Can identify approximately 10 letters (including ones from own name) in any of the following ways:

#### Letter Identification (by name)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

#### Letter Identification (by sounds)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

#### Letter Identification (by describing formation)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

#### Letter Identification (by label, such as *b* for *ball*)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

#### Letter Identification (in context)

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

Adapted from La Dean Talcott/Manteca Unified School District by Shirla Loutas, Bonnie Bitner, and Claire Venn in 2001 as part of the "Literacy Consortium" in Natrona County School District, Casper, Wyoming.