

## Early Childhood/Family Education

Oklahoma State Department of Education

Janet Barresi, State Superintendent of Public Instruction





Kindergarten

## Developmental Checklist







## Kindergarten Developmental Checklist

Child	Date of Birth
Teacher	School

This checklist was developed from the Kindergarten Oklahoma *Priority Academic Student Skills* to assist and guide teachers in observing and recording what children can do. For further clarification on specific students skills, consult the Oklahoma *Priority Academic Student Skills* for Kindergarten. The evaluation periods are indicated by the numbers 1, 2, 3, and 4. The following ratings can be used:

Not Applicable (NA)Skill or behavior has not been introduced.Not Yet (N)Child cannot demonstrate skill or behavior at this time.In Progress (P)Child demonstrates skill or behavior intermittently.							
	Consistent (C)Child can consistently demonstrate skill or behavior with proficiency.						
Ex	ample:	-		1	2	3	4
1.	Works and plays cooperatively	in a variety of settings.		NA	Р	P C	
		Socia	al Skills				
1.	Works and plays cooperatively	in a variety of settings.					
2.	Demonstrates an understanding	g of school and classroom gu	idelines.				
3.	Listens to others while in large	and small groups.					
4.	Stays involved in a self-selecte (approximately 15 to 20 minute		length of time				
5.	Follows simple verbal direction	15.					
6.	Works independently and/or co	ooperatively to solve problen	15.				
7.	Selects and completes a task w	hile working at a learning ce	nter.				
8.	Chooses a variety of materials	and activities from learning	centers.				
9.	Recognizes dangerous situation (e.g., uses telephone, knows sa	1	self				
10.	Attends to personal tasks.						

Comments:

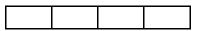
Creative Skills	
1. Expresses thoughts and ideas about work or play.	
2. Develops and verbalizes solutions to simple problems.	
3. Thinks of new uses for familiar materials.	
Comments:	
Language Arts	
1. Completes simple rhyming pairs.	
2. Hears and repeats sounds in a sequence.	
3. Hears and repeats a simple eight to ten word sentence.	
4. Tells what happens first, middle, and last about an event or activity.	
5. Dictates a story about an event or experience.	
6. Answers questions and contributes ideas that are relevant to the conversation or group discussion.	

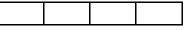
adjectives.	
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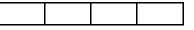
7. Speaks using complete sentences that include a subject, verb, simple phrases, and some

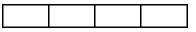
- 8. Tells what is happening in a picture.
- 9. Identifies and reads first and last name in print.
- 10. Reproduces a three-object pattern from memory (e.g.,  $\Box\Box$ ).
- 11. Identifies and names eight basic colors (black, blue, red, yellow, orange, green, brown, purple).
- 12. Matches at least half of the upper-case letters with the lower-case letters.











	Language Arts						
13.	Uses some initial and ending consonant sounds.						
14.	Names some letters of the alphabet.						
15.	Recognizes, names, and matches some words in context.						
16.	Reads his or her own writing to the group, teacher, and/or parent(s).						
17.	Demonstrates left-to-right and top-to-bottom eye movement when engaged in appropriate activities.						
18.	Shows basic parts of a book (front and back), holds book correctly, and indicates where to begin reading.						
19.	Prints first and last name on unlined paper.						
20.	Traces, copies, and generates shapes, letters, and numerals.						
Со	omments:						
	Mathematics						
1.	Mathematics           Identifies, names, and draws a circle, square, rectangle, and triangle when shown an example.						
1. 2.							
	Identifies, names, and draws a circle, square, rectangle, and triangle when shown an example.						
2.	Identifies, names, and draws a circle, square, rectangle, and triangle when shown an example. Identifies some three-dimensional objects.						
2. 3.	Identifies, names, and draws a circle, square, rectangle, and triangle when shown an example. Identifies some three-dimensional objects. Sorts objects, groups into sets, and tells what the objects have in common. Builds groups or sets that have more than, less than, and equivalent quantities, and tells which						
<ol> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	Identifies, names, and draws a circle, square, rectangle, and triangle when shown an example. Identifies some three-dimensional objects. Sorts objects, groups into sets, and tells what the objects have in common. Builds groups or sets that have more than, less than, and equivalent quantities, and tells which have more or less. Pairs and counts objects using one-to-one correspondence (e.g., one napkin for each child at						
<ol> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	Identifies, names, and draws a circle, square, rectangle, and triangle when shown an example. Identifies some three-dimensional objects. Sorts objects, groups into sets, and tells what the objects have in common. Builds groups or sets that have more than, less than, and equivalent quantities, and tells which have more or less. Pairs and counts objects using one-to-one correspondence (e.g., one napkin for each child at snack time).						

	Mathematics					
9.	Identifies and names numerals zero through ten (0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) in and out of sequence.					
10.	Matches sets of objects to numerals zero through ten.					
11.	Points to objects and names their ordinal position first through fifth.					
12.	Writes numerals zero to ten, in and out of sequence, on unlined paper.					
13.	Identifies and names sizes such as big, bigger, biggest; small, smaller, smallest; and small, medium, large.					
14.	Identifies and names lengths such as long, longer, longest; or short, shorter, shortest.					
15.	Puts objects in graduated order from shortest to tallest, or thinnest to thickest.					
16.	Identifies and names a penny, nickel, dime, and quarter.					
17.	Helps create and explain a simple graph, such as a bar graph showing how many boys and girls are in the class.					
18.	Demonstrates (with objects) spatially related terms such as on, above, below, beside, under, on top of, behind, and over.					
19.	Identifies the days of the week and months of the year.					
Co	mments:					
	Motor Skills					
1.	Demonstrates basic locomotor movements such as walking, running, jumping, hopping, galloping, and skipping.					
2.	Demonstrates nonlocomotor movements such as bending, stretching, pulling, and pushing.					
3.	Balances on one foot for approximately five seconds.					

4.	Walks and	balances	on a	four-inch	line c	or balance	beam.
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5.	Coordinates large arm movements such as	easel painting,	woodworking,	and climbing.	

Motor Skills

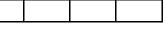
- 6. Demonstrates strengthened hand and eye coordination when working with pegs; stringing beads; using pattern blocks; using crayons, pencils, paint brushes, and fingerpaint on plain paper; cutting with scissors; using glue; and fitting a variety of puzzles.
- 7. Holds and uses pencils, crayons, or markers using a three finger grasp.

Comments:

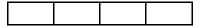
8.

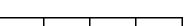
- Science Discusses basic health needs of human beings such as good nutrition, dental care, and
- 9. Describes simple conservation measures used to protect our environment.
- 10. Observes, describes, and experiments with vibrations and sounds using rubber bands, bottles of water, or homemade telephones.

- Observes and describes characteristics of the four seasons such as temperature, weather, and 1. appropriate clothing.
- 2. Observes and describes characteristics of weather using vocabulary such as sun, rainbow, clouds, fog, shadows, dew, frost, rain, hail, sleet, snow, lightning, thunder, temperature, and tornado.
- Observes and describes what various plants and animals need for growth. 3.
- Observes, describes, and classifies the sensory attributes of objects according to taste, smell, 4. hearing, touch, and sight.
- Observes, describes, and classifies real objects according to their common properties. 5.
- States the opposite properties of some objects, such as magnetic-nonmagnetic, float-sink, 6. heavy-light, rough-smooth, hard-soft, solid-liquid, and wet-dry.
- 7. Observes and describes the sequence of "simple" life cycles such as plants, frogs, butterflies, and chickens.
- exercise.











1.	States his/her full name, age, birth date, address, telephone number, and name of parent or guardian.		
2.	Identifies the titles of various school helpers and the individuals who occupy those jobs in the immediate school setting including the principal, secretary, custodian, counselor, librarian, nurse, cook, and teacher.		
3.	Identifies common occupations that occur within the immediate surroundings.		
4.	Identifies how children within the local community and around the world have needs in common and are also unique as to languages, food, clothing, transportation, and customs.		
5.	Recognizes Oklahoma on a map of the United States.		
6.	Develops an understanding of city/town, state, country.		
Co	mments:	 	 

Social Studies