

We Skoolhouse

Developmental Checklist - Preschoolers



WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



A developmental checklist can serve as a valuable tool for tracking a child's growth and progress. By outlining specific milestones across various domains such as physical, social-emotional, cognitive, and language development, these checklists provide a general baseline for what is typically expected at different ages. They offer a structured way to observe and document a child's abilities and growth over time.

However, it is crucial to remember that children grow and develop at different rates. While developmental checklists can highlight typical milestones, they are not definitive measures of a child's abilities or potential. Each child is unique, and variability in reaching milestones is normal. Therefore, these checklists should be used as a guide rather than a strict standard.

If concerns arise about a child's development, it is essential to communicate openly with those involved in the child's care and education. Teachers can discuss observations with parents, and parents may consult with their child's pediatrician or an early childhood specialist for further evaluation and guidance. By using developmental checklists thoughtfully and in conjunction with professional advice, caregivers can better support each child's individual growth and development journey.



WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



Developmental Checklist (3 Years Old)

Name of Child:	
Domains of Development:	Observed (on):
<p>Approaches to Learning (How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> <ul style="list-style-type: none"> • May begin to ask "Why?" more frequently • Begins to form personal interests (e.g., dinosaurs, transportation, princesses, etc.) • Use materials/objects to carry out an idea (e.g., go in a cardboard box and pretend its a car) • Finding new ways to use familiar materials 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>Social-Emotional (Self-regulation, self-awareness, social awareness, relationship skills)</p> <ul style="list-style-type: none"> • Begins to imitate parents and peers • Begins to express emotions • Comprehends possessions ("mine" and "theirs") • Uneasy when the daily routine is changed • Will seek out and ask caregivers for help 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



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Developmental Checklist (4 Years Old)

Name of Child:	
Domains of Development:	Observed (on):
<p>Approaches to Learning (How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> <ul style="list-style-type: none"> • Begins collecting objects/materials of interest (e.g. rock collection, sticker collection, etc.) • Will acquire various resources to support personal interests (e.g. if interested in dinosaurs, will bring dinosaur toys, books, and relative materials together. • Seeks thorough explanations of their interests, or rather, an extension on their "why/s?" 	<p>-----</p> <p>-----</p> <p>-----</p>
<p>Social-Emotional (Self-regulation, self-awareness, social awareness, relationship skills)</p> <ul style="list-style-type: none"> • Prefers to play with their peers • Begins to establish real friendships • More comfortably shares/take turns with peers • Experiences a wider range of emotions, including • jealousy, embarrassment, etc. 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



Developmental Checklist (5/6 Years Old)

Name of Child:	
Domains of Development:	Observed (on):
<p>Approaches to Learning (How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> <ul style="list-style-type: none"> • Collaborates in play with 2 or more children • Utilizes prior knowledge and makes connections to new experiences and knowledge • Participates in new experiences with new tools and materials • Persists despite distraction or frustration. Comes back to tasks. 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>Social-Emotional (Self-regulation, self-awareness, social awareness, relationship skills)</p> <ul style="list-style-type: none"> • Seeks assistance/support from trusted individuals • Identifies & expresses emotions using coping strategies • Acknowledges the feelings of others • Attempts to resolve social conflict (turn-taking, compromise) 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>Cognition: Mathematics & Scientific Reasoning (Creative thinking, memory, numeracy, grouping, sorting, comparing, measuring, predicting, and conceptual knowledge of the natural/physical world around them)</p> <ul style="list-style-type: none"> • Compares numbers - less than/more than • Counts objects one-to-one and with cardinality (1 - 20) • Awareness that print is read from left-right and top-bottom • Experiments with building larger shapes from smaller shapes • Uses different words demonstrating understanding of time (before, after, next, today, tomorrow, morning, etc.) 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



Developmental Checklist (5/6 Years Old)

Domains of Development:	Observed (on):
<p>Language & Literacy (Receptive and expressive language, print awareness, and early reading skills)</p> <ul style="list-style-type: none">• Displays phonological awareness playing with syllables & rhyme.• Develops ideas and questions about a text; answers questions about a text (retelling, identifying characters, events and setting, makes inferences to context to answer questions).• Uses a combination of writing or drawing to convey an idea.	<p>-----</p> <p>-----</p> <p>-----</p>
<p>Physical (fine and gross motor skills, strength, coordination, and visual perception)</p> <ul style="list-style-type: none">• Can write their first and last name• Dresses and undresses themselves. Can button/zippers clothing.• Swings on a swing using pumping action• Throws a ball with direction and accuracy	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>