



Early Childhood/Family Education

Oklahoma State Department of Education

Joy Hofmeister, 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.

Example:

	1	2	3	4
1. Works and plays cooperatively in a variety of settings.	NA	P	P C	

Social Skills

1. Works and plays cooperatively in a variety of settings.				
2. Demonstrates an understanding of school and classroom guidelines.				
3. Listens to others while in large and small groups.				
4. Stays involved in a self-selected activity for an appropriate length of time (approximately 15 to 20 minutes).				
5. Follows simple verbal directions.				
6. Works independently and/or cooperatively to solve problems.				
7. Selects and completes a task while working at a learning center.				
8. Chooses a variety of materials and activities from learning centers.				
9. Recognizes dangerous situations and takes action to protect self (e.g., uses telephone, knows safety rules).				
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.

--	--	--	--

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

--	--	--	--

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., □□○).

--	--	--	--

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.

--	--	--	--

Comments: _____

Mathematics

1. Identifies, names, and draws a circle, square, rectangle, and triangle when shown an example.

--	--	--	--

2. Identifies some three-dimensional objects.

--	--	--	--

3. Sorts objects, groups into sets, and tells what the objects have in common.

--	--	--	--

4. Builds groups or sets that have more than, less than, and equivalent quantities, and tells which have more or less.

--	--	--	--

5. Pairs and counts objects using one-to-one correspondence (e.g., one napkin for each child at snack time).

--	--	--	--

6. States numbers in sequential order from one to twenty.

--	--	--	--

7. Counts objects in a set, one-by-one, from zero through ten.

--	--	--	--

8. Constructs, identifies, and names sets of objects zero through ten.

--	--	--	--

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.

--	--	--	--

Comments: _____

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 or balance beam.

--	--	--	--

Motor Skills

5. Coordinates large arm movements such as easel painting, woodworking, and climbing.

--	--	--	--

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: _____

Science

1. Observes and describes characteristics of the four seasons such as temperature, weather, and 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.

--	--	--	--

3. Observes and describes what various plants and animals need for growth.

--	--	--	--

4. Observes, describes, and classifies the sensory attributes of objects according to taste, smell, hearing, touch, and sight.

--	--	--	--

5. Observes, describes, and classifies real objects according to their common properties.

--	--	--	--

6. States the opposite properties of some objects, such as magnetic-nonmagnetic, float-sink, 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.

--	--	--	--

8. Discusses basic health needs of human beings such as good nutrition, dental care, and exercise.

--	--	--	--

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.

--	--	--	--

Social Studies

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.

--	--	--	--

Comments: _____

