

Developmental Observation Checklist

“4 to 5 and a half years”

Summary for group note-taking

Research and design by Annie LeBel, Pedagogical and Technical Support Officer

For the Magimuse Early Childhood Centre (CPE) 2007

Fine Motor Development

Fine Motor Development						
Children's names →						
Laterality is established (right- or left-handed)						
Cuts out a simple shape						
Cuts out shapes with angles						
Cuts along a traced line						
Threads a lace along a path						
Sharpens a pencil						
Can pick up very small objects between thumb and index finger						
Holds the pencil between thumb and index finger, resting on the middle finger						
Colors without going outside the lines						
Folds a sheet of paper, matching the corners						
Makes something recognizable with modeling clay						

Legend: A = Acquired PA = Partially Acquired NA = Not Acquired

Note: for a listed action to be considered acquired, it must be reproduced more than once, and generally by the child.

Sensory and Perceptual Development

Sensory and Perceptual Development						
Children's names →						
Identifies a few joints (shoulders, elbows, knees)						
Identifies familiar objects by touch without seeing them						
Distinguishes left from right						
Distinguishes heavy and light objects						
Distinguishes rough and smooth objects						
Imitates a tapping/clapping sequence						
Completes a simple maze						

Legend: A = Acquired PA = Partially Acquired NA = Not Acquired

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Gross Motor Development

Gross Motor Development						
Children's names →						
Throws and catches a ball						
Jumps for height and distance						
Rides a bicycle (with training wheels)						
Throws a ball with force						
Bounces a ball (dribbling)						
Rides a bicycle (without training wheels)						
Balances on one foot (more than 8 sec.)						
Hops on one foot and can travel that way						
Goes up and down stairs alternating feet without support						
Catches a ball on the bounce						
Stands on tiptoes						
Walks forward and backward along a line						

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Language Development

Language Development						
Children's names →						
Asks questions: "Why," "Who," "How," "Where"						
Holds a genuine conversation						
Varies verb tenses (though not always mastered correctly, e.g. irregular forms)						
Invents and tells stories or events						
Identifies the use of objects (a spoon is for eating)						
Pronounces the "CH" sound correctly						
Pronounces the "J" sound correctly						

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Cognitive Development

Cognitive Development						
Children's names →						
Drawings are identifiable						

Cognitive Development						
Drawings of a person show more detail: trunk, hair, hands, limbs, neck						
Understands certain notions of duration (an hour is longer than a minute)						
Locates himself/herself within the seasons						
Distinguishes parts of the day (morning, afternoon, evening)						
Counts spontaneously up to 30 (counts objects up to 10 without error)						
Recognizes numerals (distinguishes numbers from letters)						
Completes puzzles of 15 to 25 pieces						
Compares objects with one another (bigger, smaller)						
Groups related objects together (classifies objects)						
Copies letters and numbers						
Understands the concepts of first, last, and middle						
Copies a triangle and a rectangle, and writes their names						
Writes his/her own name						
Follows a three-step instruction						
Puts a sequence of pictures/story in order						
Gives clues so others can guess which object or person he/she is thinking of						
Can determine which set has the most and the least objects						
Places objects in ascending or descending order						
Forms hypotheses and plans before acting						

Legend: A = Acquired PA = Partially Acquired NA = Not Acquired

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Socio-Emotional Development

Socio-Emotional Development						
Children's names →						
Cooperates in an activity with other children						
Makes compromises, negotiates						
Expresses emotions verbally during conflicts						
Self-regulates (steps away when he/she recognizes needing a moment)						
Understands the reasons behind a rule						
Copes better with frustration						
Is able to tolerate some delay before needs are met						

Socio-Emotional Development						
Sustains effort before seeing concrete results						
Imitates adults' conversations and tones of voice during play						
Begins to enjoy competitive games (but doesn't like to lose)						
Plays in a small group						
Asks an adult for help resolving a conflict						
Follows the "everyone gets a turn" rule						

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Development of Autonomy

Development of Autonomy						
<i>Children's names →</i>						
Dresses himself/herself (still some difficulty with tight clothing)						
Zips and unzips his/her own zipper						
Fastens and unfastens medium-sized buttons						
Fastens and unfastens snaps and small buttons						
Beginning to tie knots						
Ties his/her own shoelaces (even if the bow is a bit loose)						
Recognizes the front and back of his/her clothing						
Eats neatly and uses utensils						
Can pour himself/herself a drink						
Wipes himself/herself after urinating						
Wipes himself/herself after a bowel movement						
Blows his/her nose effectively						
Puts shoes on the correct feet						
Completes a daily responsibility (enjoys helping the adult)						

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Reference Books for this General Developmental Observation Checklist

- ☺ À nous de jouer, une expérience de vie pour l'enfant (volet 3)
- ☺ Le développement de l'enfant au quotidien, du berceau à l'école primaire
- ☺ Grille d'observation « Ballon »