

Preschool Child Observation Record

I. Initiative

A. Making choices and plans

1. Child indicates a choice by pointing or some other action.
2. Child expresses a choice in one or two words.
3. Child expresses a choice with a short sentence.
4. Child makes a plan with one or two details.
5. Child makes a plan with three or more details.

B. Solving problems with materials

1. Child expresses frustration when encountering a problem with materials.
2. Child identifies a problem with materials and asks for help.
3. Child tries one way to solve a problem with materials.
4. Child tries two ways to solve a problem with materials.
5. Child tries three or more ways to solve a problem with materials.

C. Initiating play

1. Child engages in exploratory play.
2. Child makes something with materials.
3. Child engages in pretend play.
4. During play with other children, child adds an idea that modifies the play.
5. Child joins with other children in playing a game with rules.

D. Taking care of personal needs

1. Child observes as others do a self-care activity.
2. Child accomplishes some parts of a self-care activity.
3. Child accomplishes all parts of a self-care activity.
4. Child identifies the need for a tool and uses it independently to accomplish a personal goal.
5. Child helps another child in a self-care activity or program routine.

II. Social Relations

E. Relating to adults

1. Child participates in a conversation initiated by a familiar adult.
2. Child participates in a conversation initiated by an unfamiliar adult.
3. Child initiates an interaction with an adult.
4. Child sustains an interaction with an adult.
5. Child involves an adult in an activity and sustains the involvement.

F. Relating to other children

1. Child responds when another child initiates an interaction.
2. Child initiates an interaction with another child.
3. Child sustains an interaction with another child.
4. Child invites another child to play.
5. Child shows loyalty to another child.

G. Resolving interpersonal conflict

1. In a conflict with another child, child responds with yelling or physical action.
2. Child requests adult help in resolving a conflict with another child.
3. Child identifies the problem in a conflict with another child.
4. With adult help, child offers a solution to a conflict.
5. Child negotiates the resolution of a conflict with another child.

H. Understanding and expressing feelings

1. Child expresses an emotion.
2. Child comforts another child.
3. Child talks about an emotion.
4. Child represents an emotion through pretend play or art.
5. Child identifies an emotion and gives a reason for it.

III. Creative Representation

I. Making and building models

1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials.
2. Child notices and says that a material looks like something else.
3. Child uses sounds, actions, or words to show what a material stands for.
4. Child makes a model with three or more basic parts.
5. Child makes a model with details on one or more of the basic parts.

J. Drawing and painting pictures

1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint.
2. When drawing or painting, child notices an unintended result and says what it looks like.
3. Child draws or paints something and explains what it stands for.
4. Child draws or paints a picture that includes four or more basic parts.
5. Child draws or paints a picture with details on one or more of the basic parts.

K. Pretending

1. Child pretends to be an animal, an object, or another person.
2. Child uses one or more objects to stand for another object.
3. Child uses both words and actions to portray a role, situation, or setting.
4. Child engages in role play with two or more other children.
5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.

IV. Movement and Music

L. Moving in various ways

1. Child pounds with, shakes, twists, or swings an arm or a leg.
2. Child runs, marches, gallops, or jumps.
3. Child walks up or down stairs, alternating feet.
4. Child names a movement and does it.
5. Child hops, skips, or twirls around and stops without falling.

M. Moving with objects

1. Child throws or kicks an object.
2. Child catches an object.
3. Child coordinates both hands to manipulate one or more objects.
4. Child dribbles a ball.
5. Child strikes a moving object with a bat or paddle.

N. Feeling and expressing steady beat

1. Child engages in a steady movement.
2. Child joins others in a steady movement.
3. Child maintains a steady beat to music for 4–8 beats.
4. Child maintains a steady beat to music for 12–16 beats.
5. Child chants or sings while maintaining movement to a steady beat.

O. Moving to music

1. Child moves to music.
2. Child imitates others as they move to music.
3. Child names a movement and engages in it to music.
4. Child creates and repeats a two-movement pattern to music.
5. Child creates (or copies) and repeats a pattern of four or more movements to music.

P. Singing

1. Child makes vocal sounds that vary in pitch.
2. Child hums or sings while engaged in another activity.
3. Child sings part of a simple song with others.
4. Child sings a three-pitch song.
5. Child sings a song with five or more pitches.

V. Language and Literacy

Q. Listening to and understanding speech

1. Child responds with actions or words to a suggestion, request, or question.
2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase.
3. When listening to a story, rhyme, or narrative, child comments on or asks a question about it.
4. Child contributes to an ongoing conversation.
5. Child sustains a dialogue by taking three or more conversational turns.

R. Using vocabulary

1. Child talks about people or objects close at hand.
2. Child talks about absent people or objects.
3. Child uses vocabulary related to a particular subject.
4. Child uses two or more words to describe something.
5. Child asks about the meaning of a word.

S. Using complex patterns of speech

1. Child uses words and phrases.
2. Child uses a sentence of four or more words.
3. Child uses two or more simple sentences in a row.
4. Child uses a compound subject or object in a sentence.
5. Child uses a clause that starts with “when,” “if,” “because,” or “since” in a sentence.

T. Showing awareness of sounds in words

1. During play, child makes the sound of an animal or vehicle, or some other environmental sound.
2. Child joins in saying or repeating a rhyme or a series of words that start with the same sound.
3. Child rhymes one word with another or makes up a phrase or sentence that includes a rhyme.
4. Child says that two words begin with the same sound.
5. Child creates a pair or series of words that start with the same sound.

U. Demonstrating knowledge about books

1. Child shows interest when a book is read aloud.
2. Child holds a book right-side up, turns the pages, and looks at them.
3. Child asks another person to read a book to him or her.
4. Looking at the pictures in a book, child tells the story or makes up a story related to the pictures.
5. Child points to the words in a book or follows a line of text while telling or reading the story.

V. Using letter names and sounds

1. Child says or sings some letters.
2. Child names three or more alphabet letters he or she is holding, looking at, typing, or making.
3. Child makes the sound of a letter in a word he or she is looking at, writing, or typing.
4. Child names 10 or more letters over time.
5. Child says a word and identifies the beginning letter or letter sound.

W. Reading

1. Child uses the same word to name more than one object.
2. Child says what a picture or symbol represents.
3. Child calls attention to print.
4. Child recognizes a written word.
5. Child reads aloud a simple phrase or sentence.

X. Writing

1. Child writes using pictures, squiggles, or letterlike forms.
2. Child uses clay, wire, or sticks to make a recognizable letter.
3. Child writes two or more recognizable letters.
4. Child writes a string of letters and reads them or asks to have them read.
5. Child writes a phrase or sentence of two or more words.

VI. Mathematics and Science

Y. Sorting objects

1. Child creates a collection of five or more objects.
2. Child sorts a collection into smaller groups of similar objects.
3. In sorting, child groups objects that are the same in some way but different in others.
4. In sorting, child groups objects that are the same in some way and identifies the similarity.
5. Child identifies two or more similarities between objects or groups.

Z. Identifying patterns

1. Child lines up three or more objects one after the other.
2. Child arranges four or more objects in a repeating series.
3. Child arranges three or more objects in a graduated series.
4. Child finds or points out a repeating or graduated series.
5. Child adds additional objects to extend a repeating or graduated series.

AA. Comparing properties

1. Child makes or responds to a statement that includes a comparison word.
2. Child describes contrasting objects using a word and its opposite.
3. Child makes an object or structure smaller or bigger and comments on the change.
4. Child uses a comparison word to describe the difference between two objects.
5. Child uses a conventional or an unconventional measuring tool and states the result.

BB. Counting

1. Child uses a number word.
2. Child counts objects, naming one number for each object.
3. Child counts or responds to a request for 5 to 10 objects.
4. Child counts 11 or more objects and uses the last number to say how many.
5. Child counts two groups of objects and says which one has more.

CC. Identifying position and direction

1. Child moves or places an object as requested.
2. Child uses a position word.
3. Child uses a direction word.
4. Child uses a distance word.
5. Reading a map, child uses a position, direction, or distance word.

DD. Identifying sequence, change, and causality

1. Child anticipates the next event in a sequence.
2. Child describes a sequence of events.
3. Child describes a change in an object or situation.
4. Child compares the rates or durations of two events.
5. Child explains that an event or change happens because of something else.

EE. Identifying materials and properties

1. Child identifies a property of an object.
2. Child identifies the material an object is made of.
3. Child identifies a part of an object and the whole it belongs to.
4. Child selects a material based on its properties.
5. Child numbers the parts or features of an object.

FF. Identifying natural and living things

1. Child names a natural object or material.
2. Child performs an action helpful to plants or animals.
3. Child characterizes something as living or not living.
4. Child identifies a change (in a material or the environment) and a possible cause.
5. Child identifies where a natural object or material comes from.