## **About the Developmental Checklist**

This Checklist assists teachers in observing, recording, and evaluating an individual child's skills, knowledge, behaviors, and accomplishments. It is intended to help teachers monitor what children know and can do, and to assist teachers in planning learning experiences throughout the year. The behaviors and skills represent end-of theyear expectations or goals.

The Checklist reflects common experiences and expectations in classrooms that are structured around activities appropriate for most children of this age. Teachers should be able to complete the Checklist without actually testing their children, although some items may require teachers to set up specific opportunities or activities that enable their students to demonstrate specific skills. We recommend that these activities be integrated into typical classroom routines as much as possible.

The Checklist is completed three times per year, each time following a period of ongoing observation that corresponds to one of the Work Sampling System's three reporting periods. The process of observing and rating the indicators on the Checklist provides information which teachers may use to assist in their planning. In the fall, after becoming acquainted with the child, the teacher can use observations and Checklist ratings to begin to plan activities and experiences to promote growth and development of skills. In the winter, the teacher can assess the child's growth and development and make additional modifications to existing curriculum plans. In the spring, the Checklist



provides a detailed summary of the child's development and accomplishments over the course of the year.

## **Developmental Guidelines**

The Checklist presents each specific skill, behavior, or accomplishment in the form of a one-sentence performance indicator. The Checklist for each age or grade level is accompanied by a set of detailed Developmental Guidelines that explain and elaborate on each performance indicator by providing a rationale and examples. The rationale provides a context that explains the meaning and importance of the indicator and briefly outlines reasonable expectations for children of this age. The examples show several ways children might demonstrate the skill or accomplishment represented by the indicator. Since teachers might otherwise interpret the same indicator in different ways, the Guidelines promote consistency of interpretation and evaluation across children, teachers, and schools. The Guidelines incorporate information from a wide array of resources including research, expert advice, and state and national learning standards including Common Core. The Guidelines are essential for correct and effective use of the Checklist.

## **Checklist Ratings**

These categories reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the performance indicators listed in the Checklist and described in the Guidelines. Three types of ratings are possible:

**Not Yet** — indicates that this child cannot perform this indicator, i.e., that this performance indicator represents a skill, an area of knowledge,or a specific set of behaviors or accomplishments that the child has not acquired.

**In Process** — implies that the skills, knowledge, behaviors, or accomplishments represented by this indicator are intermittent or emergent, and are not demonstrated reliably or consistently.

**Proficient** — means that this child's skill, knowledge, or behavior matches the end-of-year expectations described in the rationales in the Guidelines. Although the child may have advanced beyond the level of difficulty of the indicator, and may no longer participate in activities that are described by the indicator, if the teacher has observed the child perform such tasks, and if the tasks are clearly within the child's range or repertoire, the indicator should be marked "Proficient."

If a particular indicator covers an area of the curriculum that is not included in this classroom, or that has not yet been introduced to this student, write "NA" for "Not Applicable." Space is also available on the front of the Checklist for brief comments. If there is a lack of evidence for a particular indicator for a child, write "DNO" for "Did Not Observe."

## Language and Literacy for English Language Learners (ELL) Ratings

The same three ratings of behaviors/skills are used to reflect the degree to which English language learners have mastered the English language for each ELL indicator. Mark the rating that best describes and fits (based on descriptions in the Guidelines) each child's skills/behaviors. If the child is not an ELL, write "NA" for "Not Applicable" next to the ELL indicator. If the child is an ELL, but you do not have enough information to mark a rating, write "DNO" for "Did not Observe."

For more information, see the Work Sampling System Teacher's Manual.

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COMMENTS Fall Observation Period	
Winter Observation Period	
Spring Observation Period	

Personal and Social Develo	nment	C Reading	F W S	F Geometry	F W S	<b>3</b> Explores technology in their environment.	Not Yet 🗆 🗆 🗆	ٽِ	
A Self-Concept	F W S	<b>1</b> Begins to develop knowledge of letters.	Not Yet	<b>1</b> Shows understanding of several	Not Yet	,	In Process 🔲 🔲 🗎	5th Edition	U
1 Demonstrates self-confidence.	Not Yet 🗆 🗆 🗆		In Process UUU Proficient DDD	positional words.	In Process 🔲 🔲 🗎 Proficient 🗆 🗆 🗆	C Citizenship and Government	F W S		J
	In Process	2 Demonstrates beginning	Not Yet 🔲 🔲	2 Identifies several shapes.	Not Yet 🔲 🔲 🔲	1 Shows beginning awareness of rules.	Not Yet 🗆 🗆	9	
<b>2</b> Shows some independence and	Not Yet	phonological awareness.	In Process ☐☐☐☐ Proficient ☐☐☐		In Process	1 Shows beginning awareness of fales.	In Process 🔲 🔲 🔲		
self-direction.	In Process □□□	<b>3</b> Shows appreciation and some	Not Yet 🔲 🔲	<b>3</b> Begins to explore composing and	Not Yet 🔲 🔲		Proficient 🔲 🔲 🗌	TEACHER	0100
	Proficient 🗆 🗆 🗆	understanding of books.	In Process 🔲 🔲 🗎 Proficient 🔲 🔲 🗎	decomposing shapes.	In Process 🗆 🗆 🗆 Proficient 🗆 🗆 🗆	D People and Where They Live	F W S		וֹטַר
B Self-Control	F W S	<b>4</b> Begins to recount key ideas and	Not Yet $\Box\Box\Box$		Proficient 🗆 🗆 🗆	<ol> <li>Shows beginning awareness of their environment.</li> </ol>	Not Yet 🔲 🔲 📗	\frac{17}{2}  \frac{7}{2}	=
<ol> <li>Follows simple classroom rules and routines with guidance.</li> </ol>	Not Yet 🗆 🗆 🗆 In Process 🗆 🗆 🗆	details from text.	In Process 🔲 🔲 🔲	IV Scientific Thinking		their environment.	Proficient 🗆 🗆 🗆	OF BIRTH HER	
-	Proficient 🔲 🔲 🗌	5	Proficient 🗆 🗆 🗆	A Inquiry Skills and Practices	F W S	VI The Arts			
2 Manages transitions.	Not Yet UUU In Process UUU	D Writing	F W S	1 Asks questions that arise	Not Yet	A Expression and Representation	F W S		
	Proficient 🗆 🗆 🗆	<ol> <li>Represents stories through pictures, dictation, and play.</li> </ol>	Not Yet 🗆 🗆 🗎	during explorations.	In Process	1 Participates in group music experiences.	Not Yet 🔲 🔲 🔲		
C Approaches to Learning	F W S		Proficient ☐☐☐	<b>2</b> Uses senses and simple tools to explore.	Not Yet	i l'articipates in group music experiences.	In Process	HOS	
1 Shows eagerness and	Not Yet	2 Uses scribbles and unconventional shapes to write.	Not Yet 🗆 🗆 🗎		In Process	<b>2</b> Participates in creative movement,	Proficient 🔲 🔲 🗌	100H	
curiosity as a learner.	In Process 🔲 🔲 🗌 Proficient 🔲 🔲 🗎	shapes to white.	Proficient 🗆 🗆 🗆	3 Makes meaning from explorations, and	Not Yet	dance, and drama.	In Process 🔲 🔲 🗌	잍	
2 Attends briefly and seeks help when	Not Yet	Language and Literacy for Engli	ich	generates ideas and solutions based on their own observations of the natural and	In Process	2. Here a variate of antinostorials for to still	Proficient 🗆 🗆 🗆		
encountering a problem.	In Process	Language Learners	1311	human-made worlds.	rrometern <u>— — —</u>	3 Uses a variety of art materials for tactile experience and exploration.	Not Yet \  \  \  \  \  \  \  \  \  \  \  \  \		
<b>3</b> Approaches tasks with flexibility	Not Yet 🗆 🗆 🗆	A Listening for English Language Learn	ners FWS	4 Communicates experiences,	Not Yet 🗆 🗆 🗆	·	Proficient 🗆 🗆 🗆	#	
and inventiveness.	In Process 🔲 🔲 🗆	<b>1</b> Follows directions.	Not Yet	observations, and ideas with others	Not Yet \  \  \  \  \  \  \  \  \  \  \  \  \	B Understanding and Appreciation	F W S	MALE	
D Interaction With Others	F W S		In Process 🔲 🔲 🗎 Proficient 🔲 🔲 🗎	through conversations, representations, and/or behavior.	FIORCIEIT LL LL	<b>1</b> Responds to artistic creations or events.	Not Yet 🗆 🗆 🗆	İ	1
1 Interacts with one or more children.	Not Yet $\Box\Box$	B Phonological Awareness for English		D. Dhariad Calana	- w -		Proficient 🗆 🗆		
I interaces with one of more chinarem.	In Process 🔲 🔲 🔲	Language Learners	F W S	B Physical Science	F W S	VII Physical Development, Hea	l+h	MALE	
2 Interacts with familiar adults.	Proficient 🔲 🔲 🔲 Not Yet 🔲 🔲 🔲	1 Develops awareness of the	Not Yet	<ol> <li>Explores the properties of objects and materials, and how they change.</li> </ol>	In Process 🔲 🔲 🗌	and Safety	icii,		
2 interacts with familiar addits.	In Process 🔲 🔲 🔲	sounds of English.	In Process 🔲 🔲 🗎 Proficient 🔲 🔲		Proficient 🗆 🗆 🗆	A Gross Motor Development	F W S		
<b>3</b> Participates in the group life of the class.	Proficient 🔲 🔲 🔲	C Speaking for English Language Learn	ners F W S	<b>2</b> Explores how objects and materials move.	Not Yet 🗆 🗆 🗆 In Process 🗆 🗆 🗆	<b>1</b> Moves with some balance and control.	Not Yet		
ranticipates in the group life of the class.	In Process 🔲 🔲 🔲	<b>1</b> Speaks in social situations.	Not Yet		Proficient 🗆 🗆 🗆		In Process	1 1	T 6
<b>4</b> Begins to identify feelings and responds	Proficient 🔲 🔲 🗎		In Process 🔲 🔲 🗎 Proficient 🔲 🔲	<b>3</b> Explores and describes light and sound.	Not Yet 🗆 🗆 🗎	2 Coordinates basic movement patterns to	Not Yet 🔲 🔲 🔲		Periods
to those of others.	In Process 🗆 🗆 🗆	III Mathematical Thinking			Proficient 🗆 🗆 🗆	perform simple tasks.	In Process 🔲 🔲 🗎 Proficient 🗆 🗆		erva ods
<b>5</b> Begins to use simple strategies to	Proficient 🔲 🔲 🗎	Mathematical Thinking	- 144 G	C Life Science	F W S	B Fine Motor Development	F W S		נוסר
resolve conflict.	In Process 🗆 🗆 🗆	<ul><li>A Processes and Practices</li><li>1 Shows interest in solving problems.</li></ul>	F W S Not Yet □□□	<ol> <li>Explores the characteristics of living things.</li> </ol>	Not Yet UUU In Process UUU	Begins to use strength and control to	Not Yet 🔲 🔲	유  :	- ≶  ₹
	Proficient 🗆 🗆 🗆	i Shows interest in solving problems.	In Process Proficient	3 3	Proficient 🗆 🗆 🗆	perform simple tasks.	In Process 🔲 🔲 🗎 Proficient 🔲 🔲	SPRING	<u> </u>
II Language and Literacy		2 Paging to reason guantitativaly		<b>2</b> Explores the needs of living things.	Not Yet 🗆 🗆 🗆 In Process 🗆 🗆 🗆	2 Uses eye-hand coordination to	Not Yet 🗆 🗆	G	ä
A Listening	F W S	<b>2</b> Begins to reason quantitatively.	Not Yet 🔲 🔲 📗		Proficient 🗆 🗆 🗆	perform simple tasks.	In Process 🔲 🔲 🗎 Proficient 🔲 🔲		
<b>1</b> Gains meaning by listening.	Not Yet	2 Hear words and representations to	Proficient 🗆 🗆 🗆 Not Yet 🔲 🔲 🗎	D Earth Science	F W S	<b>3</b> Explores the use of various	Not Yet 🔲 🔲		
	In Process	<b>3</b> Uses words and representations to describe mathematical ideas.	In Process 🔲 🔲 🔲	1 Observes the sky and the natural and	Not Yet	drawing and art tools.	In Process 🔲 🔲 🗎 Proficient 🔲 🔲		
<b>2</b> Follows two-step directions.	Not Yet \		Proficient 🗆 🗆 🗆	human-made objects in it.	In Process	C Solf Care Hoolth and Sofate			Ι.
	In Process 🔲 🔲 🗌 Proficient 🔲 🔲	B Number	F W S	2 Explores rocks, water, soil, and sand.	Not Yet	C Self-Care, Health, and Safety  1 Begins to perform self-care tasks.	F W S		
B Speaking	F W S	<b>1</b> Shows interest in counting.	Not Yet 🔲 🔲 🗎		In Process 🔲 🔲 🗎 Proficient 🗆 🗆 🗆	begins to perform sen-care tasks.	In Process 🗌 🗌 🗌		
1 Speaks clearly enough to be understood	Not Yet 🔲 🔲		Proficient 🔲 🔲 🗌	<b>3</b> Observes weather and seasonal changes.	Not Yet	<b>2</b> Follows basic safety rules with reminders.	Proficient 🔲 🔲 🗎		
by most listeners.	In Process □□□	<b>2</b> Shows interest in quantity.	Not Yet □□□ In Process □□□		In Process 🗆 🗆 🗆 Proficient 🗆 🗆 🗆	2 Follows basic safety fules with reminders.	In Process $\Box\Box\Box$		
<b>2</b> Follows rules for conversation.	Proficient 🗆 🗆 🗆		Proficient 🗆 🗆	V			Proficient 🗆 🗆 🗆		
2 Follows fales for conversation.	Not Yet \  \  \  \  \  \  \  \  \  \  \  \  \	C Operations and Algebraic Thinking	F W S	V Social Studies					7
<b>3</b> Uses expanded vocabulary and language	Proficient 🔲 🔲 🗎	<b>1</b> Begins to understand addition	Not Yet	A People, Past and Present	F W S			De	5
for a variety of purposes.	In Process 🗌 🔲 🗌	and subtraction.	Not Yet \( \bigcup \Bi	<ol> <li>Begins to recognize their physical characteristics and those of others.</li> </ol>	Not Yet 🗆 🗆 🗆 In Process 🗆 🗆 🗆			<u>ve</u>	OT.
	Proficient 🗆 🗆 🗆	D Measurement	F W S		Proficient 🗆 🗆 🗆			op	Š
		1 Shows understanding of some	Not Yet	B Human Interdependence	F W S			nei	ğ
Not Yet—child cannot demonstrate indicator	F = FALL	comparative words.	In Process 🔲 🔲 🗌	<ol> <li>Begins to understand different kinds of families.</li> </ol>	Not Yet 🗆 🗆 🗆 In Process 🗆 🗆 🗆			nta	P
In Process—child demonstrates indicator intermittently Proficient—child can reliably demonstrate indicator	W = WINTER S = SPRING	<b>2</b> Participates in measuring activities.	Not Yet 🗆 🗆 🗆		In Process			Ç	ng s
·			In Process 🔲 🔲 🗎 Proficient 🔲 🔲	<ol><li>Recognizes that people do different kinds of jobs.</li></ol>	Not Yet 🗆 🗆 🗎			hec	System school-
The Work Sampling System Preschool-3 Developmental Green descriptions of each performance indicator.	uidelines contains full			different kinds of jobs.	Proficient 🗆 🗆 🗆			<u>~</u>	ŏ- ten

The Work Sampling System Preschool-3 Developmental Guidelines contains full descriptions of each performance indicator.