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-the-year 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.

The Work Sampling System®

COMMENTS
Fall Observation Period

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Winter Observation Period

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Spring Observation Period

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I Personal and Social Development

A Self-Concept — F W S
1 Demonstrates self-confidence. — Not Yet / In Process / Proficient
2 Shows some self-direction. — Not Yet / In Process / Proficient

B Self-Control — F W S
1 Follows simple classroom rules and routines. — Not Yet / In Process / Proficient
2 Manages transitions. — Not Yet / In Process / Proficient

C Approaches to Learning — F W S
1 Shows eagerness and curiosity as a learner. — Not Yet / In Process / Proficient
2 Attends to tasks and seeks help when encountering a problem. — Not Yet / In Process / Proficient
3 Approaches tasks with flexibility and inventiveness. — Not Yet / In Process / Proficient

D Interaction With Others — F W S
1 Interacts easily with one or more children. — Not Yet / In Process / Proficient
2 Interacts easily with familiar adults. — Not Yet / In Process / Proficient
3 Participates in the group life of the class. — Not Yet / In Process / Proficient
4 Identifies some feelings and responds to those of others. — Not Yet / In Process / Proficient
5 Begins to use simple strategies to resolve conflict. — Not Yet / In Process / Proficient

II Language and Literacy

A Listening — F W S
1 Gains meaning by listening. — Not Yet / In Process / Proficient
2 Follows two- or three-step directions. — Not Yet / In Process / Proficient

B Speaking — F W S
1 Speaks clearly enough to be understood without contextual clues. — Not Yet / In Process / Proficient
2 Follows rules for conversation. — Not Yet / In Process / Proficient
3 Uses expanded vocabulary and language for a variety of purposes. — Not Yet / In Process / Proficient

C Reading — F W S
1 Begins to develop knowledge of letters. — Not Yet / In Process / Proficient

Not Yet—child cannot demonstrate indicator
In Process—child demonstrates indicator intermittently
Proficient—child can reliably demonstrate indicator

F = FALL
W = WINTER
S = SPRING

The Work Sampling System Preschool-4 Developmental Guidelines contains full descriptions of each performance indicator.

2 Demonstrates phonological awareness. — Not Yet / In Process / Proficient
3 Shows appreciation and understanding of books and reading. — Not Yet / In Process / Proficient
4 Recounts some key ideas and details from text. — Not Yet / In Process / Proficient

D Writing — F W S
1 Represents ideas and stories through pictures, dictation, and play. — Not Yet / In Process / Proficient
2 Uses letter-like shapes, symbols, and letters to convey meaning. — Not Yet / In Process / Proficient
3 Understands purposes for writing. — Not Yet / In Process / Proficient

Language and Literacy for English Language Learners

A Listening for English Language Learners — F W S
1 Gains meaning by listening. — Not Yet / In Process / Proficient
2 Follows directions. — Not Yet / In Process / Proficient

B Phonological Awareness for English Language Learners — F W S
1 Develops awareness of the sounds of English. — Not Yet / In Process / Proficient

C Speaking for English Language Learners — F W S
1 Speaks in social situations. — Not Yet / In Process / Proficient

III Mathematical Thinking

A Processes and Practices — F W S
1 Begins to make sense of problems and uses simple strategies to solve them. — Not Yet / In Process / Proficient
2 Reasons quantitatively and begins to use some tools. — Not Yet / In Process / Proficient
3 Uses words and representations to describe mathematical ideas. — Not Yet / In Process / Proficient
4 Begins to recognize patterns and makes simple generalizations. — Not Yet / In Process / Proficient

B Number — F W S
1 Counts with understanding. — Not Yet / In Process / Proficient
2 Shows beginning understanding of number and quantity. — Not Yet / In Process / Proficient

C Operations and Algebraic Thinking — F W S
1 Understands and begins to apply addition and subtraction to problems. — Not Yet / In Process / Proficient

D Measurement — F W S
1 Orders, compares, and describes objects according to a single attribute. — Not Yet / In Process / Proficient

2 Participates in measuring activities. — Not Yet / In Process / Proficient

F Geometry — F W S
1 Shows understanding of and uses several positional words. — Not Yet / In Process / Proficient
2 Begins to recognize and describe the attributes of shapes. — Not Yet / In Process / Proficient
3 Composes and decomposes shapes. — Not Yet / In Process / Proficient

IV Scientific Thinking

A Inquiry Skills and Practices — F W S
1 Asks questions and begins to solve problems that arise during explorations. — Not Yet / In Process / Proficient
2 Uses senses and simple tools to explore solutions to problems. — Not Yet / In Process / Proficient
3 Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. — Not Yet / In Process / Proficient
4 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior. — Not Yet / In Process / Proficient

B Physical Science — F W S
1 Explores the properties of objects and materials, and how they change. — Not Yet / In Process / Proficient
2 Explores how objects and materials move in different circumstances. — Not Yet / In Process / Proficient
3 Explores and describes light and sound. — Not Yet / In Process / Proficient

C Life Science — F W S
1 Explores the characteristics of living things. — Not Yet / In Process / Proficient
2 Explores the needs of living things. — Not Yet / In Process / Proficient

D Earth Science — F W S
1 Observes the sky and the natural and human-made objects in it. — Not Yet / In Process / Proficient
2 Explores rocks, water, soil, and sand. — Not Yet / In Process / Proficient
3 Observes weather and seasonal changes. — Not Yet / In Process / Proficient

V Social Studies

A People, Past and Present — F W S
1 Identifies similarities and differences in personal and family characteristics. — Not Yet / In Process / Proficient
2 Demonstrates beginning awareness of community, city, and state. — Not Yet / In Process / Proficient

B Human Interdependence — F W S
1 Begins to understand family needs, roles, and relationships. — Not Yet / In Process / Proficient

2 Identifies some people's jobs and what is required to perform them. — Not Yet / In Process / Proficient
3 Begins to be aware of how technology affects their life. — Not Yet / In Process / Proficient

C Citizenship and Government — F W S
1 Demonstrates awareness of rules. — Not Yet / In Process / Proficient
2 Shows awareness of what it means to be a leader. — Not Yet / In Process / Proficient

D People and Where They Live — F W S
1 Describes the location of things in the environment. — Not Yet / In Process / Proficient
2 Shows awareness of the environment. — Not Yet / In Process / Proficient
3 Shows some awareness of ways people affect their environment. — Not Yet / In Process / Proficient

VI The Arts

A Expression and Representation — F W S
1 Participates in group music experiences. — Not Yet / In Process / Proficient
2 Participates in creative movement, dance, and drama. — Not Yet / In Process / Proficient
3 Uses a variety of art materials for tactile experience and exploration. — Not Yet / In Process / Proficient

B Understanding and Appreciation — F W S
1 Responds to artistic creations or events. — Not Yet / In Process / Proficient

VII Physical Development, Health, and Safety

A Gross Motor Development — F W S
1 Moves with increased balance and control. — Not Yet / In Process / Proficient
2 Coordinates combined movement patterns to perform simple tasks. — Not Yet / In Process / Proficient

B Fine Motor Development — F W S
1 Uses emerging strength and control to perform simple tasks. — Not Yet / In Process / Proficient
2 Uses eye–hand coordination to perform tasks. — Not Yet / In Process / Proficient
3 Shows beginning control of writing, drawing, and art tools. — Not Yet / In Process / Proficient

C Self-Care, Health, and Safety — F W S
1 Performs some self-care tasks independently. — Not Yet / In Process / Proficient
2 Follows basic safety rules with reminders. — Not Yet / In Process / Proficient