**Developmental Milestone Checklist**

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| **Date** | **Student** | **ID#** | **Teacher/Room** | **Initial** | **Re-Eval** | **Other** | **Test?**  **Y/N** |
| **Grade** | **Parent**  **PDNA🞏** | **DOB** | **School** |

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| **By age 3, most children are able to:** | | | |
| **Physical** | **Cognitive** | **Language** | **Social/Emotional** |
| 🞏 Walk without assistance  🞏 Jump with both feet  🞏 Climb on furniture or playground equipment  🞏 Walk up stairs, holding the railing  🞏 Pull pants up and down  🞏 Wash his own hands  🞏 Build a block tower with 4 blocks  🞏 Scribble spontaneously  🞏 Turn over a container to pour out the contents | 🞏 Pretend play, such as pretending a block is a phone  🞏 Remember and talk about things that happened in the past  🞏 Complete a 3 or 4 piece puzzle  🞏 Group toys by size, shape, or color (such as, “Pick up all the red blocks.”)  🞏 Remember and sing songs or nursery rhymes  🞏 Name simple items in a picture book, such as cat, dog, ball | 🞏 Understand the words for familiar people, everyday objects, and body parts  🞏 Speak in short sentences  🞏 Repeat words he hears  🞏 Ask “what’s that?” and “Why?”  🞏 Point to objects or picture when they are named | 🞏 Mimic what other kids and adults say as well as how they say it  🞏 Play near, if not with, other children  🞏 Disobey more often, just to see what will happen  🞏 Have tantrums when frustrated  🞏 Start to attempt to do things without your help |
| **By age 4, most children are able to:** | | | |
| **Physical** | **Cognitive** | **Language** | **Social/Emotional** |
| 🞏 Jump, hop, and stand on one foot  🞏 Walk backwards  🞏 Alternate feet on stairs  🞏 Kick and throw a ball  🞏 Draw a circle  🞏 Turn the pages of a book one at a time  🞏 Build a block tower with 6 blocks  🞏 Dress and undress (with simple clothing)  🞏 Turn a door handle  🞏 Pedal a tricycle  🞏 Bend over without falling down | 🞏 Follow 2 step directions such as take off your coat and hang it up.  🞏 Name 8 colors  🞏 Recite numbers 1-10  🞏 Remember and retell favorite stories (including books, TV shows, or movies)  🞏 Understand that things are “the same” or “different.”  🞏 Follow simple three step  directions, “Brush your teeth, put your PJs on, and get a book.”  🞏 Find an object even if it is hidden under several layers  🞏 Begin to copy at least one capital letter  🞏 Count objects in small groups (up to 3) | 🞏 Speak well enough that most strangers can understand what he’s saying  🞏 Use 5-6 words in a sentence  🞏 Tell you his own name and the name of at least one friend  🞏 Understand words like “in,” “on,” and “next to”  🞏 Ask “wh” questions, such as “Where are we going?”  🞏 Tell his own age and sex  🞏 Use some plurals, such as dogs and cats. Some may still be incorrect, such as mouses.  🞏 Use some personal pronouns such as “I,” “me,” and “we” | 🞏 Start to play cooperatively with children instead of playing side by side  🞏 Take turns playing (even if  he doesn’t like to)  🞏 Play “real life” with things like play kitchens  🞏 Find simple ways to solve arguments and disagreements  🞏 Show concern for a crying friend  🞏 Show a wide range of emotions  🞏 Separate easily from mom and dad  ***(Continued on Page 2)***  🞏 Pretend that a doll or stuffed animal is upset and comfort it |
| **By age 5, most children are able to:** | | | |
| **Physical** | **Cognitive** | **Language** | **Social/Emotional** |
| 🞏 Start, stop, turn and go around obstacles while running  🞏 Get dressed with minimal help (zippers, snaps and buttons may still be a little hard)  🞏 Throw and bounce a ball  🞏 Jump over objects and climb playground ladders  🞏 Pedal *and* steer a tricycle or bike  🞏 Draw or copy basic shapes and crosses  🞏 Write some letters  🞏 Begin to use scissors purposefully  🞏 String beads or O-shaped cereal to make necklaces | 🞏 Understand the difference between real and make-believe  🞏 Understand that pictures and symbols stand for real things  🞏 Explore relationships between ideas, using words like *if* and *when* to express them  🞏 Understand abstract ideas like “bigger,” “less,” “later,” “ago” and “soon”  🞏 Put things in order such as from biggest to smallest, or shortest to tallest  🞏 Stick with an activity for 10 to 15 minutes  🞏 Start to understand time  🞏 Draw a person with 6-10 body parts  🞏 Count up to 10 objects | 🞏 Sing silly songs, make up goofy words and start rhyming  🞏 Follow simple, unrelated directions (“Go find your shoes and pick up that toy.”)  🞏 Change speech patterns depending on who he’s having a conversation with, such as speaking in short sentences to a younger sibling  🞏 Pronounce most sounds correctly, but still have trouble with *s*, *w* and *r* sounds  🞏 Make up stories and talk about what he’s thinking  🞏 Argue, even though the argument might not be logical  🞏 Use future tense; for example, “Grandma will be here.” | 🞏 Share, cooperate, be helpful and take turns  🞏 Start acting a little bossy and start tattling  🞏 Enjoy telling silly jokes and find other things funny  🞏 Begin telling small lies to get out of trouble, even though he knows it’s wrong  🞏 Have imaginary friends and play the same imaginary games over and over  🞏 Enjoy doing new things  🞏 Play “Mom” and “Dad” |

***Notes:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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