

Developmental Checklist – 0 to 36 Months

Grading Codes:
 W = Working on Skill G = Good Progress H = Mastered

(Please circle most appropriate response)

Child's Age	Milestones	Progress		
By 3 to 4 Months	Lifts head when held at shoulder	W	G	H
	Arm and leg motions	W	G	H
	Growing ability to follow objects and focus	W	G	H
	Vocalizes sounds (coos)	W	G	H
	Smiles spontaneously and responsively	W	G	H
	Likes to be held and rocked	W	G	H
By 6 Months	Making sounds other than crying	W	G	H
	Rolling from stomach to back and back to stomach	W	G	H
	Beginning to sit up	W	G	H
	Grasping, reaching and transferring toys from hand to hand	W	G	H
	Reacting to sounds and responding to voices	W	G	H
By 12 Months	Babbling with six to seven different-consonant sounds such as "m" or "d"	W	G	H
	Imitating sounds and saying a few words	W	G	H
	Responding to simple words such as "no" and "bye"	W	G	H
	Gesturing and vocalizing to requests	W	G	H
	Creeping, crawling and cruising	W	G	H
	Sitting alone	W	G	H
	Pulling to a stand	W	G	H
	Picking up small objects and banging objects on the table	W	G	H
	Playing pat a cake or peek-a-boo	W	G	H
	Holding out objects to "show"	W	G	H
	Feeding self small bits of cereal	W	G	H
	Playing with caregivers	W	G	H
	Exploring and touching a variety of textures	W	G	H

1st Grade Developmental Checklist

S Nieto

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the student's name.

1st Grade Developmental Checklist:

Life-span Developmental Psychology E. Mark Cummings, Anita L. Greene, Katherine H. Karraker, 2014-01-02 Although there has been a significant increase in studies of stress and coping processes in recent years researchers have often approached these topics from rather narrow and constrained perspectives Furthermore little communication has occurred across disciplines and research directions resulting in the emergence of several relatively isolated literatures An outgrowth of the Eleventh Biennial West Virginia University Conference on Life Span Development this volume emphasizes two major themes the importance of taking a life span approach to the study of stress and coping and the development of new and more complete conceptual models of stress and coping processes The first to approach these subjects from a life span perspective this book includes papers by distinguished researchers from each of the major periods of the life span and brings together the cognitive and socioemotional traditions in the study of dealing with pressures The editors hope that this facilitation of communication among researchers with diverse views will help create a broadening and integration of perspectives Step by Step Sheila Kogan, 2003 Table of contents Resources in Education, 1997 **Tests in Print** Oscar Krisen Buros, 2006 The Story Box, Level 1, 1990 **Assessment of Children's Intelligence and Special Abilities** Jerome M. Sattler, 1982 **Authentic Literacy Assessment** Lauren Leslie, Mary Jett-Simpson, 1997 Grade level 1 2 3 4 5 6 7 e p i t *Balancing Reading & Language Learning* Mary Cappellini, 2005 Combining the best classroom practices and research on teaching reading and language acquisition Mary Cappellini integrates effective reading instruction with effective language instruction Through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children's language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles BOOK JACKET Developmental Profiles K. Eileen Allen, Lynn R. Marotz, 1994 Heavy demand on 4 copies in stock **Assessment and Evaluation for Student Centered Learning** Bill Harp, 1994 Linguistics and Language Behavior Abstracts, 1989 Measurement and Evaluation in Early Childhood Education Sue Clark Wortham, 1995 *Guidelines and Instructions for Development of Application*, 1988 **A Guidelines and Instruction Manual for Development of Application for Migrant Education Project(s)** New Jersey. Division of Compensatory/Bilingual Education, 1986 Assessment and Evaluation in Whole Language Programs Bill Harp, 1991 Assessment in Early Childhood Education Sue Clark Wortham, 2008 A practical guide for assessing young children from infancy through age eight focusing on formal and informal assessment content strategies and examples **On Musicality and Milestones** Marilyn Pflederer Zimmerman, 2002 **Reading in the Content Areas for Junior High and High School** Judith Cochran, 1993 Reflecting the concern for the myriad problems resulting from the presence of poor readers in secondary schools today this volume shows secondary teachers why they must and how they can improve students reading deficiencies It also gives them lessons to use with students who are unable to cope in **Tests in Print** Linda L.

Murphy,1999 **Alternative Assessment Techniques for Reading and Writing** Wilma H. Miller,1995 This practical resource helps elementary classroom remedial reading and LD teachers make the best possible informal assessment of a child s specific reading writing and spelling strengths and weaknesses and attitudes toward reading Written in easy to follow nontechnical language it provides a multitude of tested informal assessment strategies and devices such as kid watching retellings journals IRIs writing surveys portfolios think alouds and more including over 200 reproducible assessment devices ready for immediate use You ll find a detailed description of each informal assessment technique along with step by step procedures for its use and wherever possible one or more reproducible sample devices Complete answer keys for each device are included with the directions Among the unique topics covered are the innovative Individual Reading Inventory San Diego Quick Assessment List El Paso Phonics Survey QAD Chart Holistic scoring of writing and Reproducible devices for portfolio assessment In short Alternative Assessment Techniques for Reading and Writing offers a wealth of tested ready to use informal assessment information and devices that should save the teacher a great deal of time and energy in making a useful assessment of any student s literacy ability

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