

DIRECTOR'S RESOURCE 14-2

CHILD EVALUATION FORM

Use different color for each assessment. Record date in that color.

Child's name: _____ Birth date: _____

School: _____ Teacher: _____

Form completed by: _____

Date: _____ Date: _____ Date: _____

General Autonomy

	Consistent	Frequent	Beginning	Not yet	Comments
A. Initiative					
1. Develops and pursues own ideas in activities	_____	_____	_____	_____	_____
2. Expands ideas of others	_____	_____	_____	_____	_____
B. Self-confidence					
1. Assured in expressing ideas and convictions	_____	_____	_____	_____	_____
2. Copes well with new experiences	_____	_____	_____	_____	_____
3. Manifests general feeling of self-satisfaction	_____	_____	_____	_____	_____
4. Verbalizes feelings	_____	_____	_____	_____	_____
C. Independence					
1. Cares for self (bathroom, dressing)	_____	_____	_____	_____	_____
2. Chooses activities	_____	_____	_____	_____	_____
3. Separates comfortably from parent	_____	_____	_____	_____	_____
4. Seeks attention, help, and recognition when appropriate	_____	_____	_____	_____	_____
D. Responsibility					
1. Cares for materials	_____	_____	_____	_____	_____
2. Cleans up (with minimal prompting)	_____	_____	_____	_____	_____
3. Keeps up with own belongings	_____	_____	_____	_____	_____
E. Appears psychologically engaged in child-selected activity	_____	_____	_____	_____	_____

Sociomoral Development

A. Responsibility					
1. Can verbalize classroom guidelines	_____	_____	_____	_____	_____
2. Adheres to classroom guidelines	_____	_____	_____	_____	_____
*3. Participates in setting classroom guidelines	_____	_____	_____	_____	_____
*4. Participates in enforcing classroom guidelines	_____	_____	_____	_____	_____
*5. Initiates or participates in a discussion of classroom problems	_____	_____	_____	_____	_____

(continues)

DIRECTOR'S RESOURCE 14-2

(continued)

	Consistent	Frequent	Beginning	Not yet	Comments
6. Facilitates and participates in classroom routine (by anticipating transitions, etc.)	_____	_____	_____	_____	_____
B. Cooperation					
*1. Uses appropriate assertive behavior and language to resolve conflicts	_____	_____	_____	_____	_____
*2. Takes up for others' rights and attempts to help others in conflict situations	_____	_____	_____	_____	_____
3. Channels feelings of anger, frustration, etc. in appropriate ways	_____	_____	_____	_____	_____
4. Generates game rules	_____	_____	_____	_____	_____
*5. Follows game rules agreed upon by players	_____	_____	_____	_____	_____
*6. Considers others' point of view	_____	_____	_____	_____	_____
*7. Discusses moral dilemmas (extra guests, enough cookies for class)	_____	_____	_____	_____	_____
*8. Takes turns	_____	_____	_____	_____	_____
9. Invites others to participate in activities	_____	_____	_____	_____	_____
10. Responds to invitations to participate in activities	_____	_____	_____	_____	_____
*11. Recognizes rights of others (may not act on)	_____	_____	_____	_____	_____
*12. Channels competitive impulses in cooperative direction (enjoys the process and accepts the outcome)	_____	_____	_____	_____	_____
C. Relating to Group					
1. Calls children and adults by name	_____	_____	_____	_____	_____
2. Identifies which children are absent	_____	_____	_____	_____	_____
3. Notices others' needs (such as getting tissue for another)	_____	_____	_____	_____	_____
4. Interested in doing things for group (such as preparing snack)	_____	_____	_____	_____	_____
5. Spontaneously expresses caring for others (solutions when another is hurt)	_____	_____	_____	_____	_____
6. Shows interest in what others at group time say	_____	_____	_____	_____	_____
7. Participates in voting process	_____	_____	_____	_____	_____
Cognitive Development					
A. Writing					
1. Writes using personal cursive	_____	_____	_____	_____	_____
2. Writes pseudoletters	_____	_____	_____	_____	_____
*3. Copies letter and numbers	_____	_____	_____	_____	_____
*4. Writes own name	_____	_____	_____	_____	_____
*5. Writes other words	_____	_____	_____	_____	_____
*6. Writes from left to right	_____	_____	_____	_____	_____
*7. Experiments with conventions of writing (such as writing from right to left)	_____	_____	_____	_____	_____

(continues)

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(continued)

	Consistent	Frequent	Beginning	Not yet	Comments
*8. Asks for models (how to write a letter or word or how to spell a word)	_____	_____	_____	_____	_____
9. Uses writing with intention of communicating	_____	_____	_____	_____	_____
10. Asks to dictate messages	_____	_____	_____	_____	_____
B. Reading					
1. Enjoys stories	_____	_____	_____	_____	_____
2. Requests stories	_____	_____	_____	_____	_____
3. Holds book properly and turns pages	_____	_____	_____	_____	_____
4. Pretends to read	_____	_____	_____	_____	_____
5. Distinguishes between print and picture	_____	_____	_____	_____	_____
6. Recognizes first letter of own name	_____	_____	_____	_____	_____
7. Recognizes own name in print	_____	_____	_____	_____	_____
8. Recognizes printed names of other children	_____	_____	_____	_____	_____
9. Recognizes meanings of signs	_____	_____	_____	_____	_____
10. Matches words in print	_____	_____	_____	_____	_____
*11. Knows what a word is	_____	_____	_____	_____	_____
12. Recognizes letters	_____	_____	_____	_____	_____
13. Reads own writing	_____	_____	_____	_____	_____
14. Attempts voice print pairing	_____	_____	_____	_____	_____
*15. Generates rhyming words	_____	_____	_____	_____	_____
*16. Generates words that begin alike	_____	_____	_____	_____	_____
17. Knows one reads from left to right, front to back, and top to bottom	_____	_____	_____	_____	_____
*18. Reads predictable books	_____	_____	_____	_____	_____
C. Language					
1. Spoken					
a. Speaks clearly enough for a stranger to understand	_____	_____	_____	_____	_____
b. Modulates tone of voice based on situation	_____	_____	_____	_____	_____
2. Understood Language					
a. Responds appropriately to questions including who, what, when, and how	_____	_____	_____	_____	_____
b. Responds appropriately to why questions	_____	_____	_____	_____	_____
c. Carries on meaningful conversations	_____	_____	_____	_____	_____
d. Stays on topic in group discussion	_____	_____	_____	_____	_____
Cognitive Dispositions					
A. Autonomy					
1. Generates several alternatives in play situations	_____	_____	_____	_____	_____
2. Has "wonderful ideas" (thinks of new ideas in relation to objects and activities)	_____	_____	_____	_____	_____

(continues)

DIRECTOR'S RESOURCE 14-2

(continued)

	Consistent	Frequent	Beginning	Not yet	Comments
B. Physical Knowledge					
1. Experiments with objects (water, sand, art media, pendulum, and other mechanical apparatus)	_____	_____	_____	_____	_____
2. Makes and verifies predictions (such as water will come out hole in side of container)	_____	_____	_____	_____	_____
3. Notices effects of actions on objects	_____	_____	_____	_____	_____
4. Notices changes in objects	_____	_____	_____	_____	_____
C. Logico-Mathematical Knowledge					
1. Comments on number and numerical relationships	_____	_____	_____	_____	_____
2. Rote counts to ____	_____	_____	_____	_____	_____
3. Counts sometimes using double counting or skipping items	_____	_____	_____	_____	_____
4. Counts in 1 to 1 correspondence	_____	_____	_____	_____	_____
5. Recognizes last number counted as total quantity	_____	_____	_____	_____	_____
6. Compares quantities globally (more)	_____	_____	_____	_____	_____
7. Compares quantities globally (less)	_____	_____	_____	_____	_____
8. Compares quantities globally (as much as, etc.)	_____	_____	_____	_____	_____
9. Reasons about addition and subtraction in classroom situations	_____	_____	_____	_____	_____
10. Compares quantities numerically (5 is more than 3)	_____	_____	_____	_____	_____
*11. Identifies numerals	_____	_____	_____	_____	_____
12. Thinks about spatial relationships	_____	_____	_____	_____	_____
a. Follows path on game board	_____	_____	_____	_____	_____
1. Own path	_____	_____	_____	_____	_____
2. Common path (straight)	_____	_____	_____	_____	_____
3. Curved path	_____	_____	_____	_____	_____
b. Reasons about spatial problems (as in aiming at target)	_____	_____	_____	_____	_____
c. Reasons about body fitting in space	_____	_____	_____	_____	_____
d. Uses prepositions such as in, on, over, etc. appropriately	_____	_____	_____	_____	_____
*e. Uses "first" appropriately	_____	_____	_____	_____	_____
*f. Uses "last" appropriately	_____	_____	_____	_____	_____
*g. Uses "middle" appropriately	_____	_____	_____	_____	_____
*h. Uses "second" appropriately	_____	_____	_____	_____	_____
*i. Uses "in between" appropriately	_____	_____	_____	_____	_____

(continues)

DIRECTOR'S RESOURCE 14-2

(continued)

	Consistent	Frequent	Beginning	Not yet	Comments
13. Reasons about classes and relations					
a. Groups objects according to similarities and differences in games and other classroom situations	_____	_____	_____	_____	_____
*b. Conceptualizes part/whole relations in sets of objects (as in card games with suits)	_____	_____	_____	_____	_____
14. Temporal reasoning					
a. Knows order of classroom routine	_____	_____	_____	_____	_____
b. Refers to clock to monitor routines	_____	_____	_____	_____	_____
*c. Understands "today"	_____	_____	_____	_____	_____
*d. Understands "tomorrow"	_____	_____	_____	_____	_____
*e. Understands "yesterday"	_____	_____	_____	_____	_____
*f. Global understanding of past and future ("a long time ago," "a long time from now," etc.)	_____	_____	_____	_____	_____
g. Knows order of events in familiar stories	_____	_____	_____	_____	_____
15. Patterns					
a. Recognizes patterns	_____	_____	_____	_____	_____
b. Matches patterns	_____	_____	_____	_____	_____
c. Creates patterns	_____	_____	_____	_____	_____
d. Extends patterns	_____	_____	_____	_____	_____
16. Constructs matching sets					
a. 1-3	_____	_____	_____	_____	_____
b. 4-6	_____	_____	_____	_____	_____
*c. 7-12	_____	_____	_____	_____	_____
17. Makes count-cardinal transitions	_____	_____	_____	_____	_____

*Asterisk indicates that it would not be expected until at least four years of age.

(This form was drawn from previous work of Rheta DeVries and Brenda Hieronymus and Sally Moomaw.)