

Spartanburg County A Partnership in Early Childhood Best Practices for School Readiness

5 Year Old Observation Checklist

This checklist is intended for children 5 years old. Areas should be completed with the date as a child acquires each skill. If the child has already acquired a skill upon entering the classroom, check off the area. Update the checklist twice per year, October and May.

Child's Name: _____ **Birth Date:** _____

Teacher's Name(s): _____ **Dates Tested: 1** _____
 _____ **2** _____

Circle word/letter/number or check when skill is attained.

INTELLECTUAL DEVELOPMENT

- | | | |
|--|-------|-------|
| 1. Names colors—red, orange, yellow, green, blue, purple, black, white, brown, gray, pink. | _____ | _____ |
| 2. Writes numbers 0 – 20. | _____ | _____ |
| 3. Counts by rote 1 – 100, by ones and tens. | _____ | _____ |
| 4. Counts objects, 1- 20 | _____ | _____ |
| 5. Counts forward beginning with a number instead of 1 | _____ | _____ |
| 6. Compares two written numerals between 1 and 10. | _____ | _____ |
| 7. Works with numbers 1 through 19 to gain foundation for place value. | _____ | _____ |
| 8. Adds whole numbers using up to 10 concrete items. | _____ | _____ |
| 9. Solves addition word problems within 10. | _____ | _____ |
| 10. Subtracts whole numbers using up to 10 concrete items. | _____ | _____ |
| 11. Solves subtraction word problems within 10. | _____ | _____ |
| 12. Finds the number that makes 10 when added to a number 1-9. | _____ | _____ |
| 13. Decomposes numbers less than or equal to 10 into pairs. | _____ | _____ |
| 14. Identifies circle, square, triangle, rectangle, hexagon, cube, cylinder, sphere, cone. | _____ | _____ |
| 15. Describes circle, square, triangle, rectangle, hexagon, cube, cylinder, sphere, cone. | _____ | _____ |
| 16. Identifies shapes as 2-D (“flat”) or 3-D (“solid”). | _____ | _____ |
| 17. Compares 2-D and 3-D shapes using informal language. | _____ | _____ |
| 18. Composes simple shapes to form larger shapes. | _____ | _____ |
| 19. Describes several measurable attributes of a single object using length or weight. | _____ | _____ |
| 20. Compares two objects with a measurable attribute in common. | _____ | _____ |
| 21. Says whole name. | _____ | _____ |
| 22. Draws a person or other recognizable objects. | _____ | _____ |
| 23. Names basic body parts. | _____ | _____ |
| 24. Writes own name correctly. | _____ | _____ |
| 25. Says his/her own address. | _____ | _____ |
| 26. Says his/her own phone number. | _____ | _____ |
| 27. Says his/her own birthday. | _____ | _____ |
| 28. Shows hand preference, which is _____left, _____right. | _____ | _____ |
| 29. Identifies left hand and right hand. | _____ | _____ |
| 30. Recognizes difference in sizes – small, large; big, biggest, etc. | _____ | _____ |
| 31. Copies and extends a pattern. | _____ | _____ |
| 32. Understands positional words (behind, beside, below, above, next to, in front of) | _____ | _____ |

1. Expresses ideas with art materials.
2. Participates in and enjoys group singing or games.
3. Participates in classroom activities.
4. Follows 2-3 step directions.
5. Cares for school materials.
6. Handles scissors appropriately.
7. Holds pencil appropriately.
8. Cuts specific shapes.
9. Paints and pastes neatly.
10. Attempts to color within lines.
11. Completes tasks.
12. Shows appropriate attention span.

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LARGE MOTOR DEVELOPMENT

1. Runs with control over speed and direction.
2. Jumps over obstacles, lands on two feet.
3. Climbs up and down climbing equipment with ease.
4. Moves body creatively to music.
5. Is willing to exercise.
6. Jumps on two feet.
7. Takes at least 6 hops on one foot.
8. Gallops.
9. Skips.
10. Throws a ball.
11. Catches a ball.
12. Bounces and catches a ball.

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LANGUAGE

1. Speaks in complete sentences.
2. Speaks clearly.
3. Takes part in conversations with other children.
4. Expresses wants and needs clearly.
5. Dictates descriptions of drawings.
6. Uses appropriate voice level.

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