

Social, Emotional, and Motor Development

- _____ Follows classroom rules
- _____ Takes care of classroom materials
- _____ Participates in class
- _____ Attends to tasks for brief periods
- _____ Eager to learn new things
- _____ Demonstrates ability to take care of oneself:
bathroom, meals, dressing & shoes, brush teeth
- _____ Shows empathy and caring for others
- _____ Wants to please and cooperate with friends
- _____ Would rather play with others than by himself
- _____ Demonstrates appropriate control over feelings
- _____ Demonstrates self control (can wait his/her turn)
- _____ Seeks adult help when necessary
- _____ Moves with balance and control
- _____ Combines movements for large muscle activities
jump, use stairs, run, balance, catch a ball, skip, hop (one foot / two feet), ...
- _____ Catches a bounced ball most of the time
- _____ Demonstrates increasing control of small motor muscles to perform simple tasks
- _____ Shows control of pencils, crayons, and scissors
- _____ Uses a fork and spoon, and sometimes a table knife

Communication

- _____ Listens with understanding
- _____ Follows two step directions
- _____ Usually follows three step directions
- _____ Speaks clearly
- _____ Answers questions when asked
- _____ Uses words to express needs, feelings, experiences, ...
- _____ Uses age appropriate, as well as variety of, vocabulary in conversations and to describe objects and situations
- _____ Uses age appropriate grammar and sentence structure when speaking
- _____ Correctly uses "he" and "she"
- _____ Can say their first and last names
- _____ Can say their phone number

VPK Developmental Evaluation

based on Florida Early Learning and Developmental Standards for Four Year Olds, published by the Florida Department of Education in 2011, along with developmental milestones suggested by the Center for Disease Control for four and five year olds

Child's Name :

Date :

Completed By :

Each item is marked with a letter or symbol. A check mark (✓) indicates your child has successfully completed the task or skill. **SW** indicates that your child is Still Working on that skill. **PP** indicates that your child needs extra practice to be ready for the coming school year. Please continue to practice at home. If you have any questions, please contact your child's teacher to discuss any concerns you may have.

Reading & Writing

- _____ Shows an interest in books
- _____ Understands books go front to back
- _____ Can retell a story
- _____ Can make predictions about what will happen next in the story
- _____ Answers questions about a story that has been read
- _____ Distinguishes individual words within spoken phrases
- _____ Combines words to make compound words
- _____ Can write some letters on request
- _____ Can write their name
- _____ Uses writing to express themselves (different than drawing)
- _____ Combines syllables together to create words
(“kuh” + “a” + “tuh” = “cat”)
- _____ Recognizes most of the letters (*When looking at several letters, can they find an ... A?*)
- _____ Names most of the uppercase letters (*What letter is this?*)
- _____ Names most of the lowercase letters (*What letter is this?*)
- _____ Recognizes some letter sounds
(*What letter says “puh”?*)
- _____ Names some letter sounds (*What does R say?*)

Math & Science

- _____ Can draw a person with 4- 6 body parts
- _____ Knows about things used every day, like money and food
- _____ Understands that a number represents a specific amount of items (*one to one correspondence... 7 equals 7 objects*)
- _____ Understands when two groups are equal
- _____ Can count a group of at least 10 objects
- _____ Can count a group of at least 15 objects
- _____ Can count out groups of objects between 10 and 15 (*If I have 20 beads laying on the table, can your child pull out & count 13?*)
- _____ Can print some numbers
- _____ Understands concepts of more and less
- _____ Understands adding creates more
- _____ Understands subtraction takes some away
- _____ Combines sets to equal no more than ten

- _____ Removes objects from sets that are more than ten
- _____ Uses fingers or other objects to solve complex problems
- _____ Recognizes and names written numbers 0 through 10
- _____ Can match a spoken number with a written number through 15
- _____ Can orally count to 31
- _____ Can name ordinal positions (first, second, third,..)
- _____ Recognizes patterns
- _____ Duplicates two part patterns (*red, blue, red, blue,...*)
- _____ Recognize pattern units (red/blue is the unit for red/blue, red/blue, red/blue,...)
- _____ Produces their own pattern
- _____ Sorts objects based on one attribute (*shape, color, type, ...*)
- _____ Orders objects based on size
- _____ Recognizes shapes:
(*your child did not know the shape if it is circled*)

<i>circle</i>	<i>rectangle</i>	<i>square</i>
<i>triangle</i>	<i>oval</i>	<i>trapezoid</i>
<i>sphere</i>	<i>cube</i>	<i>diamond/ rhombus</i>
<i>cone</i>	<i>cylinder</i>	<i>pyramid</i>
- _____ Recognizes 2D examples of simple symmetry and non-symmetry
- _____ Understands positional words:
(*your child did not understand the word if it is circled*)

<i>above</i>	<i>below</i>	<i>on top of</i>	
<i>next to</i>	<i>beside</i>	<i>inside</i>	<i>outside</i>
- _____ Understands orientation terms: horizontal, vertical, diagonal
- _____ Compares height, length, and weight of different objects
- _____ Compares objects based on appearance

Comments: