# Checklist: Timeline for Assessment (Sample)

**Early Childhood Classes: Oaklawn School**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
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| Sept. 1–14 | • Social Attributes Checklist (Existing/Ready-made)  
• Williams's Motor Development Checklist (Existing/Ready-made)  
• Explain concept of portfolios to children and parents  
• Portfolio items as appropriate: writing samples from all children |
| Sept. 15–30| • Portfolio items as appropriate: art samples for each child  
• Anecdotal or running records for 1/3 of the class |
| Oct. 1–15  | • Math skills checklist (all children)  
• Portfolio items or other checklists as appropriate for each child  
• Anecdotal or running records for 1/3 of the class |
| Oct. 16–31 | • Social Attributes Checklist  
• Anecdotal or running records for 1/3 of the class  
• Begin Project Spectrum Motor Development Assessment Obstacle Course  
• Portfolio items as appropriate; writing samples  
• Review portfolios for 1/2 of the class |
| Nov. 1–15  | • Portfolio items as appropriate  
• Review portfolios for other half of the class  
• Math Skills Checklist |
| Nov. 15–Dec. 10 | • Portfolio items as appropriate  
• District administers standardized test for motor skills to all early childhood classes  
• Emotional development checklist: two parts  
• Rating Scale: How ______ Manages Anger |
| Dec. 27–Jan. 8 | • Holidays (work on observational reports and portfolios)  
• Consolidate observational data for each child: write reports  
• When school starts up again: Portfolio Review & Reflection  
• Work with each child to review portfolio’s contents  
• Organize for parent conferences  
• Write helpful comments for parents as appropriate |
| Jan. 12–14 | • Parent conferences  
• Portfolios: midyear observational report/analysis of children’s work samples |

A checklist/timeline: observation and assessment in Mr. Nellis’s school for first semester. Mr. Nellis uses this checklist to track assessment activities. He has also made a notation of each item in his day planner.

This is an example of a timeline/checklist that the focus teacher in this text used during one semester. Consider making a similar timeline for yourself to keep your assessment plan on track.
### Checklist: Memory Development in Early Childhood

<table>
<thead>
<tr>
<th>Child’s Name/Age:</th>
<th>Date:</th>
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<tr>
<td><strong>Birth to approximately 5 months</strong></td>
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<td>____ Recognizes familiar objects; <em>habituated to</em>—becomes accustomed to or bored with—a stimulus, such as a toy put in front of him several times</td>
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<td>____ Can recall a memory but must get a <em>cue or reminder</em></td>
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<td><strong>5 months to 1 year (5 to 12 months)</strong></td>
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<td>____ Recognizes objects after seeing them only a few times</td>
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<td>____ Remembers an object for several weeks (Fagan, 1984)</td>
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<td>____ Actively recalls (needs fewer cues) events from the recent past</td>
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<td><strong>12 to 36 months (1 year to 3 years old)</strong></td>
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<td>____ After about age 2, recalls events that happened quite some time before</td>
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<tr>
<td>____ Occasionally tells about the memory in the form of a story</td>
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<td>____ 3-year-olds recall events from 1 or 2 years before</td>
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<td><strong>4 years to 12 years (all of the above plus . . .)</strong></td>
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<td>____ 4-year-olds can recognize an array (group) of items</td>
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<td>____ 4-year-olds recall only 3 or 4 of a group of 12 items</td>
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<td>____ Third-graders able to recognize all of an array of 12 items</td>
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<tr>
<td>____ Third-graders can recall about 8 of the items</td>
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**Comment:**
CHECKLIST: HOW CHILDREN EXPRESS ANGER

Observe how this child reacts to anger-arousing situations. Check Yes if s/he expresses anger as described in that method. Check No if the child does not express anger that way. Observe over a period of at least several days.

Child’s name and age: ______________________________

• **Venting.** Expressing anger through facial expressions, crying, sulking, or complaining; “blowing off steam.”
  - Yes  - No
  Comments:

• **Active resistance.** Physically or verbally defends position, self-esteem, or possessions in nonaggressive ways.
  - Yes  - No
  Comments:

• **Express dislike.** Tells offender that he or she cannot play or is not liked.
  - Yes  - No
  Comments:

• **Aggressive revenge.** Physically or verbally retaliates against the provocateur with no other purpose evident—name calling, pinching, hitting, or threatening.
  - Yes  - No
  Comments:

• **Avoidance.** Attempts to escape from or evade the offender.
  - Yes  - No
  Comments:

• **Adult-seeking.** Tells an adult about an incident or looks for comfort from adult.
  - Yes  - No
  Comments:
Checklist: Causes of Anger in Early Childhood Classrooms

Observe this child reacting to social interactions that typically arouse anger. Check Yes if the child reacts with anger; check No if s/he does not; check Not observed if you have not yet observed the child’s reactions to this type of interaction. Write brief comments.

Child's name and age: __________________________

CONFLICT OVER POSSESSIONS. Someone takes or destroys focus child's property or invades child's space.

___Yes ___No ___Not observed

Comment/Date:

PHYSICAL ASSAULT. Something done to a child's body, such as pushing or hitting.

___Yes ___No ___Not observed

Comment/Date:

VERBAL ASSAULT. Taunting, teasing, insults, or degrading or demeaning statements.

___Yes ___No ___Not observed

Comments/Date:

REJECTION: Other children either ignore or refuse to allow a child to play. Rejection by adults is one of the classic forms of emotional child abuse.

___Yes ___No ___Not observed

Comment/Date:

ISSUES OF COMPLIANCE. Someone asks or forces a child to do something that he does not want to do. Almost all anger over issues of compliance occur between an adult and a child.

___Yes ___No ___Not observed

Comment/Date:
### Graphic Rating Scale: How _________ Manages Anger

Reflecting on your observations of this child, rate how she or he manages the emotion of anger. For each statement, choose the rating that best describes this child and circle the appropriate spot on the scale. Write a brief narrative in the Comment section. Use this information when you write your observation report of this child’s development.

**Child’s Name:**

**Date:**

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<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
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<tr>
<td>Uses words appropriately to express anger</td>
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<td>Strikes out when angry</td>
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<td>Name calling when upset</td>
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<td>Expresses anger appropriately toward teachers</td>
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<tr>
<td>Expresses anger appropriately toward other children</td>
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<td>Generates word labels for frustration and anger</td>
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**Comment:**
Social Attributes Checklist

Child’s Name: ______________________  
Date: ____________________________  
Observation # Circle one:  1  2  3  4

I. INDIVIDUAL ATTRIBUTES  
The child:
   _____ Is usually in a positive mood  
   _____ Is not excessively dependent on the teacher, assistant, or other adults  
   _____ Usually comes to the program or setting willingly  
   _____ Usually copes with rebuffs adequately  
   _____ Shows the capacity to empathize  
   _____ Has positive relationships with one or two peers; shows capacity to really care about them, miss them if they are absent  
   _____ Displays the capacity for humor  
   _____ Does not seem to be acutely lonely  

SOCIAL SKILLS ATTRIBUTES  
The child usually:
   _____ Approaches others positively  
   _____ Expresses wishes and preferences clearly; gives reasons for actions and positions  
   _____ Asserts own rights and needs appropriately  
   _____ Is not easily intimidated by bullies  
   _____ Expresses frustrations and anger effectively and without escalating disagreements or harming others  
   _____ Gains access to ongoing groups at play and work  
   _____ Enters ongoing discussion on the subject; makes relevant contributions to ongoing activities  
   _____ Takes turns fairly easily  
   _____ Shows interest in others; exchanges information with and requests information from others appropriately  
   _____ Negotiates and compromises with others appropriately  
   _____ Does not draw inappropriate attention to self  
   _____ Accepts and enjoys peers and adults of ethnic groups other than his or her own  
   _____ Interacts nonverbally with other children with smiles, waves, nods, and so forth  

PEER RELATIONSHIP ATTRIBUTES  
The child:
   _____ Is usually accepted versus neglected or rejected by other children  
   _____ Is sometimes invited by other children to join them in play, friendship, and work  
   _____ Is named by other children as someone they are friends with or like to play and work  

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Appendix C

Checklist: Characteristics of Abused or Neglected Children

- Seem old for their age
- Lack ability to play
- Temper tantrums beyond that expected for age and stage of development
- Negative self-esteem—child behaves in a way that tells us that he does not feel competent or in control or that he is not worthy of the attention of others
- Withdrawal—can, but does not always indicate abuse
- Chronic aggression or overt hostility against peers, animals, adults, themselves
- Passive watchfulness—an excessive amount
- Compulsivity or efforts to control some small aspect of their lives
- Fearful of failure
- Difficulty listening to or carrying out instructions
- Difficulty organizing thoughts, conceptualizing, and verbalizing
- Regression to an earlier stage of development—bedwetting, thumbsucking, baby talk
- Poor social skills
- Extreme shyness
- Steal or hoard food
- Little or no empathy for others
Checklist: What Can I Do to Minimize the Stress of Moving for a Child?

- Obtain the child’s file and read it carefully. Follow school policy on contacting the previous teacher for clarification on any issues.
- Do a home visit if your school encourages teachers to make home visits.
- Familiarize the child and family with the new school. Invite them to come to school for a tour so that the new school is not so new on the child’s first day.
- Make sure that the child and his family know the schedule in your room. Give them a handout of your schedule and encourage parents to talk about their child’s new schedule.
- Create a space for a new child by preparing a locker or cubby, cot for napping, and any other individualized area or material. Create her space before she arrives.
- Take a new group picture with the new child included. Do this on the first day that the new child enters your room.
- Walk through your classroom’s and center or school’s routines, such as bathroom, snack, or lunch, getting on the bus, waiting for parents.
- Take your class through the fire safety drill so that everyone, including the new child, knows the procedure.
- Ask the child to tell you about how the new routines are different from or similar to those in her old school.
- Talk with the child and find out what he likes to do in school.
- Include the child in activities of his new room at his pace.
- Request that other children in the class act as guides for the new class member. Be specific in your requests: “Joe, please walk with Robert to the lunchroom. He will be sitting next to you, and I thought that you could show him how lunch is served in our school.”
- Be sure that every child wears a nametag so that a new class member can get to know names.
- Read a book about moving with the child or with the class.
- Listen carefully for the feelings that the new class member has about moving. Acknowledge the feelings, and avoid commanding him to feel differently.
Self-Reflection Planning Sheet

I am (or we are) working on these goals:

To reach these goals I/we will:
Rating Scale: Conflict Resolution Skills

Child's Name: __________________________

Date: __________________________

First, does this child seem to understand how to resolve conflicts? Yes  No

Second, how does this child use conflict resolution skills? Place an “X” on the line at
the spot indicating the child’s ability to use conflict resolution skills.

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<th>Always</th>
<th>Often</th>
<th>Occasionally</th>
<th>Seldom</th>
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<td>uses appropriate conflict</td>
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<td>resolution skills</td>
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Recommendation for helping this child:
Checklist: Self-Reflection
Action Plan on Conflict Resolution

☐ Rate each child’s ability to solve conflicts (use teacher-made rating scale)
☐ Invite guidance counselor to do three sessions on conflict resolution
☐ Use the “thinking puppets” to reinforce guidance counselor’s lessons
☐ Read story about children who resolve a conflict to class
☐ Make poster on how to solve problems; hang on wall near group area
☐ Give on-the-spot guidance to children about resolving conflict
☐ Remind children about how to resolve conflict
☐ Remind children about negotiation
☐ Designate a special spot in our classroom for resolving conflicts
☐ Rate my classroom in 6 weeks on how we have changed in conflict resolution

Reflection:
Checklist: Self-Reflection
Family Involvement

Keep track of how you are communicating information about each child to his or her parent(s) monthly. List family names; check Yes when you’ve made contact. Under the last column, indicate the method that you used: e-mail, phone, face-to-face, mail, electronic mailing list, other. Briefly note the nature of your comment about each child.

Month: (indicate month)______________________________

Have I communicated with each family this month about their child’s development and progress?

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Yes</th>
<th>No</th>
<th>Comment about their child:</th>
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Reflection: