

Early Childhood Care and Development (ECCD) Checklist



Sociodemographic Profile

Indicate the complete sociodemographic profile of the child.

Child's Name: _____ Sex: _____ Date of Birth: _____
month day year

Address: _____
Barangay *Municipality/City* *Province* *Region*

Child's Handedness (*Check appropriate Box*) right left
 both not yet established

Is the child presently studying? (*Check appropriate Box*) Yes No

If Yes, write name of child's school / learning center / day care: _____

Father's Name: _____ Fathers Age: _____

Father's Occupation: _____ Father's Educational Attainment: _____

Mother's Name: _____ Mother's Age: _____

Mother's Occupation: _____ Mother's Educational Attainment: _____

Child's Number of Siblings _____ Child's Birth Order (1st, 2nd, 3rd, etc.): _____

(Brother/s and Sister/s):



It is recommended that the Checklist be administered to the child once a year.

Computation of the Child's Age

After verifying the dates, compute the child's age by subtracting the date he was born from the date the test was administered. Each month is composed of 30 days. Do not round off the months or years. Write the examiner's name each time the test is administered.

		Year	Month	Day	Examiner's Name
1st assessment	Date Tested				
	Child's Date of Birth				
	Child's Age				
2nd assessment	Date Tested				
	Child's Date of Birth				
	Child's Age				
3rd assessment	Date Tested				
	Child's Date of Birth				
	Child's Age				

Introducing the Checklist

Introduce the Checklist to the parent/caregiver by saying the following:

We are here to help you find out how your child is developing by asking you some questions about the things he is able to do, or by having your child do some activities. There is no pass or fail score. This is just a checklist. Some of the questions are for children older than your child so I do not expect him to be able to do all the things I will be asking.

We plan to administer this Checklist several times until your child is 6 years old. So please do not teach or coach him because we need to know just what he can and cannot do at this age.

Later on we will share the results with you and give suggestions on what else you can do to stimulate your child's development.

After rapport has been established, introduce the Checklist to the child by saying the following:

I will be asking you to do some things for me today. Some of them will be very easy. Some of them may be a little hard for you. Do not worry if you cannot do them all because some of the activities are for children who are a little older than you. So I do not expect you to be able to do everything I ask. Just try your best.

How to Administer

This form can be used for three separate evaluations of the same child so it will be easy for you to see how he is developing as he grows older. The "Present" portion of this Record has three columns where you are to mark the child's skills and behavior each time you assess him. If the child exhibits the skill or behavior, put a check (✓) in the designated column. If the child does not, put a hyphen (-) and write additional information in the "Comments" column explaining why the child was unable to demonstrate the behavior.

Where to start and stop

Administer all the items.

How to score

Tally the number of check marks (✓) in each domain and record this in the section labeled "Total Score."

Gross Motor Domain

Gross Motor	Material/Procedure	Present			Comments
		1 st Eval	2 nd Eval	3 rd Eval	
1. Climbs on chair or other elevated piece of furniture like a bed without help	<i>Parental report will suffice.</i>				
2. Walks backwards	MATERIAL: toy PROCEDURE: Ask the child to walk backwards by demonstrating this. <i>Credit if the child is able to walk backwards without falling and holding on to anything. Parental report will suffice.</i>				
3. Runs without tripping or falling	MATERIAL: ball PROCEDURE: Encourage the child to run by rolling a ball across the floor. <i>Credit if the child can run fast and smoothly without tripping or falling.</i>				
4. Walks down stairs, two feet on each step, with one hand held	<i>Parental report will suffice.</i>				
5. Walks upstairs holding onto a handrail, two feet on each step	MATERIAL: toy PROCEDURE: Place a toy in the middle of the step and ask the child to walk up the stairs to get the toy. <i>Credit if the child walks up the stairs using the handrail or wall for support and places both feet on each step before stepping on the next one. Parental report will suffice.</i>				
6. Walks upstairs with alternate feet without holding onto a handrail	MATERIAL: toy PROCEDURE: Place a toy in the middle of the step and ask the child to walk upstairs to get the toy. <i>Credit if the child walks upstairs, alternating his feet as he steps on each successive step without holding on to the handrail or wall for support. Parental report will suffice.</i>				
7. Walks downstairs with alternate feet without holding onto a handrail	MATERIALS: toy PROCEDURE: Place a toy in the middle of the step and ask the child to walk downstairs to get the toy. <i>Credit if the child walks downstairs, alternating his feet as he steps on each successive step without holding onto the handrail or wall for support. Do not give credit if the child places both feet on the step or uses the handrail or wall for support. Parental report will suffice.</i>				
8. Moves body part as directed	PROCEDURE: Ask the child to raise both arms.				
9. Jumps up	<i>This must be elicited by the interviewer.</i>				

Gross Motor		Material/Procedure	Present			Comments
			1 st Eval	2 nd Eval	3 rd Eval	
10.	Throws ball overhead with direction	<p>MATERIAL: ball</p> <p>PROCEDURE: Give the child the ball and stand at least 3 feet away from him. Ask the child to throw the ball to you using an overhand throw. You may show the child how to do it. <i>Credit if the child throws the ball within your arm's reach between your knees and head using an overhand throw and not sideways or underhand.</i></p>				
11.	Hops one to three steps on preferred foot	<p>PROCEDURE: Ask the child to lift his foot and hop at least three times on his preferred foot. <i>Credit if the child is able to hop at least three times on his preferred foot without holding on to anything.</i></p>				
12.	Jumps and turns	<p>PROCEDURE: Ask the child to jump while making a half-turn. <i>Credit if the child is able to do this without tripping or falling.</i></p>				
13.	Dances patterns/joins group movement activities	<i>Parental report will suffice.</i>				
		TOTAL SCORE				

Fine Motor Domain

Fine Motor		Material/Procedure	Present			Comments
			1 st Eval	2 nd Eval	3 rd Eval	
1.	Uses all five fingers to get food/toys placed on a flat surface	<p>MATERIAL: small toy /object</p> <p>PROCEDURE: Seat the child on the parent's lap with his elbows at level with the tabletop and his hands on the table or flat surface. Drop a small toy in front of him and attract his attention by pointing to the toy or tapping the table/flat surface. <i>Credit if the child picks up the toy, using all five fingers as if raking.</i></p>				
2.	Picks up objects with thumb and index finger	<p>MATERIAL: any small toy or food</p> <p>PROCEDURE: Place a toy/food in front of the child and within his reach. Attract his attention by tapping near the toy/food. <i>Credit if the child uses the tips of his thumb and index or forefinger to pick up the toy/food.</i></p>				
3.	Displays a definite hand preference	<p>MATERIAL: toy</p> <p>PROCEDURE: Place the toy directly in front of the child at midline (not to his left or his right) and ask him to reach for this. <i>Credit if he uses the same hand two out of three times. Parental report will suffice.</i></p>				
4.	Puts small objects in/out of containers	<p>MATERIALS: small objects, container</p> <p><i>This must be elicited by the interviewer.</i></p>				
5.	Holds crayon with all the fingers of his hand making a fist (i.e., palmar grasp)	<p>MATERIAL: crayon</p> <p>PROCEDURE: Present the child with a crayon and have him get this. Credit if he holds it by wrapping all five fingers around as if making a fist. Automatically credit this item if he uses the tips of all five fingers or his thumb, index, and middle fingers. <i>This must be elicited by the interviewer.</i></p>				
6.	Unscrews the lid of a container or unwraps food	<p>MATERIALS: container with screw-on top or wrapped candy.</p> <p><i>This must be elicited by the interviewer.</i></p>				
7.	Scribbles spontaneously	<p>MATERIALS: paper, pencil/crayon</p> <p>PROCEDURE: Place a paper and pencil/crayon on the table or flat surface and ask the child to draw anything he wants without showing him what to do. <i>Credit if the child uses the tips of his thumb and any of his other fingertips to grasp the pencil/crayon and makes purposeful marks on the paper (not accidental marks).</i></p>				

Fine Motor		Material/Procedure	Present			Comments
			1 st Eval	2 nd Eval	3 rd Eval	
8.	Scribbles vertical and horizontal lines	<p>MATERIALS: paper, pencil/crayon</p> <p>PROCEDURE: Place a piece paper and pencil/crayon on the table or flat surface and ask the child to draw vertical and horizontal lines after you have demonstrated these to him. <i>Credit if the child produces a vertical or horizontal line that is at least 2 inches long and does not deviate or vary from your vertical line by more than 30 degrees. The lines may be wavy but not broken.</i></p>				
9.	Draws circle purposefully	<p>MATERIALS: paper, pencil/crayon</p> <p>PROCEDURE: Place a paper and pencil/crayon on the table or flat surface and ask the child to draw a circle or a ball after you have demonstrated it to him. <i>Credit if the child produces any curve that is closed or nearly closed. Continuous spiral motions are not credited.</i></p>				
10.	Draws a human figure (head, eyes, trunk, arms, hands/fingers)	<p>MATERIALS: paper, pencil</p> <p>PROCEDURE: Give the child a pencil and a paper and ask him to draw a picture of a person. <i>Credit if the child has drawn three or more body parts. A pair is considered one part (eyes, ears, arms, hands, legs, and feet) and must be drawn in pairs to get full credit unless the drawing is in profile.</i></p>				
11.	Draws a house using geometric forms	<p>MATERIALS: paper, pencil</p> <p>PROCEDURE: Give the child a pencil and paper and ask him to draw a picture of a house. <i>Credit if the child has drawn at least the roof, main frame, and a door or window.</i></p>				
		TOTAL SCORE				

Self-Help Domain

Self-Help		Material/Procedure	Present			Comments
Feeding sub-domain			1 st Eval	2 nd Eval	3 rd Eval	
1.	Feeds self with finger food (e.g. biscuits, bread) using fingers	MATERIALS: bread, biscuits <i>This must be elicited by the interviewer.</i>				
2.	Feeds self using fingers to eat rice/viands with spillage	<i>Parental report will suffice.</i>				
3.	Feeds self using spoon with spillage	<i>Parental report will suffice.</i>				
4.	Feeds self using fingers without spillage	<i>Parental report will suffice.</i>				
5.	Feeds self using spoon without spillage	<i>Parental report will suffice.</i>				
6.	Eats without need for spoonfeeding during any meal	<i>Parental report will suffice.</i>				
7.	Helps hold cup for drinking	<i>Note: The cup should not have a lid or spout.</i>				
8.	Drinks from cup with spillage	Ask the caregiver if the child can drink from a cup/glass with some spillage. The cup should not have a lid or spout.				
9.	Drinks from cup unassisted	MATERIALS: drinking cup, water <i>This must be elicited by the interviewer.</i>				
10.	Gets drink for self unassisted	<i>Parental report will suffice.</i>				
11.	Pours from pitcher without spillage	<i>Parental report will suffice.</i>				
12.	Prepares own food/snack	Ask the caregiver if the child can prepare his own snack without help except for getting items that are hard to reach (e.g., bowl spoon).				
13.	Prepares meals for younger siblings/family members when no adult is around	<i>Parental report will suffice.</i>				
Dressing sub-domain						
14.	Participates when being dressed (e.g., raises arms or lifts leg)	<i>Parental report will suffice.</i>				
15.	Pulls down gartered short pants	<i>Parental report will suffice.</i>				
16.	Removes <i>sando</i>	<i>Parental report will suffice.</i>				

Self-Help		Material/Procedure	Present			Comments
			1 st Eval	2 nd Eval	3 rd Eval	
17.	Dresses without assistance except for buttons and tying	Material: small shirt w/button and shoestring <i>Parental report will suffice.</i>				
18.	Dresses without assistance including buttons and tying	PROCEDURE: Have the child demonstrate how to button and tie to credit this item.				
Toilet Training sub-domain						
19.	Informs the adult only after he has already urinated (peed) or moved his bowels (poohed) in his underpants	<i>Parental report will suffice.</i>				
20.	Informs the adult of need to urinate (pee) or move bowels (pooh-pooh) so he can be brought to a designated place (e.g., comfort room)	<i>Parental report will suffice.</i>				
21.	Goes to the designated place to urinate (pee) or move bowels (pooh) but sometimes still does this in his underpants	<i>Parental report will suffice.</i>				
22.	Goes to the designated place to urinate (pee) or move bowels (pooh) and never does this in his underpants/ wear anymore	<i>Parental report will suffice.</i>				
23.	Wipes/cleans self after a bowel movement (pooh)	<i>Parental report will suffice.</i>				
Bathing sub-domain						
24.	Participates when bathing (e.g., rubbing arms with soap)	<i>Parental report will suffice.</i>				
25.	Washes and dries hands without any help	<i>Ask the caregiver if the child can wash and dry his hands without any help or supervision except to turn on/off faucets that are out of reach.</i>				
26.	Washes face without any help	<i>Ask the caregiver if the child can wash and dry his face without any help or supervision except to turn on/off faucets that are out of reach.</i>				
27.	Bathes without any help	<i>Parental report will suffice.</i>				
		TOTAL SCORE				

Receptive Language Domain

Receptive Language		Material/Procedure	Present			Comments
			1 st Eval	2 nd Eval	3 rd Eval	
1.	Points to a family member when asked to do so	<p>PROCEDURE: Ask the child to point to his mother/caregiver. <i>Credit if he does so.</i></p>				
2.	Points to five body parts on himself when asked to do so	<p>PROCEDURE: Have the child point to his eyes, nose, mouth, hands and feet or other body part. <i>Credit if he can point to all these.</i></p>				
3.	Points to five named pictured objects when asked to do so	<p>MATERIAL: picture book 1 PROCEDURE: Show the child a picture book (one picture per page) and ask him to point to the picture by saying, "Where's the _____?" <i>Credit if the child can use his finger to point to at least five pictures.</i></p>				
4.	Follows one-step instructions that include simple prepositions (e.g., in, on, under, etc.)	<p>MATERIAL: block/toy PROCEDURE: Ask the child to put a block/toy under the table; on the table; in the bag. Do not point or use gestures when giving the instructions. <i>Credit if the child is able to follow at least one of the instructions.</i></p>				
5.	Follows two-step instructions that include simple prepositions	<p>MATERIAL: block/toy PROCEDURE: Ask the child to get a block/toy from under the table and then place it on the table. Do not point or use gestures when giving the instruction. <i>Credit if the child is able to follow.</i></p>				
		TOTAL SCORE				

Expressive Language Domain

Expressive Language		Material/Procedure	Present			Comments
			1 st Eval	2 nd Eval	3 rd Eval	
1.	Uses five to 20 recognizable words	<p>PROCEDURE: Ask the caregiver if the child can clearly say five to six words aside from mama and papa. This will be the minimum number.</p>				
2.	Uses pronouns (e.g. I, me, <i>ako</i> , <i>akin</i>)	<i>Parental report will suffice.</i>				
3.	Uses two- to three-word verb-noun combinations (e.g., <i>bingi gatas</i>)	<i>Parental report will suffice.</i>				
4.	Names objects in pictures	<p>MATERIAL: picture book 2 PROCEDURE: Show the child a picture book, point to an object in the book, then ask him to name it (e.g., “Ano ‘to?’”). <i>Credit if the child can say the correct name of at least four objects.</i></p>				
5.	Speaks in grammatically correct two- to three-word sentences	<i>Parental report will suffice.</i>				
6.	Asks “what” questions	<i>Parental report will suffice.</i>				
7.	Asks “who” and “why” questions	<i>Parental report will suffice.</i>				
8.	Gives account of recent experiences (with prompting) in order of occurrence using past tense	<p>PROCEDURE: Ask the caregiver if the child can recount recent experiences in correct sequence and using past tenses correctly. The caregiver can prompt him so he can complete what he is talking about (e.g., <i>Tapos ano pang nangyari?</i>). <i>Parental report will suffice.</i></p>				
		TOTAL SCORE				

Cognitive Domain

Cognitive	Material/Procedure	Present			Comments
		1 st Eval	2 nd Eval	3 rd Eval	
1. Looks in the direction of fallen object	MATERIAL: spoon/ball PROCEDURE: With the child seated, get his attention and drop a spoon/ ball in front of him. Then observe if his eyes look down as it falls. <i>Credit if the child can bring his eyes and head down as the object falls.</i>				
2. Looks for a partially hidden object	MATERIALS: ball, small towel/cloth PROCEDURE: With the child facing you, partially hide a ball behind a small towel and observe if he will look for it and find it. <i>Credit if the child pulls the towel and gets the hidden ball.</i>				
3. Imitates behavior just seen a few minutes earlier	<i>Parental report will suffice.</i>				
4. Offers an object but will not release it	<i>Parental report will suffice.</i>				
5. Looks for a completely hidden object	MATERIALS: ball, small towel/cloth PROCEDURE: With the child facing you, hide a ball completely under a small towel and observe if he will look under the towel. <i>Credit if he looks under the towel and gets the hidden ball.</i>				
6. Exhibits simple “pretend” play (feeds, put doll to sleep)	MATERIALS: doll or toy car/block PROCEDURE: If the child is a girl, carry the doll and try to rock it to sleep. If the child is a boy, move the toy car/block back and forth. <i>Credit if the child can imitate this.</i>				
7. Matches objects	MATERIALS: pairs of spoons, balls, blocks PROCEDURE: Place one spoon, one ball, and one block on the table. Give the child the other set of objects arranged in random order. Demonstrate a matching response (e.g., spoon to spoon) then return the objects to the child. Say, “Put each object on the one that is just like it.” <i>Credit if the child can match the objects correctly.</i>				
8. Matches two to three colors	MATERIALS: Three pairs of crayons (blue, red, yellow) PROCEDURE: Place one crayon of each color on the table or flat surface. Give the child the other crayons arranged in random order. Demonstrate a matching response (e.g., red crayon with another red crayon) then return the crayons to the child. Say, “Put each crayon on the one that is just like it.” <i>Credit if the child can match all colors correctly.</i>				

Cognitive		Material/Procedure	Present			Comments
			1 st Eval	2 nd Eval	3 rd Eval	
9.	Matches pictures	<p>MATERIALS: Three pairs of picture cards (e.g., pictures of an apple, orange, banana)</p> <p>PROCEDURE:</p> <p>Place one copy of each picture on the table or flat surface. Give the child the other pictures arranged in random order. Demonstrate a matching response (e.g., picture of an apple with another apple) then return the pictures to the child. Say, "Put each picture on the one that is just like it." <i>Credit if the child can match all the pictures correctly.</i></p>				
10.	Sorts based on shapes	<p>MATERIALS: Four pairs of different shapes that are of the same size and color.</p> <p>PROCEDURE:</p> <p>Show the child the shapes. Tell the child, "Put together the ones that are the same." After the child sorts and groups the shapes, point to the ones with the same shape and ask, "Why did you put these together?" <i>Credit if the child can group the same shapes and say why they are the same (parebo sila, parebo sila ng bugis/shape, puro sila bilog).</i></p>				
11.	Sorts objects based on two attributes (e.g., size and color)	<p>MATERIALS: Four pairs of the same shape that differ in size and color.</p> <p>PROCEDURE:</p> <p>Show the child the shapes. Tell the child, "Put together the ones that are the same". <i>Credit if the child can sort all the shapes according to size and color.</i></p>				
12.	Arranges objects according to size from smallest to biggest	<p>MATERIALS: Four pieces of graduated squares and four pieces of graduated sized circles</p> <p>PROCEDURE:</p> <p>Show the child the first set of squares spread out at random on a table or flat surface. Say, "Here are 4 squares. Look, I can begin with the smallest, then the next big one, until the biggest one." Demonstrate how to arrange the squares. Then disarrange these and tell the child, "Now you start with the smallest, put the next one and the next big one until the last one."</p> <p>Repeat this procedure using the circles without demonstrating.</p> <p><i>Credit if the child arranges at least one set of shapes in correct order from smallest to biggest. Allow one trial for each set of shapes.</i></p>				
13.	Names four to six colors	<p>MATERIALS: Six papers of different colors</p> <p>PROCEDURE:</p> <p>Ask the child, "What color is this?" <i>Credit if the child can name four to six colors correctly.</i></p>				
14.	Copies shapes	<p>MATERIALS: paper and pen/crayon</p> <p>PROCEDURE:</p> <p>Let the child copy a circle, triangle, and square after demonstrating how each of this is done.</p>				

Cognitive		Material/Procedure	Present			Comments
			1 st Eval	2 nd Eval	3 rd Eval	
15.	Names 3 animals or vegetables when asked	<i>Credit if the child can name 3 animals or vegetables</i>				
16.	States what common household items are used for	<i>Credit if he can state the use or function of at least two household items like a bed and a drinking glass.</i>				
17.	Can assemble simple puzzles	MATERIAL: Simple four- to six-piece puzzles Procedure: Allow the child to solve the puzzle in 2 minutes. Proceed to the next item after 2 minutes.				
18.	Demonstrates an understanding of opposites by completing a statement (e.g., <i>Ang aso ay malaki, ang daga ay _____.</i>)	Parental report will suffice.				
19.	Points to left and right sides of body	PROCEDURE: Sit across the child and ask "Show me your left hand." Do the same for the following: Right hand, left foot, right knee, left shoulder, right eye, right knee, left leg. <i>Credit if the child can correctly point out the left and right side on at least five body parts as requested.</i>				
20.	Can state what is silly or wrong with pictures (e.g., <i>Ano ang mali sa larawang ito?</i>)	MATERIALS: Two picture cards depicting activities that have something silly or wrong with them. PROCEDURE: Show the pictured scenes to the child one at a time and ask, "What is wrong with this picture?" <i>Credit if the child correctly identifies what made the picture incorrect.</i>				
21.	Matches upper case letters; and matches lower case letters	MATERIALS: 2 sets of alphabet cards with upper and lower case letters. PROCEDURE: Randomly present 4 pairs of upper case letters. Have the child match these. Do the same with 4 pairs of lower case letters. Credit if the child can match any 4 pairs, regardless of whether these are upper or lower case. <i>Note: The child does not have to know the name of the letters</i>				
		TOTAL SCORE				

Social-Emotional Domain

Social-Emotional	Material/Procedure	Present			Comments
		1 st Eval	2 nd Eval	3 rd Eval	
1.	Enjoys watching activities of nearby people or animals	<i>Parental report will suffice.</i>			
2.	Friendly with strangers but initially may show slight anxiety or shyness	<i>Parental report will suffice.</i>			
3.	Plays alone but likes to be near familiar adults or brothers and sisters	<i>Parental report will suffice.</i>			
4.	Laughs or squeals aloud in play	<i>Parental report will suffice.</i>			
5.	Plays peek-a-boo (<i>bulaga</i>)	<i>Parental report will suffice.</i>			
6.	Rolls ball interactively with caregiver/examiner	<i>Parental report will suffice.</i>			
7.	Hugs or cuddles toys	<i>Parental report will suffice.</i>			
8.	Demonstrates respect for elders using terms like “ <i>po</i> ” and “ <i>opo</i> ”	<i>Parental report will suffice.</i>			
9.	Shares toys with others	<i>Parental report will suffice.</i>			
10.	Imitates adult activities (e.g., cooking, washing)	<i>Parental report will suffice.</i>			
11.	Identifies feelings in others	<i>Credit if the child can tell when the caregiver is feeling happy, sad, worried, etc. Parental report will suffice.</i>			
12.	Appropriately uses cultural gestures of greeting without much prompting (e.g., <i>mano</i> , <i>bless</i> , <i>kiss</i> , etc.)	<i>Parental report will suffice.</i>			
13.	Comforts playmates/siblings in distress	<i>Parental report will suffice.</i>			
14.	Persists when faced with a problem or obstacle to his wants	<i>Credit if the child tries to solve the problem instead of crying when something stands in the way of what he wants (e.g., fastening a box of his treasures with a string if the lid no longer closes)</i> <i>Parental report will suffice.</i>			

Social-Emotional		Material/Procedure	Present			Comments
			1 st Eval	2 nd Eval	3 rd Eval	
15.	Helps with family chores (e.g., wiping tables, watering plants, etc.)	<i>Parental report will suffice.</i>				
16.	Curious about environment but knows when to stop asking questions of adults	<i>Credit if the child asks questions about things around him but knows when he is being "makulit" about the topic.</i>				
17.	Waits for his turn	<i>Parental report will suffice.</i>				
18.	Asks permission to play with toy being used by another	<i>Parental report will suffice.</i>				
19.	Defends possessions with determination	<i>Parental report will suffice. Credit if the child tries to hold on to what is his when someone tries to grab this from him.</i>				
20.	Plays organized group games fairly (e.g., does not cheat to win)	<i>Parental report will suffice.</i>				
21.	Can talk about complex feelings (e.g., anger, sadness, worry) he experiences	<i>Parental report will suffice.</i>				
22.	Honors a simple bargain with caregiver (e.g., plays outside only after cleaning/fixing his/her room)	<i>Parental report will suffice.</i>				
23.	Watches responsibly over younger siblings/family members	<i>Parental report will suffice.</i>				
24.	Cooperates with adults and peers in group situations to minimize quarrels and conflicts	<i>Parental report will suffice.</i>				
		TOTAL SCORE				

Name of examiner : _____
Date administered : _____
Place where test is administered : _____

To the examiner :
Please fill out the spaces below for additional information. Thank you very much.
Write down your notes, descriptions and observations on the following points:

Child's background (ex. behavior/health/etc.)

Family environment (ex. Health of family members/family problems/ economic conditions/etc.)

Parents' stimulating activities for the child (What are the activities/things that the parents do to help stimulate the child's development?)

Home environment (ex. Facilities/type of house/ household items/interaction/etc.)

Others

Transfer the raw score for each domain in the table below. Using the **Scaled Score Equivalent of Raw Scores Table**, convert the raw scores to Scaled Scores appropriate to the age of the child. To arrive at the Sum of Scaled Scores, add the Scaled Scores across all domains. To derive the Standard Score, refer to the **Standard Score Equivalent of Sums of Scaled Scores Table**. Write the Child's age on each evaluation.

Domain	Age					
	1 st Evaluation Date: _____		2 nd Evaluation Date: _____		3 rd Evaluation Date: _____	
	_____ Child's Age		_____ Child's Age		_____ Child's Age	
	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
Gross Motor						
Fine Motor						
Self-Help						
Receptive Language						
Expressive Language						
Cognitive						
Social- Emotional						
Sum of Scaled Scores						
Standard Score						
Interpretation						

Scaled Scores

Mark an x on the dot corresponding to the Scaled Score for each domain and connect the x's. Write the child's age on each evaluation.

		Child's Age: _____										Child's Age: _____										Child's Age: _____								
		DOMAIN										DOMAIN										DOMAIN								
		SCALED SCORE	GROSS MOTOR	FINE MOTOR	SELF-HELP	RECEPTIVE LANGUAGE	EXPRESSIVE LANGUAGE	COGNITIVE	SOCIAL-EMOTIONAL			SCALED SCORE	GROSS MOTOR	FINE MOTOR	SELF-HELP	RECEPTIVE LANGUAGE	EXPRESSIVE LANGUAGE	COGNITIVE	SOCIAL-EMOTIONAL			SCALED SCORE	GROSS MOTOR	FINE MOTOR	SELF-HELP	RECEPTIVE LANGUAGE	EXPRESSIVE LANGUAGE	COGNITIVE	SOCIAL-EMOTIONAL	
Suggests advanced development	19		.	.	.	.	.	.	.		19	.	.	.	.	.	.	.	.		19	.	.	.	.	.	.	.	.
	18		.	.	.	.	.	.	.		18	.	.	.	.	.	.	.	.		18	.	.	.	.	.	.	.	.
	17		.	.	.	.	.	.	.		17	.	.	.	.	.	.	.	.		17	.	.	.	.	.	.	.	.
	16			16		16
	15			15		15
	14			14		14
Average development	13		.	.	.	.	.	.	.		13	.	.	.	.	.	.	.	.		13	.	.	.	.	.	.	.	.
	12		.	.	.	.	.	.	.		12	.	.	.	.	.	.	.	.		12	.	.	.	.	.	.	.	.
	11		.	.	.	.	.	.	.		11	.	.	.	.	.	.	.	.		11	.	.	.	.	.	.	.	.
	10			10		10
	9			9		9
	8			8		8
Re-test after 3-6 months	7		.	.	.	.	.	.	.		7	.	.	.	.	.	.	.	.		7	.	.	.	.	.	.	.	.
	6		.	.	.	.	.	.	.		6	.	.	.	.	.	.	.	.		6	.	.	.	.	.	.	.	.
	5		.	.	.	.	.	.	.		5	.	.	.	.	.	.	.	.		5	.	.	.	.	.	.	.	.
	4			4		4
	3			3		3
	2			2		2
1		.	.	.	.	.	.	.		1	.	.	.	.	.	.	.	.	.		1	.	.	.	.	.	.	.	.

Standard Scores

Mark an x on the corresponding standard score for each test administration and connect the x's. Write the date for each test administration.

AGES

