

The Developmental Skills Profiles

The Developmental Skill Profiles are tools to allow parents and teachers to carefully consider a child's development, and identify learning activities that match the child's level of readiness, during the crucial early childhood years.

These tools also allow you to look at the developmental sequence of skills which lead to proficiency in Listening, Oral Language, Literacy, Numeracy, Gross Motor Skills, Visual Motor and Visual Thinking Skills, Behavior and Social Skills, and Phonologic Skills. When a child/student is not making satisfactory progress in one or more of these crucial areas of development, you can look back at the underlying skills which may not yet be developed and need attention before typical learning can occur.

These profiles represent the sequence of skills which typically develop between ages 3 and 8. But since children develop at different rates, and have different learning experiences in their homes and preschools, parents and teachers must be able to identify the specific learning skills and needs of each child.

When a parent/teacher notices that a child is lagging in one of the areas of skill, she can consider which skills have already been developed, which are in the process of developing, and which skills are not yet ready for instruction. In doing this, she can answer the question: **What does this child know, and what is she ready to learn?**

When a teacher notices that a child is advanced in the development of a skill, this profile may help the teacher consider what activities might be appropriate to help this child begin to learn more advanced skills.

When a parent keeps careful track of a child's development, they know specifically where to focus efforts at home, and how to communicate the child's need to the staff at school. When a teacher carefully monitors student progress in any of these domains of early childhood development, she can communicate with parents to build a team of adults who are all aware and focused on the child's specific learning needs.

A rubric is available to help make a determination as to whether a skill is at the Beginning, Developing, or Proficient level. **Proficiency should be noted once the skill has been observed at a proficient or better level, on several occasions, using a variety of materials or learning contexts**. It is hoped that each child will be proficient in every skill in each of the eight profiles by the end of third grade.

We recommend that you write **the date** as the child achieves proficiency for each skill. Consider using pencil, since sometimes children surprise you with varied or inconsistent demonstrations of a skill. Keep working until proficiency is completely developed to the point where this skill fully developed and is unlikely to ever be unlearned!

Listening Skills Profile

Student: Date of B		th: _		
		Beginning	Developing	Proficient
		beginning	Beveloping	Trojicient
•	Listens with interest to conversation and stories			
•	Remembers messages and stories			
•	Focuses attention on the person speaking			
•	Comfortably uses balance skills in everyday play			
•	Understands the connection between spoken and written words			
•	Distinguishes between different sounds in the natural environment			
•	Distinguishes between different letter sounds used in words (Phonemes)			
•	Correctly identifies the letter associated with basic letter sounds			
•	Correctly identifies a letter sound associated with each letter			
•	Recognizes spoken rhyming sounds			
•	Identifies beginning sounds			
•	Identifies ending sounds			
•	Identifies sounds associated with blends			
•	Identifies vowel sounds			
•	Spells words using phonetic skills			
•	Follows three-part directions			
•	Understands complex vocabulary			
•	Understands complex oral language			

Oral Language Skills Profile

Student: Date of Bir			
	Beginnii	ng Developing	Proficient
Initiates language to interact with the world.			
Copies or repeats spoken words.			
Makes simple requests.			
Describes recent events.			
Articulates age-appropriate sounds			
Speaks clearly, and is easily understood			
• Expresses feelings.			
Responds to questions			
• Asks questions.			
Recognizes and makes rhymes.			
Retells simple stories.			
Uses language to create stories			
Makes rhyming words.			
Describes events of the day in sequence			
Uses complex language.			
Has developed substantial and age-appropriate voc	cabulary.		
Uses language to solve problems.			
• Initiates/participates in alternating (back & forth) of	conversation		
Uses language to recognize feelings in self and other	ers.		
Uses language to plan for the future.			

Gross Motor Skills Profile

St	udent: Date of Birth:	,			
			Beginning	Developing	Proficient
•	Walks with balance and spatial awareness.	•			
•	Runs well on flat ground.	•			
•	Runs well on uneven surfaces.				
•	Stands with confidence on a balance board.				
•	Jumps on a mini-tramp.				
•	Demonstrates underhand throwing skills.				
•	Demonstrates catching skills with a large ball.				
•	Demonstrates catching skills with a small ball or beanbag.				
•	Walks on a balance beam or line.				
•	Hops two-legged.				
•	Hops on alternating feet.				
•	Balances on one foot with eyes open.				
•	Balances on one foot with eyes closed (six or more seconds).				
•	Demonstrates a standing cross-crawl (marching) pattern.				
•	Dribbles a ball with one hand.				
•	Dribbles a ball with alternating hands.				
•	Skips smoothly for at least 10 yards.				
•	Demonstrates smooth jumping jacks.				

Visual Motor/Visual Thinking Skills Profile

Student:	Date of Birt	h: _		
	[Beginning	Developing	Proficient
Explores environment with hands and eyes				
Draws or colors on paper				
Comfortably enjoys nearpoint visual-motor p	lay			
Throws and catches large ball				
Throws and catches small ball				
Demonstrates balance skills while running an	d playing			
Maintains visual focus when coloring, cutting	, printing, etc.			
Draws pictures with some detail.				
Draws pictures representing a sequence of actions	tion			
Recognizes own first name.				
Identifies letters of the alphabet				
Prints own first name.				
Follows print when listening to stories				
Throws and catches a small ball with skill.				
Shows interest in reading at home and at sch	ool.			
Balances with eyes closed for six seconds on	one foot			
• Skips smoothly.				
Follows print when reading (tracking).				
Recognizes age appropriate sight-words				
Can remember a 3-block visual pattern.				
 Spells words using visual memory. 				

Literacy Skills Inventory

Student:		Date of Birth:			
		Beginning	Developing	Proficient	
•	Demonstrates rich language skills and vocabulary				
•	Identifies basic shapes.				
•	Draws basic shapes.				
•	Maintains visual focus when coloring, cutting, prin	iting, etc.			
•	Visually follows finger tracking while listening to a	story.			
•	Recognizes common signs, environmental print				
•	Draws pictures with some detail.				
•	Identifies upper case letters.				
•	Identifies lower case letters.				
•	Identifies beginning or ending sounds of words				
•	Segments words into sounds				
•	Identifies letter sounds associated with each lette	r symbol			
•	Recognizes common signs.				
•	Recognizes own name.				
•	Prints own first name.				
•	Understands concepts of print				
•	Recognizes basic sight words.				
•	Recognizes letter patterns in words.				
•	Shows interest in reading at home and at school.				
•	Follows print when reading (tracking).				
•	Reads short sentences.				
•	Uses beginning and ending letter to represent wo	rd			

•	Uses vowels when spelling words		
•	Writes short sentences.		
•	Reads back own writing		
•	Identifies grade level sight words		
•	Reads smoothly, with expression.		
•	Writes complex sentences.		
•	Edits drafts for capitalization, punctuation, spelling		
•	Spells words using visual memory.		
•	Comprehends grade level reading		

• Reads for pleasure

Phonologic Skills Profile

Student:	Date of Birth:	_		
	[t	Beginning	Developing	Proficient
 Spoken Word - Sentence Segmentation 				
Rhyme Recognition				
Rhyme Completion				
Rhyme Production				
Syllable Counting				
Syllable Blending				
Syllable Segmentation				
Syllable Deletion				
Blending Onset and Rime				
Segmenting Onset and Rime				
Counting Phonemes				
Phoneme Blending				
Phoneme Isolation - Initial Sound				
Phoneme Isolation - Final Sound				
Phoneme Segmentation				
Phoneme Deletion - Initial Sound				
Phoneme Deletion - Final Sound				
Phoneme Deletion - First Sound in Blend				
Adding Phoneme				
Phoneme Substitution - Initial Sound				
Phoneme Substitution - Final Sound				

Numeracy Skills Profile

Stı	udent: Date of Birth:			<u> </u>
		Beginning	Developing	Proficient
•	Counts steps aloud with accuracy (to 10).			
•	Counts objects aloud with accuracy (to 10).			
•	Models gross-motor patterns.			
•	Models basic fine-motor patterns.			
•	Builds/draws objects that reflect an understanding of relative size.			
•	Replicates patterns when building or drawing.			
•	Creates patterns when building or drawing.			
•	Estimates distance (by taking steps, using blocks, etc).			
•	Combines objects (beanbags, marbles, blocks, beads, etc.) to make a greater number.			
•	Counts objects with accuracy (to 100).			
•	Understands concepts of add-on and take-away (using manipulatives).			
•	Recognizes number-groups (to 10) without counting every object.			
•	Can show groups of objects by number (to 10).			
•	Adds-on or takes-away from a group (to 10).			
•	Recognizes number-groups (to 100) without counting every object.			
•	Shows groups of objects by number (to 100).			
•	Adds on or takes-away from a group (to 100).			
•	Identifies place values (ones, tens, hundreds, thousands)			
•	Counts by 2, 3, 4, 5, 6, 7, 8, 9, 10 with manipulatives to a multiple of 10 (i.e., by 3s to 30).			
•	Solves basic problems using manipulatives, and then transfers the problem to paper.			

Behavior and Social Skills Profile

Student:	Date of Birth:
	Beginning Developing Proficient
• Calms self.	
Perseveres to reach a goal.	
Delays gratification when necessary.	
Plays well with others.	
• Respects basic limits in the home: arguing, t bedtime, video limits, food, chores.	me-out,
Uses attentional controls as needed.	
Demonstrates empathy for friends and famil	y.
Sees teacher as authority figure.	
Respects basic rules and procedures in the c	assroom.
Uses problem-solving skills to resolve conflict	ts

• Shows interest in learning.



The Early Learning Foundation works with schools, community agencies, and parent organizations to help give every child the opportunity to have a successful early learning experience.

We offer training to support every aspect of early development, including language and literacy, numeracy, sensory-motor skills, behavior and self-regulation. Our publications include best-selling children's books on bullying and empathy, activity books for math and motor skill development, and professional books to support systems change and building an effective early learning initiative.

The Early Learning Foundation works with school districts interested in using a **competency based** learning model for students in preschool through grade three. A competency based learning system begins with the premise that we truly want each student to succeed. Rather than letting the pacing guide dictate the delivery of instruction, students move ahead toward crucial learning outcomes upon demonstrating the key learning milestones along the path to competency. Students will have as many learning opportunities as they need to develop these crucial skills, and each student is guaranteed to have the support needed to continue learning at their own pace as they progress toward crucial outcomes.

This model is research-proven to dramatically improve student learning outcomes, can be developed for use with any high quality curriculum and instructional materials, and can be used in affluent communities, or with students living in poverty.

Founder

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