



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 Birth: _____

- 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

<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>

Oral Language Skills Profile

Student: _____

Date of Birth: _____

- 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 vocabulary.
- Uses language to solve problems.
- Initiates/participates in alternating (back & forth) conversation
- Uses language to recognize feelings in self and others.
- Uses language to plan for the future.

<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>

- 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



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

Bob Sornson, Ph.D. is the founder of the Early Learning Foundation. He is a best-selling author and international speaker, trainer, and consultant. Contact: bob@earlylearningfoundation.com.