



CHILDREN'S  
LEARNING  
INSTITUTE

# 36-48 months

## DEVELOPMENTAL CHECKLIST

**Child's Name:**

**Administrator's Name:**

**Date(s) of Administration:**

*Tip: If completing multiple times (e.g., once per month), use a different colored pen for each administration.*

### HEALTH & MOTOR

- Catches a big ball with arms extended
- Pushes, pulls, steers wagon or wheeled toys
- Walks up and down stairs with alternating feet
- Jumps off low step
- Stands on one foot for a few seconds
- Climbs ladder and uses slide
- Pedals a tricycle
- Does finger plays while singing songs
- Forms simple shapes out of playdough (e.g. balls, snakes)
- Colors pictures, may color outside the lines
- Copies a circle and a cross
- Begins to draw recognizable forms
- Begins to show a preference for being right-handed or left-handed
- Builds 3-dimensional structures with blocks
- Snips with scissors
- Blows nose when reminded
- Dresses self with some assistance
- Unbuttons large buttons
- Uses toilet independently during daytime
- Pours liquid from small pitcher with supervision
- Spreads with a butter knife with supervision
- Can recite familiar safety rules

### SOCIAL-EMOTIONAL

- Can follow familiar daily routines at home and school
- Begins to notice differences and similarities in people (e.g., skin color, hair color, abilities)
- Can name a friend
- Initiates or joins in cooperative play with other children
- Joins in group games with simple rules
- Begins to negotiate solutions to conflicts or might accept compromise offered by an adult
- Shares toys and takes turns, with assistance
- Expresses a wider range of emotions (e.g., embarrassed, bored, brave, grateful)
- Develops specific fears (e.g., monsters, the dark, certain animals, costumed characters)
- Begins to develop patience (is able to briefly wait without becoming upset) with assistance
- Expresses emotions through words in addition to actions and body language
- Begins to manage emotions by asking for help or using conscious self-soothing strategies (e.g., deep breaths to calm down, self-talk) with assistance

### COGNITIVE

- Identifies basic colors and shapes
- Sorts objects using one or two features into categories (e.g., all large red cars together)
- Copies simple patterns
- Begins to count
- Begins to understand concepts of volume (e.g., empty, half, large, small, etc.)
- Some understanding of time (e.g., last night, tomorrow, yesterday, summer)
- Recognizes familiar driving routes and locations in neighborhood (e.g., says, "That's where Grandma lives!" when approaching her house)
- Better able to ignore distractions and focus on the task at hand, may persist in completing something that is a bit difficult
- Experiments with different objects during play to compare their effects (e.g., cars on ramps to see which goes faster)
- Repeats actions to improve results (e.g., blowing bubbles or pumping legs on swing)
- Organizes and plans what to pretend, such as roles, scenarios, and dialogue (e.g., "Let's play baking! I'll be the mommy and you be the baby.")

*continued on reverse*

## 36–48 months, continued.

### LANGUAGE & LITERACY

- Understands up to 1,500 words by age 4
- Can group objects according to category
- Can follow commands with modifiers (e.g., “Walk slowly to the car”)
- Understands names of different kinds of animals
- Understands four different prepositions
- Understands one or more colors
- Understands concepts such as “longer” (vs. “shorter”) and “larger”(vs. “smaller”) when the contrast is presented
- Follows simple instructions even when stimulus objects are not present (e.g., “Go to the kitchen and get your shoes”)
- Beginning to understand time concepts (last night, tomorrow, yesterday, summer)
- Can tell a story and relate events and experiences.
- Uses sentences of 4 to 5 words
- Says 1,000 words
- Answers simple who, what, where, why questions
- Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”
- Can say first and last name when asked
- Speech is 90% intelligible with context
- Uses language for imaginative play
- Asks questions, makes requests,
- Can repeat words with four syllables
- Has most vowels and diphthongs and consonants p, b, m, w, n well established
- Names at least one or more colors correctly
- Turns pages one at a time and from left to right
- Sits still for longer stories read aloud
- Retells a familiar story in own words
- Begins to recognize some letters and numbers
- May spontaneously rhyme or detect rhymes
- Pretends to read to a caregiver, dolls, or stuffed animals
- Relates a story to personal experiences
- Begins to draw recognizable forms
- Can copy a circle and a cross
- Understands that writing is used for communicating ideas and information
- Makes symbols or squiggles that resemble writing
- Begins to copy some capital letters
- May switch direction while writing and rotate the orientation of the paper
- Can dictate story or letter to be written down
- May express interest in typing on electronic devices

### RED FLAGS

Teachers should talk to parents or guardians if they notice one or more of these signs of possible developmental delay. Parents should discuss red flags with their pediatricians or call Early Childhood Intervention (ECI) to ask for a developmental screening.

- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- Doesn't understand “same” and “different”
- Doesn't use “me” and “you” correctly
- Speech cannot be understood by those outside the family
- Loses skills he once had