

SEEING

ADVANCED DEVELOPMENT

A Tool for Screening Advanced Development in Children 2 Years and Older

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(please abbreviate the languages asked, like Dutch becomes (D))

Name child : _____ Age (in years & months): _____
Filled out by: _____ Relationship to child: _____
Child's home language: _____ () Center's language: Dutch (D) / English (E) (circle please)
Other language(s) spoken at home: ` _____ () Date: _____

How to fill out this form

When possible advanced development is observed in a toddler or preschooler and/or when transition to elementary school is going to take place, the lists in this document can be used.

We do not want to give the child a label, but rather show what is special about this child, like what are the child's strengths and where does the child need some help. Children with advanced development are very well able to adapt to their class rapidly. By knowing about the strengths and needs of these children on forehand, teachers can directly differentiate their curriculum and behavior to meet the needs of these children.

In the process of gathering information about advanced learners, parents are a very important source. Not only because of their relationship with their child, but more so because the child advanced in development might be more him/herself at home. Therefore, parents file a form as well.

There are 4 parts in this screening and/ or transition form:

1. Toddler Steps: Advanced Development can be seen in one or more of the developmental domains. Each addressed developmental domain is divided in linear steps, so an advanced development can be more easily observed. Most regular observation tools used with children at these ages could be providing the same outcomes. The developmental domains:
 - a. Language; Oral Language & Early Literacy
 - b. Math; Numeracy, Measurement & Concepts
 - c. Social & Emotional development
 - d. Gross & Fine Motor
2. Toddler Personal Characteristics Questionnaire (Being Components). This questionnaire based on the Being Components by Tessa Kieboom & Kathleen Venderikx. According to them, giftedness consists of 2 components:
 - a. **The Thinking Component** consists of *strong potential, great creative thinking, and a high degree of motivation*, which will become visible by answering part 1.
 - b. **The Being Component** manifests itself in a *higher consciousness: perfectionism, sense of justice, sensitivity, critical attitude and autonomy*. Gathering information about this inner process helps to get a better view of the whole child, so teacher guidance can be best differentiated.
3. The Florence Goodenough's Drawing Observation Tool will be used to screen a human or doll drawing by the child. The results will show the developmental level of the child in *spatial understanding*, by scoring points for specific details used in the drawing.
4. The Summary and Conclusion of the observed parts ends the instrument and provides the space to conclude with parents if advanced development is currently present in their child or not.

1. Toddler Steps

(or the regular observation tool from the preschool or Child day Care Center)

Please place an X behind each “Toddler Step” the child has achieved during your observation. (If you want to, you can add a date in that space instead)

Language

Oral Language Skills

Receptive Communication: Vocabulary		Achieved in home language	Achieved in school/ center's language
step 1	Points to the right person when the name has been said. (mom, dad)		
step 2	Points to the correct 20 objects when asked. Understands words, symbols or gestures for good and wrong/bad, yes and no.		
step 3	Reacts to concepts the parent teaches (say: “red car” and child rides the red car into the garage) Points to different objects and actions that differ clearly (long and short rope, full and empty mug/cup) Attaches the concepts of warm and cold to different objects		
step 4	Has a passive vocabulary of about 4000 words Knows the difference between I, you, he/she Points to different objects and actions which contain only small differences (mugs/cups containing more or less liquids, higher and lower tables)		
step 5, 4 year olds (group 1)	Guesses words when a couple of characteristics are described		
step 6, 5 year olds (group 2)	Has a passive vocabulary of about 7000 words Points at the correct picture when a word is described Understands a negative (I do not want you to do that, there are no more apples)		

Expressive Communication: Vocabulary		Achieved in home language	Achieved in school/ center's language
step 1	Says 10 objects by name (picto's or pictures) Says own name Says and points to mom, dad, brother, sister, grandpa and grandma in a picture.		
step 2	Uses nouns and verbs		

	<p>Uses this and that when pointing to an object</p> <p>Names a couple of peers</p>		
step 3	Makes new words when (s)he does not yet know how to name them (like water shooter, or grumpy boat)		
step 4	<p>Uses newly learned words in sentences</p> <p>Uses adjectives (small, red)</p> <p>Adds functional language to sentences with words, pointing or gestures (be aware, I'm coming. I am pushing the ...(horn)</p> <p>Uses this and that with nouns correctly (this boy, that girl)</p> <p>Has an active vocabulary of about 2000 words</p> <p>Uses indefinite pronouns (all, everything)</p> <p>Uses the word There as "there is" or "there are" (sample "there is a cat in the yard)</p>		
step 5, 4 year olds (group 1)	<p>Names objects and pictures of common words</p> <p>Asks for the name and meaning of words when (s)he does not know them yet.</p>		
step 6, 5 year olds (group 2)	<p>Has an active vocabulary of about 3500 words</p> <p>Describes the correct meaning of said words.</p> <p>Uses said words in a different situation (including the correct articles. Like in Dutch: de, het, een)</p> <p>Can use all Dutch phonemes, vowels, consonants, digraphs and consonant blends (like str, bl))</p>		

Receptive Communication: Understanding & Following Directions		Achieved in home language	Achieved in school/ center's language
step 1	<p>Understands and does simple tasks (like "take your jacket" and "put your cup on the table")</p> <p>Focuses on the caregiver when (s)he tells what is going to happen next.</p> <p>Understands from the intonation if something is allowed or not.</p>		
step 2	Understands two step tasks (like "take your jacket and put it on")		
step 3	<p>Answers when another child asks him/her something.</p> <p>Listens to simple stories</p>		
step 4	<p>Listens to another child</p> <p>Listens to an age appropriate radio or tv fragment or spoken text on the internet</p>		
step 5, 4 year olds (group 1)	<p>Listens to and participates in an age appropriate picture book read aloud or story telling by the caregiver</p> <p>Reacts (non)verbally to repeated words or read aloud situations</p>		

	<p>Understands a short text (4 sentences)</p> <p>Points to the correct picture during read aloud</p> <p>Answers yes or no questions and open questions after a read aloud</p> <p>Listens to and reacts appropriately to the caregiver and peers in one on one situations</p> <p>Understands behavior cues</p> <p>Understands informative notices outside of the here and now ("tomorrow we will go...")</p>		
step 6, 5 year olds (group 2)	<p>Nods or answers when listening to caregiver or peers in a group to show (s)he is listening</p> <p>Shares his/her hypothesis what the story might be about, and what will be happening after a part of the story</p> <p>Shows understanding of a story with pictures</p> <p>Distinguishes the main components of a story with picto's (who, what, where)</p> <p>Listens to a short text (and answers a question about the text that was asked on forehand)</p> <p>Does a task after listening to instruction</p> <p>Asks questions about a text to understand better what was meant ("Is the cat angry?")</p>		

Expressive Communication: Communication with Others		Achieved in home language	Achieved in school/ center's language
step 1	<p>Uses sound, gesture or facial expressions to actively ask for attention when (s)he wants to say something</p> <p>Reacts clearly to different tones of voice; like questioning, harsh, calm</p>		
step 2	<p>Indicates needs with just a few words (like needing to pee)</p> <p>Initiates communication with others</p>		
step 3	<p>Indicates wishes and feelings in reaction to an adults' question</p> <p>Says a person's name to indicate wanting to talk to him/her ("Tim! Look there!")</p> <p>Answers a question which (s)he is asked personally</p>		
step 4	<p>Indicates wishes and feelings in reaction to a familiar adults' question</p> <p>Tells about his/her day ("I've played outside", or "Look what I made")</p> <p>Talks with another child ("Do you also have a jacket?", "Which jacket is that?", "Is that yellow?")</p>		

	Shares something during circle time or at the table when invited to		
step 5, 4 year olds (group 1)	<p>Tells about a visible situation in response to specific questions</p> <p>Shares information or talks about an experience outside of the here and now</p> <p>Describes concrete materials and situations</p> <p>Asks caregiver for information or an explanation in a simple way</p> <p>Takes part in a conversation about a specific topic</p> <p>Not familiar people can understand his/her speech well (75- 90% of his/her communication is understandable to adults)</p> <p>Repeats what (s)he says, if asked to do so</p> <p>Answers open questions of caregiver when in dialogue</p>		
step 6, 5 year olds (group 2)	<p>Tells about a situation outside of the here and now in response to specific questions</p> <p>Uses words that indicate an order (then, after)</p> <p>Not familiar people can understand his/her spoken feelings or opinion</p> <p>Talks spontaneously or when asked about his/her topics of interest</p> <p>Not familiar people can understand his/her speech well (90% of his/her communication is understood by adults)</p> <p>Questions answered contain more vocabulary than yes or no</p>		

Expressive Communication: Sentence Structure		Achieved in home language	Achieved in school/ center's language
step 1	Says 2 word phrases ("Tom drink", "Sam play")		
step 2	Says 3 word phrases in the present tense with the person & the verb (this does not yet have to be correct) ("Tom drink cup", "Sam play ball")		
step 3	Says the negative "Not"		
step 4	<p>Says 4 word phrases</p> <p>Use the words I and You</p> <p>Uses verb tense indicating something has happened - I did that</p>		
step 5, 4 year olds (group 1)	<p>Uses sentences indicating something has happened - Peter had washed the dishes.</p> <p>Uses sentences indicating a command (Give me back the car!)</p> <p>Uses adjectives in a sentence (Tom has bare feet)</p>		
step 6, 5 year olds (group 2)	<p>Says 5 word sentences</p> <p>Uses possessive pronouns such as my/mine and your/yours</p>		

<p>Uses the negatives <i>no/none</i>, and the Indefinite Pronouns <i>nobody and nothing</i></p> <p>Uses compound sentences (with conjunctions, like “<i>because, but, or</i>”, with pointing/demonstrative pronouns like “<i>this, that, which</i>”)</p> <p>Uses past tense with regular verbs (I biked)</p> <p>Uses subject pronouns (3rd person- (she/he)) plus singular verb present tense in sentences (she bikes, he swims)</p> <p>Uses time words like this morning, this afternoon, tonight, with the correct verb tense</p>		
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Expressive Communication: Asking Questions		Achieved in home language	Achieved in school/ center's language
step 1	Uses sound, gestures or facial expressions to actively ask for attention when (s)he wants to say something		
step 2	Asks a familiar adult for an object or action with separate words Asks his/her caregiver a question with the correct intonation (like: “shoe on?”)		
step 3	Asks questions such as “What does?” or “What is?” Asks another child if (s)he may use his/her toy/tool Asks for help		
step 4	Uses the words who, what, where, why in questions to understand more. Asks someone to repeat him/herself when (s)he does not understand something (what?) Asks an unfamiliar adult in his/her familiar surroundings a question (who are you?)		
step 5, 4 year olds (group 1)	Tells his/her emotions or opinions correctly (like afraid, happy, angry, and shares preference for an activity) Asks caregiver for information in a simple way		
step 6, 5 year olds (group 2)	Shares his/her opinion when asked and provides an additional explanation Tells his/her opinion by using “I think” sentences. Uses the question words “how much, with which, which, when”, to get more information. Asks help from others in an appropriate way (teacher, can you help me?)		

Early Literacy

Book Orientation and Story Pleasure		Achieved in home language	Achieved in school/center's language
step 1	<p>Recognizes a book and knows it contains a story</p> <p>Points to pictures on a page</p> <p>Turns book pages one by one</p> <p>Looks at pictures in books with an adult</p>		
step 2	<p>Listens happily to an adult reading a story</p> <p>Points to pictures in a book when asked</p>		
step 3	<p>Listens intensely to a read aloud in a small group</p> <p>Points at details in book pictures</p> <p>Uses the concepts story and book reading</p>		
step 4	<p>Often initiates reading time by self or with an adult by getting a book independently</p> <p>Chooses preferred books by looking at the picture on the front</p> <p>Retells a story with use of the pictures in the book</p> <p>Copies the caregiver when (s)he enacts part of the book</p> <p>Starts to understand the structures of stories</p> <p>Predicts a book's topic by looking at the cover's picture</p>		
step 5, 4 year olds (group 1)	<p>Asks questions about the story to better understand it</p> <p>Points with finger from left to right to show how one reads a book</p> <p>Understands the concepts: front, middle</p> <p>Understands the concepts: word, sentence, line, page</p> <p>Understands that a story consists of illustrations and text</p>		
step 6, 5 year olds (group 2)	<p>Shows and tells the correct order of reading a book, and that a page starts at the top and stops at the bottom</p> <p>Mentions that a book contains a beginning, an end, and a storyline</p> <p>Often initiates reading by self (ebook, book, magazine)</p> <p>Enacts a read aloud with guidance from caregiver</p> <p>Retells an age appropriate story (with or without illustrations)</p>		

	Knows the concepts: after, before, letter, next, first, second, letter sound Uses the concepts: word, sentence, line, page		
Written Language Orientation		Achieved in home language	Achieved in school/center's language
step 1			
step 2			
step 3	Turns the pages of (picture) books and plays if (s)he can "read" texts of self or others		
step 4	Mentions that signs are used to share information or learn something Scribbles information with help of an adult Experiences that spoken language can be written Experiences that you can learn something from written language		
step 5, 4 year olds (group 1)	Is curious about learning to read and write and asks questions about it. Understands that drawing and the production of signs offer possibilities of communication Tells you can say a written word Asks the caregiver to write something "Writes" with drawings, scribbles, a collection of letter forms or letters Mentions the difference between reading and writing		
step 6, 5 year olds (group 2)	Understands the permanence and communication goal of something that is written down (like a list of names) Read words as global units (own name, other names, things) Writes or copies a few letters Mentions that you read a written letter and books to learn something Mentions that you can write something when you want to tell something		

Phonemic Awareness and the Alphabet		Achieved in home language	Achieved in school/center's language
step 1			
step 2	Joins in with singing songs or saying rhymes Recognizes a keyword in a collection of words or story Tells if two words are the same or different		
step 3	Words (s)he says or says in a rhyme or song are understandable to others Participates in a language game (like filling in the last word of a song)		

step 4	<p>Knows that letters are the written forms of letter sounds.</p> <p>Mentions the first letter of a word (P is from parking, B is from boat)</p> <p>End rhymes: rhymes words with one syllable (can-van)</p>		
step 5, 4 year olds (group 1)	<p>Divides a sentence in words</p> <p>Divides combination words in separate components</p> <p>Divides words in phonemes</p> <p>Puts phonemes into words</p> <p>Recognizes and uses end rhyme</p> <p>Recognizes a keyword in a collection of words or a story</p> <p>Tells if 2 words are the same or different</p> <p>Recognizes separate words in a sentence (puts a block down for each word)</p> <p>Recognizes a phoneme in a collection of phonemes</p> <p>Recognizes the same phoneme in 2 different words</p>		
step 6, 5 year olds (group 2)	<p>Recognizes begin rhyme in stretched words (2 or more words start with the same letter)</p> <p>Recognizes begin rhyme in spoken words</p> <p>Uses begin rhyme</p> <p>Separates the first letter sound from a word</p> <p>Mentions a couple of written letters correctly</p> <p>Separates different phonemes in a word</p>		

Math

Numeracy

Counting		Achieved in home language	Achieved in school/ center's language
step 1	Counts to 3 with caregiver and or peers, like in a song or rhyme		
step 2	Counts backwards with 1 to 1 correspondence from 3 with caregiver and or peers, like in a song or rhyme (3, 2, 1, start)		
step 3	Counts starting at 1 (during song or rhyme) Counts aloud (1 to 1 correspondence) Orientates on counting till 5		
step 4	Counts amounts in the correct order while pointing or sorting, ending if possible with the correct amount Talks about counting, numbers, amounts in meaningful situations		
step 5, 4 year olds (group 1)	Counts with 1 to 1 correspondence forwards and backwards with help of a rhyme Sorts amounts to count them (like putting items in a line first)		
step 6, 5 year olds (group 2)	Counts objects with 1 to 1 correspondence from 1 to 10 while touching the objects Counts further from a certain number till 10 (if needed with manipulatives such as blocks)		

Amount		Achieved in home language	Achieved in school/ center's language
step 1	Knows the concepts of "more" and "less" at a basic level (I want more cookies)		
step 2	Knows what is meant within a context with adding, taking away, putting together and can show it with manipulatives. Knows that the concept of "amount" is meant to indicate how much		
step 3	Knows the differences between: "not all, all, much, a little, same amount, together", in a context		
step 4	Hypothesizes small amounts: more or less, most or least, or same Hypothesizes big amounts: more, less, most, least Recognizes groups of 2 or 3 without counting		
step 5, 4 year olds (group 1)	Understands within context what is meant by amount concepts such as all, none, nothing, much/many, more, less, same amount Understands what is meant by "putting together, adding, sharing" within interesting context		
step 6, 5 year olds (group 2)	Uses concepts of amounts like "all, none, nothing, much/many, a little, more, less, the same, one more, one less, a few". Uses concepts such as "quick, slow, first, last, middle, next to, closer, on top, on the bottom, at the end, at the beginning, early, late, earlier,		

	before, later' in a context".		
	Uses concepts such as "together, adding, sharing/diving, subtracting, taking away, in context"		

Operations: Addition and Subtraction		Achieved in home language	Achieved in school/ center's language
step 1			
step 2			
step 3	Can share objects between children or baskets or in groups.		
step 4	Can share equally between children or baskets or make equal groups. Understands 1 more or 1 less when singing songs about amounts, like "5 little monkeys", "5 little speckled frogs" Shows 1 to 1 correspondence by putting objects together or next to each other		
step 5, 4 year olds (group 1)	Adds or subtracts 1 more or 1 less in meaningful or played out contexts.		
step 6, 5 year olds (group 2)	Understands in meaningful contexts a simple addition or subtraction problem with numbers up to 10, and solves this within the context		

Amount Representation		Achieved in home language	Achieved in school/ center's language
step 1			
step 2	Can share his/her age		
step 3	Can share his/her age with his/her fingers		
step 4	Can show the amounts till 3 with his/her fingers		
step 5, 4 year olds (group 1)	Uses materials to indicate amounts (fingers, check marks, blocks)		
step 6, 5 year olds (group 2)	Understands that amounts can be represented with number symbols Switches between number symbol and amounts: writes the correct number next to an amount, and shows the correct amount for a number.		

Numbers		Achieved in home language	Achieved in school/ center's language
step 1			
step 2	Knows that a collection can consist of 1,2,3 or more		
step 3	Recognizes groups of 2 or 3 without counting		
step 4	Is quite capable of counting 3 objects Knows a couple of numbers and knows that the words 1,2,3 are in a secure order		

	Recognizes some number symbols Talks about numbers and amounts in situations of interest		
step 5, 4 year olds (group 1)	Shares after a situation if there were 1,2,or 3 of something Recognizes amounts of 4 suddenly without counting		
step 6, 5 year olds (group 2)	Recognizes amounts of 6 suddenly from dice pattern or fingers Discriminates the different meanings of numeracy till 5: amount (5 cookies), number 5 or the 5 th , measurement (5 years old), the name of 5 (bus 5)		

Measurement

Sorting, Putting in Order		Achieved in home language	Achieved in school/ center's language
step 1			
step 2			
step 3	Can sort a few objects		
step 4	Can sort a few objects based on one characteristic (form, color) or function		
step 5, 4 year olds (group 1)	Orders objects from short to long		
step 6, 5 year olds (group 2)	Orders objects in weight (using a scale)		
The Concept of Size		Achieved in home language	Achieved in school/ center's language
step 1			
step 2	Orientates on simple concepts of size (big-small, warm-cold)		
step 3	Points to the correct object with the concepts of big or small, long or short, high or low, thick or thin, high or low Discovers contrasts and concepts such as biggest and smallest, longest and shortest, highest and lowest		
step 4	Points to details in context such as big-bigger-biggest, small-smaller-smallest, long-longer-longest, short-shorter-shortest, high-higher-highest, thick-thicker-thickest, thin-thinner-thinnest Can point to contrasts such as boy-girl, warm-cold		
step 5, 4 year olds (group 1)	Understands the meaning within a context of interest of: long, short, big, small, wide, narrow, high, low, thick, thin, wet, dry, in front, behind, heavy, light, full, empty, above, under.		
step 6, 5 year olds (group 2)	Use the following concepts in context: quick, slow, first, last, middle, next to, near, on top, on the bottom, behind, in front, early, late, earlier, before, later.		

Compares in 2D	Achieved in home language	Achieved in school/ center's language

step 1	Puts items in rows or makes stacks of blocks: higher, lower, shorter, longer		
step 2	Compares 2 lengths with a visible big difference		
step 3	Compares length and area: who or what is bigger or taller, which shoe is smaller, which drawing or puzzle is bigger, which tower is higher?		
step 4	Measures own length, like with a peer or lines on the wall or paper lengths.		
step 5, 4 year olds (group 1)	Compares objects indirectly in a context (when comparing is harder) with a length of paper or piece of rope		
step 6, 5 year olds (group 2)	Measures precisely with a measurement unit such as a foot, measuring tape, ruler or by taking a step.		

Compares Volume		Achieved in home language	Achieved in school/ center's language
step 1	Plays with shapes and water/sand, like fill sand shapes, empty the shape, pour from one shape into the other shape		
step 2			
step 3	Recognizes situations in which one is comparing volumes, like who has more lemonade, which box is bigger, which vase contains more water		
step 4	Compares volumes: which contains the most or least? Recognizes and uses concepts such as full, empty, in, out, a lot, a few		
step 5, 4 year olds (group 1)	Compares 2 volumes visibly or by pouring (and knows which one can contain more or less)		
step 6, 5 year olds (group 2)	Compares volumes by filling to the top or scooping out with natural objects such as a cup, spoon or mug		

Compares Weight		Achieved in home language	Achieved in school/ center's language
step 1			
step 2	Uses the words light and heavy while lifting materials		
step 3	Lifts and weights different objects in order to decide which one is more heavy or more light		
step 4	Explores what is heavy, very heavy, or very light. And learns to recognize those concepts		
step 5, 4 year olds (group 1)	Compares 2 objects in weight- and knows that in contrast to measurement of length, you can't just observe it's volume to determine the weight		
step 6, 5 year olds (group 2)	Compares objects in weight while using a scale		

Concepts

Money		Achieved in home language	Achieved in school/ center's language
step 1	Gets introduced to concepts such buying and paying		
step 2	Integrates buying and paying concepts into play (play supermarket)		
step 3	Uses the concepts buying, paying and money		
step 4	Understands the concepts buying, paying, money and expensive in meaningful contexts		
step 5, 4 year olds (group 1)	Knows the coins of 1 euro Can tell during playing supermarket that something from 5 euros is more expensive than from 4 euros.		
step 6, 5 year olds (group 2)	Knows the coins of 2 euro Can make the value of 10 euros with the coins of 1 and 2 euros		

Time		Achieved in home language	Achieved in school/ center's language
step 1			
step 2	Explores the routines and order of the day and the vocabulary for the different moments of time, like morning, afternoon, evening and night		
step 3	Can tell when it is day or night Can put events in the correct order and share it Explores the clock in meaningful contexts Knows the vocabulary words "morning, afternoon and evening"		
step 4	Knows the vocabulary words "short, long, just a bit, soon, now, later, early and late" Knows that the arrows of the clock indicate when it is becoming later, what time it is, and when it is time for		
step 5, 4 year olds (group 1)	Knows the daily routines during the morning, afternoon, evening and night (sleep, breakfast, going to school, dinner, watching tv) Knows the concepts of "it's taking long" and "it won't be long" Knows the concept of "having to be on time" and "being too late" Understands with the help of a visual schedule with picto's about the weekly routines.		
step 6, 5 year olds (group 2)	Puts pictures in logical order and shares a (logical) story with it Understands the change of seasons, it's cycle and can tell when it is about spring, summer, fall, or winter Understands the cycle of the week days, and can tell the days in order, when		

	it is weekend, and when school is closed for the afternoon		
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Orientation in Space		Achieved in home language	Achieved in school/ center's language
step 1			
step 2	Can point to pictures in posters Knows which objects belong where in his/her surroundings Can point to objects in the home/center with open eyes		
step 3	Can point to objects in the home/center with closed eyes Learns concepts of measurement in relation to own body, like in front, behind, next to, in on, above, under, far		
step 4	Talks about concrete objects and situations that are not directly visible Knows where something is related to own body (in front, behind, next to, in, on, above, under, near, far)		
step 5, 4 year olds (group 1)	Tells where something is (in front, behind, next to, in, on, above, under, near, far)		
step 6, 5 year olds (group 2)	Recognizes the passive use of measurement vocabulary words such as in front, behind, next to, in, on, above, under, near, far		

Construction		Achieved in home language	Achieved in school/ center's language
step 1	Builds a tower with blocks		
step 2	Builds an easy construction with different blocks and building toys (Duplo, blocks, rails, Kapla, etc.)		
step 3	Plays with folding paper Recognizes the basic colors of red, blue, green and yellow		
step 4	Names the basic colors of red, blue, green and yellow Folds folding paper		
step 5, 4 year olds (group 1)	Copies something easy with blocks Folds a design by self or by copying a folding design: diagonally, cross, diagonal cross, a folding pattern that shows 16 squares Folds a house, envelope or kite by using the folds mentioned above		
step 6, 5 year olds (group 2)	Folds a 3 D shape (boat, hat, box) with guidance Builds something with blocks from a drawing or photo		

Geometry		Achieved in home language	Achieved in school/ center's language
step 1	Looks at self in the mirror		
step 2	Looks in the mirror and explores what (s)he can see		
step 3	Watches own shadow Plays with beads and geometry blocks		
step 4	Copies shapes and patterns with beads, geometry, blocks, putting in order, stamping and coloring Experiments with shadows		
step 5, 4 year olds (group 1)	Recognizes basic shapes such as a square, rectangle and circle		
step 6, 5 year olds (group 2)	Can copy easy geometric patterns easily (stamping, drawing, painting, putting in order, coloring, geometric blocks, beads) Recognizes and names the regularity in simple patterns (like in a necklace of beads, geometric pattern, wall or different blocks)		

Social-Emotional Development

Social Interactions & Play/ Work 1		Achieved in home language	Achieved in school/ center's language
step 1	<p>Watches another child playing with interest or plays next to another child with alike materials</p> <p>Acts the same as the child next to him/her</p> <p>Plays under guidance of an adult an easy game with another child, like rolling the ball to each other or stacking blocks</p>		
step 2	Plays a copying gross motor game with one or two other children, like crawling through the tunnel, going off the slide, sitting in a car while the other one pushes, playing peekaboo or making each other laugh by acting funny		
step 3	Tries to play with other children and plays imaginary games		
step 4	<p>Makes friends with children liking a same kind of game</p> <p>Plays with another child or in a small group</p> <p>Plays games taking turns with other children under guidance of an adult (like a color matching game or memory game)</p> <p>Tells another child what (s)he wants to play</p>		
step 5, 4 year olds (group 1)	Does a task with another child under guidance of an adult		
step 6, 5 year olds (group 2)	<p>Asks if (s)he can join in during play</p> <p>Can play with other children</p> <p>Collaborates with other children in doing a task</p> <p>Plays a leader and a follower</p> <p>Helps others in doing a task when asked (like helping to lift something)</p>		

Social Interactions & Play/ Work 2		Achieved in home language	Achieved in school/ center's language
step 1			
step 2			
step 3	Shares something with another child when asked (like moving over or giving a toy)		
step 4	<p>Can share a little bit already, like toys, but is biding his/her time during play in a group</p> <p>Gives a toy when asked by another child</p> <p>Can wait his/her turn sometimes, is ok with waiting his/her turn and with giving the toy (s)he is playing with or with sharing it with another child</p>		

step 5, 4 year olds (group 1)	<p>Shares materials with other children</p> <p>Asks another child if (s)he can use his/her toy, instead of taking it</p> <p>Knows there are rules and agreements</p>		
step 6, 5 year olds (group 2)	<p>Initiates sharing (moving over or sharing something)</p> <p>Asks another child if (s)he can use his/her toy, instead of taking it</p> <p>Learns the rules and agreements</p> <p>Learns how to comply to the rules and agreements</p> <p>Complies to the agreement with another child (like agreeing to play outside with the bikes during next lunch time)</p>		

Task Orientation 1		Achieved in home language	Achieved in school/ center's language
step 1	<p>Tries to do things by self (like dressing or finishing a puzzle)</p> <p>Understands and does simple tasks (like; get your jacket, put the cup on the table)</p>		
step 2	<p>Does a new short 1 step task by self, after shown by someone else (like washing a paint brush)</p> <p>Starts a task when asked</p>		
step 3	<p>Can do a known task by self (like handing out the fruit bowls)</p> <p>Has pleasure in learning new things</p> <p>Does a new short 2 step task by self, after shown by someone else (like putting shoes on and closing the velcro)</p>		
step 4	<p>Can mostly dress by self and goes mostly potty by self</p> <p>Follows guidance from adult during clean up time, dressing or when tasks/play should be stopped.</p>		
step 5, 4 year olds (group 1)	<p>Listens and watches during a one on one task explanation</p> <p>Points where he thinks he needs to start</p>		
step 6, 5 year olds (group 2)	<p>Can dress and go potty by self</p> <p>Can do tasks by self</p> <p>Listens and watches during group instruction before starting a task</p> <p>Watches a task modeled by an adult and copies it</p> <p>Repeats the instruction given (what will you do now?)</p> <p>Starts doing the task after instruction</p>		

Task Orientation 2		Achieved in home language	Achieved in school/ center's language
step 1			
step 2	<p>Has an increased attention span during play</p> <p>Finishes an easy task, like a puzzle</p> <p>Cleans up toys when asked, like "can you put the car back in the cabinet?"</p>		
step 3	<p>Tries to solve problems by self during independent work, like getting pencils sharpened</p> <p>Handles materials carefully</p>		
step 4	<p>Works quietly during a short time</p> <p>Perseveres for a little while when something does not work directly, like with a hard puzzle</p> <p>Is actively involved cleaning up used materials, puts them back where they belong and helps others doing so.</p>		
step 5, 4 year olds (group 1)	<p>Finished a simple one step task till the end by self</p> <p>Checks if task is done (all materials are used)</p> <p>Tells which tasks are hard and which are easy</p> <p>Handles materials carefully</p> <p>Cleans up all used materials</p>		
step 6, 5 year olds (group 2)	<p>Works independently at a known task for 10 minutes</p> <p>Asks question with clear intention</p> <p>Tells if a task was easy or hard if (s)he worked well</p> <p>Perseveres when something does not work directly, like starting over again when it did not work the first time</p> <p>Finishes a task, like a hard puzzle</p> <p>Cleans up independent (play) material</p>		

Making Choices		Achieved in home language	Achieved in school/ center's language
step 1	Choses which one out of two items (s)he wants to eat from what the caregiver offers by pointing, sticking out his/her hand, or saying a word: "this"		
step 2	Tells his/her choice when asked "do you want to play with the ball or the car?" or "Do you want cheese or ham on your bread"?		
step 3	Knows what (s)he likes and can tell so, like "I love to play with cars"		
step 4	<p>Choses by self what (s)he wants to play with or what to eat or drink</p> <p>Knows that another child might like something different than him or herself</p>		

step 5, 4 year olds (group 1)	Thinks before making a choice. Like not choosing the same thing as his/her friend, when the friend is going to play something (s)he does not like to do Choses by self what (s)he wants to do based on his/her own preferences, like playing inside or outside?		
step 6, 5 year olds (group 2)	Makes and sticks to a choice Tells (s)he wants to make another choice than the other child (he wants to go outside, but I do not want that)		

Empathy 1		Achieved in home language	Achieved in school/ center's language
step 1	Observes others often Is interested in other children		
step 2	Smiles to another child Uses and understands the word "we" (and knows a few names) Discovers the differences and similarities between self and other children in the group, like physical or personal characteristics, preferences, origins and tradition		
step 3	Is careful with other children, like patting a baby's head gently Knows that another child can feel different emotionally than him or herself Knows that another child can like something different than him or herself		
step 4	Shows interest and sympathy for other children Can observe simple feeling in other children (like "he cries", or "he might be sad") Takes the choices of others during play into account		
step 5, 4 year olds (group 1)	Can tell emotions, like "are you angry?" Knows how another might feel in a known situation		
step 6, 5 year olds (group 2)	Looks for contact with peers Has knowledge of the other child (and knows all children in the group by name) Experiences the differences and similarities between self and other children in the group, like physical or personal characteristics, preferences, origins and tradition Knows the strengths and challenges of another child, like "he can not yet bike without side wheels" Takes the feelings and wishes of others into account, like all playing inside calmly when another child does not feel well		

Empathy 2		Achieved in home language	Achieved in school/ center's language
Step 1	Reacts when another child cries		
Step 2	Reacts when another child cries by giving a hug or pacifier Helps another child, for example by carrying something heavy together when the caregiver asks for it Says sorry when he handled something poorly towards another child and the caregiver points it out to him		
Step 3	Comforts another when the child or adult is sad, by asking "are you ok?" or something alike Can help others a bit already and likes doing so Notifies that someone else has something beautiful, nice or new, and might respond with "I want that too" Says sorry when he hurt someone and the child starts to cry		
Step 4	Helps another child, like helping to take off his shoes when the caregiver asks him/her to do so. Compliments another child about the appearance or task (nice jacket, beautiful drawing) Says sorry when something goes wrong accidentally (drink falling over, lost drawing)		
Step 5 basisschool groep 1	Comforts someone who fell Knows different ways in comforting someone (shhh, hug, getting a tissue) Helping another when (s)he asks Says sorry when appropriate		

Conflict Resolution		Achieved in home language	Achieved in school/ center's language
step 1	Shows another child is (s)he does not like something		
step 2	Tells another child when the child does something (s)he does not like		
step 3	Knows that saying "no" might result in a reaction by the other		
step 4	Quiets when asked by caregiver during conflict resolution, so the other child can talk		
step 5, 4 year olds (group 1)	Experiences under guidance of the caregiver that contrasting interests might inflict conflicts which can be solved together, like taking turns when you both want to use the same item Listens to another child during conflict resolution with caregiver's guidance		
step 6, 5 year	Follows the advice of the caregiver during a disagreement		

olds (group 2)	<p>Can find a solution for a conflict with help of the caregiver</p> <p>Listens to another child when (s)he says sorry</p> <p>Listens to another child till (s)he is done when solving a conflict situation</p> <p>Shares after a conflict what happened</p>		
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Sharing Experiences		Achieved in home language	Achieved in school/ center's language
step 1	<p>Often watches other children</p> <p>Shows interest for other children</p> <p>Tells something to the care giver and replies when (s)he asks something of him or her</p>		
step 2	<p>Smiles to another child</p> <p>Tells another child something, and answers when another child asks him/her something</p>		
step 3	<p>Quiets when someone tells something</p> <p>Takes turns in communicating with the caregiver</p>		
step 4	<p>Shows interest and sympathy for other children</p> <p>Takes turns in communicating with another child</p> <p>Shares what (s)he made or did that day</p> <p>Talks with caregiver about a shared experience or something that is currently happening and visible to both of them</p>		
step 5, 4 year olds (group 1)	<p>Listens when someone talks</p> <p>Shares about a personal recent event during circle time</p> <p>Talks to another child about a shared experience or something that is currently happening and visible to both of them</p>		
step 6, 5 year olds (group 2)	<p>Initiates contact with other children</p> <p>Shares about a similar experience with others ("I've been there too")</p>		

Presenting yourself 1		Achieved in home language	Achieved in school/ center's language
step 1	<p>Is at ease in own environment/group</p> <p>Shares what (s)he is doing, smiles or continues activity when caregiver focuses the attention on him/her</p>		

step 2	Adapts easily to new caregiver or adult in his/her surroundings Adapts easily to unknown surroundings, like at a field trip (to the library or play ground)		
step 3	Is flexible towards a question of the caregiver in a small group (like sharing information, answering, showing or getting something)		
step 4	Dares to experiment/ tries new tasks to find boundaries Is flexible towards a question of the caregiver in a group or during circle time (like sharing information, answering, showing or getting something)		
step 5, 4 year olds (group 1)	Shares his/her likes, tastes, interests, preferences		
step 6, 5 year olds (group 2)	Can cope in a group Can share own opinion		

Presenting yourself 2		Achieved in home language	Achieved in school/ center's language
step 1	Feels proud when (s)he experiences (s)he is capable of something, and shows by looking up, clapping for self, pointing and saying "I did it!"		
step 2			
step 3	Learns to experience what (s)he is capable of and what not, like feeling proud (s)he finished a puzzle, but also experiencing (s)he still needs to use side wheels on his/her bike		
step 4	Accepts (s)he is not equally good at everything		
step 5, 4 year olds (group 1)			
step 6, 5 year olds (group 2)	Trusts own capabilities, know what (s)he is capable of, and like practices biking without side wheels, and proudly shares accomplishments		

Asserting Oneself		Achieved in home language	Achieved in school/ center's language
step 1	Can indicate (s)he needs help, like asking non verbally for help (like holding jacket in front of the caregiver) Uses own names, like to indicate that (s)he wants to get something or that something is his/hers Calls him/herself "I" and uses words like "mine" or "I" Indicates to another child (s)he does not like something, like holding on firmly to a toy the other child would like to take from him/her, complaining, or pushing the child way,		
step 2	Asks the caregiver to do something for him/her, like closing jacket of shoelaces Goes against a request of the other child (physically, or resists or says no)		

	Shows independent behavior by telling another child (s)he does not like what the other child does, or when (s)he wants to have something the other child has ("No!", "You're not allowed, hurts!", "au", "I want that one!"		
step 3	Goes against another persons' request and displays independent behavior, like when sharing (s)he will not eat the peanut butter and jelly sandwich, because (s)he does not like peanut butter.		
step 4	Asks sometimes for help when (s)he can't do a task by him/herself; like (un)dressing Tells another child when (s)he does not want something		
step 5, 4 year olds (group 1)	Asks for help when (s)he can't do a task by him/herself Says no when (s)he does not want something Tells the other child when (s)he is unkind to him/her		
step 6, 5 year olds (group 2)	Asks someone to help when (s)he can't do a task by him/herself Has knowledge of self, and knows what (s)he is capable of and what (s)he desires Shares with caregiver that another child is unkind to him/her		

Motor Development

Gross Motor

Balancing		Achieved in home language	Achieved in school/center's language
step 1	<p>Walks forwards or backwards when pulling a toy on the floor. Can do so with the right hand and with the left hand</p> <p>Stands on his/her toes for a moment and maybe with support while trying to reach an object that is at a higher point</p> <p>Walks backwards</p> <p>Plays with two hands on the side while sitting on the floor. Can do this on both the left and the right side.</p> <p>Picks up toys from the floor with the right hand or the left or with both hands while standing</p>		
step 2	<p>Carries an object in one or both hands during walking</p> <p>Walks 4 steps forwards on toes</p> <p>Walks around something from both directions (like around a slide)</p>		
step 3	<p>Puts an objects in a cabinet or on the counter above his/her head</p> <p>Walks 2 steps forwards on his/her heels</p> <p>Can stand up from a sitting position while holding onto toys with 2 hands</p> <p>Goes from standing to kneeling by first going onto one knee and then on both knees</p>		
step 4	<p>Walks 2 meters forwards and backwards on toes and on heels</p> <p>Walks over a bench</p> <p>Picks up toys from the floor with the right hand or the left or with both hands</p>		
step 5, 4 year olds (group 1)	<p>Walks backwards over 2 wide beam and passes another child</p>		
step 6, 5 year olds (group 2)	<p>Walks on a sidewalk curb with toes against heels</p> <p>Walks a few steps on a balance beam on the floor</p> <p>Walks a few steps backwards on a balance beam on the floor</p> <p>Sits with feet above the floor on the back of another child who is sitting on hands and knees</p>		
Running		Achieved in home language	Achieved in school/center's language
step 1	<p>Runs with body slightly bend forwards. Trotting steps are ok</p>		
step 2	<p>Zig zags during running</p>		

	Stands suddenly when running		
step 3	Increases or decreases speed during running		
step 4	Changes direction while running		
step 5, 4 year olds (group 1)	Runs through the room while playing catch		
step 6, 5 year olds (group 2)	Walks in a straight line with another child during a relay race Walks away from catcher when playing catch		

Climbing		Achieved in home language	Achieved in school/ center's language
step 1	Climbs the stairs while holding on with two hands. It's ok to climb on knees still Climbs on furniture		
step 2	Climbs the stairs up and down, with one or two feet on one step		
step 3	Descends the stairs with alternating feet and while holding on to the side or caregiver		
step 4	Climbs the stairs with alternating feet and without holding on to the side		
step 5, 4 year olds (group 1)	Climbs the gymnastics ladder in the PE hall halfway, to the sides and down		
step 6, 5 year olds (group 2)	Climbs the gymnastics ladder in the PE hall to the top with alternating feet and arms, to the sides and down		

Jumping		Achieved in home language	Achieved in school/ center's language
step 1	Jumps with both feet from the floor		
step 2	Jumps with both feet from the bottom step of the stairs		
step 3	Jumps forward twice with one or both feet		
step 4	Jumps forwards with both feet- multiple times after each other and on the spot Jumps over a line		
step 5, 4 year olds (group 1)	Jumps with feet next to each other- 5 jumps forwards Makes a jumping jack on the spot Jumps and lands with two feet at the same time, and can move directly after		
step 6, 5 year olds (group 2)	Jumps with feet next to each other over a rope on the floor Jumps with feet next to each other 5 times to the side: left-right, and right-left		

	Jumps forward and lands on 1 foot		
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Ball play		Achieved in home language	Achieved in school/ center's language
step 1	<p>Rolls a ball with one hand</p> <p>Throws a ball with one hand from above without direction</p> <p>Can kick a big ball without losing balance, may hold on to someone's hand or a wall</p>		
step 2	<p>Throws a pin/ pylon over with a big ball</p> <p>Throws a ball with one hand from above with direction</p> <p>Can kick an unmoving big ball without losing balance</p>		
step 3	<p>Throws a ball with two hands from above without losing balance</p> <p>Kicks a ball which does not move</p>		
step 4	<p>Throws a pin/ pylon over with bend knees</p> <p>Keeps a balloon in the air for 6 times</p> <p>Throws a small ball from below without direction</p> <p>Can catch a big soft ball or balloon with 2 hands, but it might still touch the upper body</p> <p>Tries to catch a ball which is rolling towards him/her</p>		
step 5, 4 year olds (group 1)	<p>Throws a ball from above the shoulder or from below the upper body towards someone else (soft big ball or bean bag)</p> <p>Throws a bean bag or soft big ball in a basket or box on the floor</p> <p>Catches a bean bag thrown with an arch at him/her. It's ok, if it is still caught against the breast area</p> <p>Kicks with clear target against a ball directed at him/her</p>		
step 6, 5 year olds (group 2)	<p>Throws ball from below with two hands</p> <p>Throws a big soft ball to another child such he/she can catch it</p> <p>A couple of containers stacked in a pyramid fall over when (s)he throws a bean bag against it from 2 meters distance</p> <p>Catches a bean bag thrown at breast area with two hands. It may be held against breast area when caught.</p> <p>Tries to defend his/her goal with own feet</p>		

Fine Motor

Fine Motor 1		Achieved in home language	Achieved in school/ center's language
step 1	<p>Stacks 2 objects, for example blocks</p> <p>Bends and flexes his/her fingers</p> <p>Turns the (sturdy) pages when read to</p>		
step 2	<p>Places 5 rings on a stick pyramid</p> <p>Turns pages of a book with thin pages one by one</p> <p>Can take apart and put back together toys that are meant for this function</p> <p>Uses a spoon or stabs with a fork to eat by self, while holding his/her plate with the other hand</p>		
step 3	<p>Builds a tower of 8 blocks</p> <p>Indicates his/her age with his/her fingers</p> <p>Puts small items into a small box with only one hand, like raisins or toothpicks</p> <p>Makes a 4 piece puzzle</p> <p>Pours liquid into a cup</p>		
step 4	<p>Builds a high tower from different sized blocks</p> <p>Uses one finger only to push small buttons (tv remote, doorbell, telephone)</p> <p>Eats with a spoon, without making a mess</p>		
step 5, 4 year olds (group 1)	<p>Pats thumb against pointy finger, like when turning a page</p> <p>Plays piano on the table with his/her fingers. (all fingers get a turn)</p> <p>Indicates the amounts of 1 to 5 with his/her fingers</p> <p>Can close a loose button</p> <p>Uses both hands when doing tasks such as holding his bread with one hand and putting butter on it with the other hand</p>		
step 6, 5 year olds (group 2)	<p>Can tap with thumb against tops of each finger while keeping the fingers quiet</p> <p>Uses both thumb and pointy finger to indicate objects of different size</p> <p>Cuts his/her slice of bread in the middle</p>		

Fine Motor 2		Achieved in home language	Achieved in school/ center's language
step 1	<p>Draws with a pencil while holding it in the middle with his/her full hand</p> <p>Places a piece in a knob puzzle</p>		
step 2	Holds the pencil with the finger tops of the other hand and the hand above the paper		
step 3	<p>Puts 3 big beads on a piece of string</p> <p>Holds the paper with one hand, while holding the pencil with the finger tops of the other hand and the hand above the paper</p> <p>Copies a circle and lines from an example</p>		
step 4	<p>Makes a necklace with big beads</p> <p>Can tear paper with both hands</p>		
step 5, 4 year olds (group 1)	<p>Wrist turns easily, like when working with nuts and bolts, or closing a jar</p> <p>Has a hand preference for holding a pen or pencil</p> <p>Draws a circle</p> <p>Follows a waving line on paper with a pencil. It does not yet have to be exact yet</p>		
step 6, 5 year olds (group 2)	<p>His/her pencil grasp is good (pencil rests on middle finger and is held between thumb and pointing finger)</p> <p>Draws a square</p> <p>Colors within the lines</p>		

Overview of all Toddler Steps

File the step number of the latest development of your child in the below boxes

Language & Literacy Development

Developmental area	Latest development	Notes
Language		
<ul style="list-style-type: none"> Receptive Communication: Vocabulary 		
<ul style="list-style-type: none"> Expressive Communication: Vocabulary 		
<ul style="list-style-type: none"> Receptive Communication: Understanding & Following Directions 		
<ul style="list-style-type: none"> Expressive Communication: Communication with Others 		
<ul style="list-style-type: none"> Expressive Communication: Sentence Structure 		
<ul style="list-style-type: none"> Expressive Communication: Asking Questions 		
Early Literacy		
<ul style="list-style-type: none"> Book Orientation and Story Pleasure 		
<ul style="list-style-type: none"> Written Language Orientation 		
<ul style="list-style-type: none"> Phonemic Awareness and the Alphabet 		

Math

Developmental area	Latest development	Notes
Numeracy		
<ul style="list-style-type: none"> Counting 		
<ul style="list-style-type: none"> Amount 		
<ul style="list-style-type: none"> Operations: Addition and Subtraction 		
<ul style="list-style-type: none"> Amount Representation 		
<ul style="list-style-type: none"> Numbers 		
Measurement		
<ul style="list-style-type: none"> Sorting, Putting in Order 		
<ul style="list-style-type: none"> The Concept of Size 		
<ul style="list-style-type: none"> Compares in 2D 		
<ul style="list-style-type: none"> Compares Volume 		
<ul style="list-style-type: none"> Compares Weight 		
Concepts		
<ul style="list-style-type: none"> Money 		
<ul style="list-style-type: none"> Time 		
<ul style="list-style-type: none"> Orientation in Space 		
<ul style="list-style-type: none"> Construction 		
<ul style="list-style-type: none"> Geometry 		

Social-Emotional Development

Developmental area	Latest development	Notes
• Social Interactions & Play/ Work 1		
• Social Interactions & Play/ Work 2		
• Task Orientation 1		
• Task Orientation 2		
• Making Choices		
• Empathy 1		
• Empathy 2		
• Conflict Resolution		
• Sharing Experiences		
• Presenting yourself 1		
• Presenting yourself 2		
• Asserting Oneself		

Motor

Developmental area	Latest development	Notes
Gross Motor		
• Balancing		
• Running		
• Climbing		
• Jumping		
• Ball Play		
Fine Motor		
• Fine motor 1		
• Fine motor 2		

2. Toddler Personal Characteristics Questionnaire (Being Components)

Check the ratio that shows the child best.

Perfectionism	Often	Somet imes	Never
• Avoids new challenges/activities			
• Shows more what he/she is able to than at the center/school			
• Has difficulty handling feedback			
• Is often sure that something is not possible			
• Does not believe in own capacities			
• Does not like to make errors			
• Prefers activities it already knows (avoids certain activities)			
Total			
Sense of Justice/ Critical Attitude			
• Often worries about 'big problems'			
• Rules are rules & appointments are appointments; they need to be followed			
• Often has a different opinion (discussion)			
Total			
Highly Sensitive			
<i>Physical sensitivity</i>			
• Very observant; sees many details			
• Sensitive to sounds- it is often too loud			
• Sensitive to socks, labels and fabrics			
• Strong sense of smell (and has an opinion about the smells)			
• Strong development of taste (strong opinionated)			
• Can have a strong reaction to pain			
• Sensitive eyes (light might quickly be too bright)			
<i>Emotional sensitivity</i>			
• Experiences the moods and emotions from others within			
• Worries easily			
• Has need for a quiet environment			
• Is very empathic and imaginary			
• Is able to self reflect			
• Does not like to be the center of attention			
Total			
Creativity			
• Has original thoughts and ideas - beyond the typical			
Motivation			
• Can work play with a high motivation or focus.			
Total			

3. The Human Drawing of Florence Goodenough

Task: “Draw a person (a human, do not ask them to draw themselves!) as best as you can. You can take as long as you need.

Guidance tips:

- Do not provide suggestions or help
- Answer their questions: “You may decide how to do it”
- If a child gets stuck, you can encourage, but not provide ideas.
- When the child says he/she is done, you’ll take away the drawing.

How to count :

Each detail of the drawing gets 1 point. There is a maximum of 52 points.

1		Head
2		Both legs, or one from the side
3		Both arms. Fingers only is not enough, unless there is space between the body and the fingers
4	a	Body, unless one single line or 2 dimensions
	b	Length of body is taller than width
	c	Shoulders are clearly there
5	a	Arms and legs attached to a part of the body or neck
	b	Arms and legs correctly added to body
6	a	neck
	b	The circumference of the neck is in extension of the head, body or both arms
7	a	One or both eyes
	b	Nose
	c	Mouth
	d	Nose and mouth
	e	Nose holes
8	a	Hairs
	b	Hairs are better drawn than a widening head or waving line

9	a	Clothes (button or hat)
	B	Two not see through pieces of clothing (like hat and pants)
	C	Completely clothed (sleeves and brim of pants)
	D	Four clearly drawn pieces of clothing (like hat, pants, shoes, jacket ,scarf)
10	A	Professional clothing without errors
	B	Fingers on both hands ot clearly on visible hand
	C	The ratio between the length and width of the fingers is correct. The fingers are not widely spread
	D	The thumb looks different from fingers in position and length
11	A	One or more joints of the arms are drawn

12	A	Head measurement is not bigger than 1/2 and not smaller than 1/10 of the torso	1
	B	Length of arms does not reach till the knees	1
	C	Length of legs is not smaller than the torso and not bigger than twice the length of the torso	1
	D	The length of its feet is bigger than its height, which is less than 1/3 of the length of the leg and more than 1/10 of the total length of the leg.	1
	E	2 dimensional legs and arms	1
13		Heel	1
14	A	The perimeter lines show the motor coordination	1
	B	Same in joints	1
	C	Ame in head perimeter	1
	D	Same in torso perimeter	1
	E	Same in arms and legs perimeter	1
	F	Same in facial symmetry	1
15	A	Ears	1
	B	Correct position and measurements of ears	1
16	A	Details of eyes, brows, and/or eye lashes	1
	B	Pupils	1
	C	Eyes are more wide than tall	1
	D	When body is drawn en profile, the direction of vision from the pupil is correctly placed in the eye	1

17	A	Chin and forehead	1
	B	Chin clearly separated from the lower lip	1
18	A	Head, torso and feet en profile. 1 error is ok	1
	B	No errors	1

Write the amount of points scored in the scale below. The row above will show the corresponding age in *Spatial Understanding*.

Scale

Age	in yrs	3	4	5	6	7	8	9	10	11	12	13
Points		2	6	10	14	18	22	26	30	34	38	42

SEEING ADVANCED DEVELOPMENT

A Tool for Screening Advanced Development in Children 2 Years and Older

The **Seeing Advanced Development Tool** helps to see the whole child, both his/her development and his/her Personal Characteristics.

Stichting iQ+ 's goal is to connect professionals in the fields of education, health care, government and parents in order to help children with advanced development grow their intellectual talents. Early Child Find of advanced learners is one way to reach this objective.

Mirjam Veldhoven, Cleverbee's owner, developed the Seeing Advanced Development Tool. She supports screening and guides young children advanced in development. It's her mission to share as much information as possible so both parents and professionals working with young children with advanced development, can provide the children with appropriate guidance and support.

More information about advanced development and giftedness can be read on the Dutch website stichtingiqplus.nl

Mirjam's own website cleverbee.nl contains more information about advanced development in young children.