

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: _____ Father's 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 at six intervals. Once every four months from ages 0 to 12 months; and once every six months from ages 13 to 36 months (1 year 1 month to 3.0 years).

Computation of the Child's Age

After verifying the dates, compute the child's age by subtracting his birthday from the date the test is administered. Assume that each month is composed of 30 days. Therefore, do not round off the months or years. Write the examiner's name each time the test is administered.

Assessment No.		Year	Month	Day	Examiner's Name
0-4 months	Date Tested				
	Child's Date of Birth				
	Child's Age				
5-8 months	Date Tested				
	Child's Date of Birth				
	Child's Age				
9-12 months	Date Tested				
	Child's Date of Birth				
	Child's Age				
13-18 months	Date Tested				
	Child's Date of Birth				
	Child's Age				
19-24 months	Date Tested				
	Child's Date of Birth				
	Child's Age				
25-36 months	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 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 it is important 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 aged 1.0 year or older 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 six 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 Form has 6 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.

Where to start and stop

For infants aged 0 month to 1.0 year:

The first few items in each domain pertain to infants or children from 0 to 1.0 year. These are those in the “Infants Section.” Administer all these items. Then **continue administering** the rest of the items in the domain, including those in the Section labeled “Optional starting point for children aged 1 year and 1 month to 3.0 years” .

Stop only after five consecutive items in each domain have been marked with a hyphen (-).

For children aged 1 year 1 month to 3.0 years:

You may start with the section labeled “Optional starting point for children aged 1 year and 1 month to 3.0 years” if the child is 1 year and 1 month old or older and you observe that he is able to do all the items enumerated in the “Infants Section.” But if he is not yet able to do the Infant items, then always start with Item # 1 of each domain.

Administer all the items in this “Optional” section.

How to score

Tally the number of check marks (✓) in each domain and record this in the section labeled “Total Score.” **If you choose to skip the Infants Section, you still have to place a check on the items in that section. They are to be counted when you add up the scores for each domain.**

Gross Motor Domain

A. Infants Section (Ages 0 month - 1.0 year)

Gross Motor		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
1.	Infant lifts head when held standing	<p>PROCEDURE: Hold the child in an upright position and carefully remove your hand from the child's neck according to his ability to lift his head and keep it erect. <i>Credit if the child occasionally lifts his head free of support. Parental report will suffice.</i></p>							
2.	Infant tries to lift head when lying on stomach	<p>PROCEDURE: Place the child on his stomach on a flat surface. <i>Credit if the child at least momentarily lifts his head so that the chin is off the surface. Parental report will suffice.</i></p>							
3.	Infant holds head upright on his own when lying on stomach	<p>PROCEDURE: Place the child on his stomach on a flat surface. <i>Credit if the child lifts his head and chest up so that his face makes a 90° angle w/ the surface for at least several seconds. Parental report will suffice.</i></p>							
4.	Infant holds head steadily	<i>Parental report will suffice.</i>							
5.	Infant rolls over from his back to his stomach with assistance	<p>PROCEDURE: Place the child on his back on a flat surface. Encourage him to roll over to his stomach, providing some assistance to do so. <i>Credit if he eventually rolls over. Parental report will suffice.</i></p>							
6.	Infant turns from his side to his back without assistance	<p>PROCEDURE: Roll the child from his back to his side. Make sure he is not restricted by his clothes and his arm is not caught under his torso. <i>Credit if the child actively turns from his side to his back. Parental report will suffice.</i></p>							
7.	Infant sits well with support, leaning on hands if placed on hard surface	<p>PROCEDURE: Hold the child in a sitting position on the table and slowly remove your hand from the child making sure that he does not fall. <i>Credit if the child sits alone and puts his hands on his legs or on the table for support. Parental report will suffice.</i></p>							

Gross Motor		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
8.	Infant bounces when held standing, briefly bearing weight on legs	Parental report will suffice.							
9.	Infant sits alone steadily	PROCEDURE: Hold the child in a sitting position on the table and slowly remove your hand from him making sure that he does not fall. <i>Credit if the child sits alone steadily without support, keeping his back fairly straight.</i> Parental report will suffice.							
10.	Infant moves from sitting to creeping/crawling position	MATERIAL: any toy PROCEDURE: Seat the child on the floor. Place a toy on the floor, in front of the child, but not within his reach. Observe how the child moves from sitting to creeping position and the type of movement he makes to reach for the toy. <i>Credit if the child moves forward about 9 inches or more, using either of the following: hands and knees, stomach and arms, hands and feet.</i> Parental report will suffice.							
11.	Infant pulls self from sitting to standing position with minimal assistance	PROCEDURE: With the child in a sitting position, hold both his hands and have him pull himself up with only minimal assistance from the adult. <i>Credit if the child can stand up.</i> Parental report will suffice.							
12.	Stands with minimum support	MATERIAL: elevated piece of furniture PROCEDURE: Credit if the child holds on to a piece of furniture with both hands and bears weight on both feet. Parental report will suffice.							

B. Optional starting point for children aged 1 year 1 month - 3.0 years

	Gross Motor	Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
13.	Holds furniture with both hands and walks sideways	MATERIAL: toy PROCEDURE: While the child is standing, observe if he moves from one point to another by walking sideways. He may support himself by holding on to furniture. He can be encouraged to walk by placing a toy on the furniture near the child but just outside his reach so he must walk to reach the toy. <i>Credit if the child walks sideways while holding on to furniture for support and balance. Parental report will suffice.</i>							
14.	Walks with both hands held	PROCEDURE: Observe the child if he walks when both hands are held by an adult. <i>Credit if the child takes coordinated walking steps with only slight support from the adult. Parental report will suffice.</i>							
15.	Climbs on chair or another elevated piece of furniture like a bed without help	Parental report will suffice.							
16.	Walks alone, rarely falls	PROCEDURE: Observe the child if he walks alone across the room. <i>Credit if the child walks alone with good balance without tripping and rarely falling. Parental report will suffice.</i>							
17.	Walks backwards	PROCEDURE: Ask the child to walk backwards by demonstrating it. <i>Credit if the child is able to walk backwards without falling and holding on to anything. Parental report will suffice.</i>							
18.	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>							
19.	Walks down stairs, 2 feet on each step, with one hand held	Parental report will suffice.							

	Gross Motor	Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
20.	Walks up stairs holding handrail, 2 feet on each step	<p>MATERIAL: toy</p> <p>PROCEDURE:</p> <p>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></p>							
21.	Walks upstairs with alternate feet without holding on to the handrail	<p>MATERIAL: toy</p> <p>PROCEDURE:</p> <p>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></p>							
22.	Walks downstairs with alternate feet without holding onto a handrail	<p>MATERIAL: toy</p> <p>PROCEDURE:</p> <p>Place a toy at the bottom of the stairs 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 on to 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></p>							
		TOTAL SCORE							

Fine Motor Domain

A. Infants Section (Ages 0 month - 1.0 year)

	Fine Motor	Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
1.	Hands of infant are kept open most of the time	PROCEDURE: Observe the infant's hands. <i>Credit if his hands are open most of the time.</i> Parental report will suffice.							
2.	Infant waves arms, moves body at the sight of a dangling object/toy	MATERIAL: dangling object/toy This must be elicited by the interviewer. PROCEDURE: Dangle the toy in front of the child							
3.	Infant brings both hands together toward dangling object/toy	MATERIAL: dangling object/toy This must be elicited by the interviewer.							
4.	Infant reaches for and holds small toy/spoon	MATERIALS: small toy/spoon PROCEDURE: Hold a small toy/spoon in your hand and urge the infant to get it. This must be elicited by the interviewer.							

B. Optional starting point for children aged 1year 1 month - 3.0 years

	Fine Motor	Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
5.	Uses all five fingers to get food/toys placed on flat surface	MATERIAL: any small toy /object 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>							
6.	Picks up objects with thumb and index finger	MATERIAL: any small toy or food 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 pads of his thumb and index or forefinger to pick up the toy/food.</i>							
7.	Pulls toy with string	MATERIAL: toy with string This must be elicited by the interviewer.							

Fine Motor		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
8.	Displays a definite hand preference	MATERIAL: toy 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>							
9.	Grasps and transfers objects from hand to hand	MATERIALS: 2 small toys PROCEDURE: Observe if the child transfers a small toy from one hand to the other. Encourage this by giving the child a toy and then presenting another toy to the same hand. <i>Credit if the child transfers a toy from one hand to the other without using his mouth or body.</i>							
10.	Pushes or pulls a large object	MATERIAL: Interviewer's kit or some large object PROCEDURE: Demonstrate pushing or pulling a large object. This must be elicited by the interviewer.							
11.	Puts small objects in/out of container	MATERIALS: small objects and container This must be elicited by the interviewer.							
12.	Holds crayon with all the fingers of his hand making a fist (i.e., palmar grasp)	MATERIAL: crayon PROCEDURE: Present 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 the tips of his thumb, index, and middle fingers. This must be elicited by the interviewer.							
13.	Unscrews lid of container or unwraps food	MATERIALS: Container with screw-on top or wrapped candy. This must be elicited by the interviewer.							
14.	Scribbles spontaneously	MATERIALS: paper, pencil/crayon PROCEDURE: Place a paper and pencil/crayon on the table 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 scribbling marks on the paper (not accidental marks).</i>							
		TOTAL SCORE							

Self-Help Domain

A. Infants Section (Ages 0 month - 1.0 year)

	Self-Help	Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
1.	Infant sucks and swallows milk from breast or bottle	<i>Parental report will suffice.</i>							
2.	Infant begins to take solid foods	Ask the caregiver if the child can take semi-solid or mashed foods. <i>Credit if the caregiver reports that the child tolerates these. Write "No opportunity" in the comment section if the child has not been introduced to solid foods.</i>							
3.	Chews solid food well	<i>Parental report will suffice.</i>							

B. Optional starting point for children aged 1 year 1 month - 3.0 years

	Self-Help	Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
4.	Holds bottle all by himself	<i>Parental report will suffice.</i>							
5.	Feeds self with finger food (e.g., biscuits, bread) using fingers	MATERIALS: bread, biscuits <i>This must be elicited by the interviewer.</i>							
6.	Helps hold a cup for drinking	<i>Note: The cup should not have a lid or spout.</i>							
7.	Feeds self using fingers to eat rice/ viands with spillage	<i>Parental report will suffice.</i>							
8.	Drinks from a cup without help	MATERIALS: drinking cup, water <i>This must be elicited by the interviewer.</i>							
9.	Feeds self using a spoon with spillage	<i>Parental report will suffice.</i>							
10.	Gets a drink for himself without any help	<i>Parental report will suffice.</i>							
		TOTAL SCORE							

Receptive Language Domain

A. Infants Section (Ages 0 month - 1.0 year)

Receptive Language		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
1.	Infant startles to loud sounds	<i>Parental report will suffice.</i>							
2.	Infant turns eyes/head toward sound	MATERIAL: rattle PROCEDURE: Carry the child on his back with one hand and with the other shake a rattle out of his range of vision 6 inches from his ear. Do this continuously for 3 seconds and observe whether he can turn towards the sound. <i>Credit if the child widens or moves his eyes from side to side in search of the sound.</i>							
3.	Infant watches mother intently as she speaks to him	<i>Parental report will suffice.</i>							
4.	Infant smiles at a familiar voice, like when his mother talks to him.	<i>Parental report will suffice.</i>							
5.	Infant stops crying when sung to	<i>Parental report will suffice.</i>							
6.	Turns head when called by name, makes eye contact	PROCEDURE: Go behind the child a few feet away and call out his name. Observe if the child can look for you and smile. <i>Parental report will suffice.</i>							
7.	Understands “no”	PROCEDURE: Shake your head and finger and say “No-no”. Then see whether the child understands this. <i>Credit if the child stops what he is doing. Parental report will suffice.</i>							
8.	Imitates adults’ playful sounds like coughing, lip smacking	PROCEDURE: Place the child on the caregiver’s lap with you facing the child. Then make the following sounds: cough, smack lips. <i>Credit if the child makes the same sound or even just the lip movements.</i>							
9.	Follows one step-command (e.g. give) when gestures are used	MATERIAL: spoon or any object PROCEDURE: With the child seated in front of you, give him a spoon then ask for the spoon back by saying “GIVE ME THE <u> (object) </u> .” with your hand (palm up) toward him. <i>Credit if the child looks at the object and hands it over to you even if he does not release this immediately.</i>							

Receptive Language		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
10.	Follows one step-command without need for gestures	MATERIAL: toy PROCEDURE: Place the toy on the floor and ask the child to pick this up without pointing to the toy or using any other gesture. <i>Credit if the child picks up the toy.</i>							
11.	Points to a family member when asked to do so	PROCEDURE: Ask the child to point to his mother/ caregiver. <i>Credit if he does so.</i>							

B. Optional starting point for children aged 1year 1 month - 3.0

Receptive Language		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
12.	Points to five body parts on himself when asked to do so	PROCEDURE: Have the child point to his eyes, nose, mouth, hands and feet. <i>Credit if he can point to all these.</i>							
13.	Points to five named pictured objects when asked to do so	MATERIAL: picture book 1 PROCEDURE: Show the child a picture book (two pictures 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>							
14.	Follows one-step instructions that include simple prepositions (e.g., in, on, under, etc.)	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 instruction. <i>Credit if the child is able to follow at least one of the instructions.</i>							
15.	Follows two-step instructions that include simple prepositions	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>							
		TOTAL SCORE							

Expressive Language Domain

A. Infants Section (Ages 0 month - 1.0 year)

Expressive Language		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
1.	Infant vocalizes (e.g., gurgles, coos, grunts)	<i>Parental report will suffice.</i>							
2.	Infant vocalizes to express pleasure or displeasure	<i>Parental report will suffice.</i>							
3.	Infant shouts to attract the attention of the caregiver	<i>Parental report will suffice.</i>							
4.	Infant laughs out loud and squeals	<i>Parental report will suffice.</i>							
5.	Infant vocalizes different vowel sounds (e.g., ahh, oooh)	<i>Parental report will suffice.</i>							
6.	Infant vocalizes other sounds that do not mean anything	PROCEDURE: Ask caregiver if the child can make two different sounds apart from crying like "goo" and "er". <i>Take note of the sounds. Parental report will suffice.</i>							
7.	Infant babbles continuously to amuse self or attract attention	<i>Parental report will suffice.</i>							
8.	Infant tries to imitate the caregiver's vocalizations	<i>Parental report will suffice.</i>							
9.	Infant uses body movements/gestures to make wants known (e.g., stretches arms to indicate what he wants)	<i>Parental report will suffice.</i>							

B. Optional starting point for children aged 1 year 1month - 3.0 years

Expressive Language		Material/Procedure	Present						Comments
10.	Repeats vowel-consonant combinations without referring to anything or anyone (e.g., baba, mama, dada)	<i>Parental report will suffice.</i>							
11.	Uses sounds meaningfully to refer to specific objects/persons (e.g. "Mama" for his mother; "mamam" for water)	<i>Parental report will suffice.</i>							

Expressive Language	Material/Procedure	Present						Comments
		1st	2nd	3rd	4th	5th	6th	
12. Chatters in a conversational tone without using real words.	<i>Parental report will suffice.</i>							
13. Tries to imitate real words of adult	<i>Parental report will suffice.</i>							
14. Combines single words and gestures to make wants known (e.g., “out” while pointing to the door)	<i>Parental report will suffice.</i>							
15. Uses 5 to 20 recognizable words	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.							
16. Uses pronouns (e.g. I, me, <i>ako, akin</i>)	<i>Parental report will suffice.</i>							
17. Uses two- to three-word verb-noun combinations (e.g., <i>bingi gatas</i>)	<i>Parental report will suffice.</i>							
18. Names objects in pictures	MATERIAL: picture book PROCEDURE: Show the child a picture book, point to an object in the book, then ask him to name this (e.g., <i>Ano ito?</i>). <i>Credit if the child can say the correct name of at least four objects. Parental report will suffice.</i>							
19. Speaks in grammatically correct two- to three-word sentences	<i>Parental report will suffice.</i>							
20. Asks “what” questions	<i>Parental report will suffice.</i>							
21. Asks “who” and “why” questions	<i>Parental report will suffice.</i>							
22. Gives account of recent experiences (with prompting) in order of occurrence using past tense	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>							
TOTAL SCORE								

Cognitive Domain

A. Infants Section (Ages 0 month - 1.0 year)

Cognitive		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
1.	Infant inspects surroundings	<i>Credit if the infant looks around the room.</i>							
2.	Infant gazes slowly at moving objects/ people	Parental report will suffice.							
3.	Infant turns head to bright colored objects	Parental report will suffice.							
4.	Infant changes face when he does not like the taste of his food	Parental report will suffice.							
5.	Infant explores and manipulates objects by biting, holding, and looking at them	MATERIAL: clean toy/object PROCEDURE: Give the child a clean toy or object and observe if he brings it to his mouth to bite or chew.							
6.	Infant shakes toy deliberately to make this sound	MATERIAL: rattle PROCEDURE: Give the child a rattle and observe if he can make it sound. <i>Credit if the child can hold a rattle and shake it for a few seconds, hit it on the mat or wave it.</i>							
7.	Infant eventually gets used to irritating or bothersome environmental sounds (e.g., tricycle, crowing of cock)	PROCEDURE: Ask the caregiver if the child eventually gets used to environmental sounds like that of a tricycle/other vehicles, sound of animals (chicken, dogs) that may have woken, bothered or irritated him earlier. Parental report will suffice.							
8.	Infant reacts to cloth placed over his face	MATERIAL: cloth (handkerchief or face towel) PROCEDURE: With the child lying on his back, gently cover his face with a paper/cloth and observe if he tries to remove this or pull it away.							

B. Optional starting point for children aged 1 year 1 month - 3.0 years

Cognitive	Material/Procedure	Present						Comments	
		1st	2nd	3rd	4th	5th	6th		
9.	Looks in the direction of a 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 the object falls. <i>Credit if the child can bring his eyes and head down as the object falls.</i>							
10.	Displays a preference for certain objects by reaching for these more readily than others	<i>Parental report will suffice.</i>							
11.	Pushes the ball to make it roll	MATERIAL: ball <i>This must be elicited by the interviewer.</i>							
12.	Repeatedly drops or throws objects	MATERIAL: toy PROCEDURE: While carrying the child, hand him the toy and see if he drops or throws this as if fascinated with the act of doing so. <i>Parental report will suffice.</i>							
13.	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>							
14.	Imitates behavior seen just a few minutes earlier	<i>Parental report will suffice.</i>							
15.	Offers object but will not release it	<i>Parental report will suffice.</i>							
16.	Looks for 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>							

B. Optional starting point for children aged 1 year 1 month - 3.0 years

Cognitive		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
17.	Exhibits simple pretend play (feeds, puts doll to sleep)	<p>MATERIALS: doll or toy car/block</p> <p>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></p>							
18.	Matches objects	<p>MATERIALS: pairs of spoons, balls, blocks</p> <p>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></p>							
		TOTAL SCORE							

Social-Emotional Domain

A. Infants Section (Age 0 months - 1.0 years)

	Social-Emotional	Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
1.	Infant stops crying when mother picks him	<i>Parental report will suffice.</i>							
2.	Infant smiles in response to the caregiver	<i>Parental report will suffice.</i>							
3.	Infant reacts to familiar situations like bathing or feeding (e.g., thrashes about, sucks vigorously at the sight of bottle)	<i>Parental report will suffice.</i>							
4.	Infant lifts arms to greet familiar people	<i>Parental report will suffice.</i>							

B. Optional starting point for children aged 1 year and 1 month to 3.0 years

	Social-Emotional	Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
5.	Cries when caregiver leaves	<i>Parental report will suffice.</i>							
6.	Enjoys watching activities of nearby people or animals	<i>Parental report will suffice.</i>							
7.	Smiles playfully at mirror image	MATERIAL: mirror PROCEDURE: With the child in a sitting position, place a mirror in front of him and observe if he stares at or tries to get the mirror or pats it. <i>Credit if the child can look or smile at the mirror, kiss or pat it with his hand or just turn it around.</i>							
8.	Friendly with strangers but initially may show slight anxiety or shyness	<i>Parental report will suffice.</i>							
9.	Plays alone but likes to be near familiar adults or brothers and sisters	<i>Parental report will suffice.</i>							
10.	Laughs or squeals aloud in play	<i>Parental report will suffice.</i>							

Social-Emotional		Material/Procedure	Present						Comments
			1st	2nd	3rd	4th	5th	6th	
11.	Plays peek-a-boo (<i>bulaga</i>)	<i>Parental report will suffice.</i>							
12.	Rolls ball interactively with caregiver/examiner	<i>Parental report will suffice.</i>							
13.	Hugs or cuddles toys	<i>Parental report will suffice.</i>							
14.	Responds with pleasure to friendly people	<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 to 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						

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

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

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

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	•	•	•	•	•	•	•
	13	•	•	•	•	•	•	•	•	13	•	•	•	•	•	•	•	13	•	•	•	•	•	•	•
	12	•	•	•	•	•	•	•	•	12	•	•	•	•	•	•	•	12	•	•	•	•	•	•	•
	11	•	•	•	•	•	•	•	•	11	•	•	•	•	•	•	•	11	•	•	•	•	•	•	•
	10	•	•	•	•	•	•	•	•	10	•	•	•	•	•	•	•	10	•	•	•	•	•	•	•
Average development	9	•	•	•	•	•	•	•	•	9	•	•	•	•	•	•	•	9	•	•	•	•	•	•	•
	8	•	•	•	•	•	•	•	•	8	•	•	•	•	•	•	•	8	•	•	•	•	•	•	•
	7	•	•	•	•	•	•	•	•	7	•	•	•	•	•	•	•	7	•	•	•	•	•	•	•
	6	•	•	•	•	•	•	•	•	6	•	•	•	•	•	•	•	6	•	•	•	•	•	•	•
	5	•	•	•	•	•	•	•	•	5	•	•	•	•	•	•	•	5	•	•	•	•	•	•	•
Re-test after 3- 6 months	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.

