

# **Revised Philippine ECCD Checklist Technical and Administration Manual**

## **Testing Considerations**

### **Physical Conditions**

The Checklist can be administered in a setting familiar to the respondents. Ideally, the place should be relatively quiet, well lighted and ventilated, and have a table and chairs to provide comfortable conditions for the respondents and examiner. If conducted outdoors and there is no table, any flat work surface will suffice.

### **Standard Procedures**

The examiner can employ various methods to determine if the child exhibits specified behaviour. These include observation, direct elicitation of the behaviour from the child, and also interview of the parents(s) or caregiver(s).

When interviewing the parents(s) or caregiver(s), the examiner may wish to use the opportunity to ask them what activities they do at home to stimulate the development of their child. Their responses can be recorded on a separate sheet.

Older children aged 2.6 years and above may be tested in small groups of 2-3 similarly aged youngsters if the examiner feels this will make them more responsive to her queries and request. This especially if they have not had any day care or pre-school experience.

### **Administration Time**

Each form of the revised ECD Checklist should not take more than 45 minutes to administer.

### **Fundamentals in Administration**

Rapport-building is very important, especially when the child is not familiar with the examiner. So be sure to spend a few minutes interacting with the child by playing or chatting with him. It may help when the items, which involve interviewing the parents / caregiver, are administered first with the child nearby. This will make him realize that the examiner is kind, caring person and facilitate rapport-building process.

The examiner must emphasize that there are neither right or wrong answers nor good or bad scores. This will assure greater accuracy in what parents/ caregivers report and decrease the incidence of a child's giving an answer based on what the others in the group have said.

The examiner must refrain from “teaching” the correct answer because this Checklist is intended to be given to the same child at a later point in time. If the child has been taught the answer, it will be difficult to determine if his success was due to this or to his expected maturation.

Answers that do not seem to exactly correspond to the intent of an item are to be written in the “Comments” column of the tool. These can serve as reference points of a child's progress when the checklist is administered to him again at a later date.

## Testing Materials

Form 2 Materials:

- small toy
- 2 balls
- food; bread, biscuit, raisin, individually wrapped candy
- any dangling object
- container with screw on top
- paper
- crayon/ pencil
- drinking cup and water
- 1 picture book
- 2 blocks
- 2 spoons
- cloth
- doll
- toy car
- shoestring
- small shirt with button
- 3 pairs of different colored crayons
- 3 pairs of picture cards
- 4 pairs of different shapes with same color and size
- 4 pairs of same shapes but different size and color
- 6 pieces color paper
- 4 pieces graduated sizes of circle and square
- 4-6 piece puzzle
- 2 picture cards depicting 2 incongruous activities
- carrying case

## REVISED EARLY CHILDHOOD DEVELOPMENT CHECKLIST

## Form – 2

Age 3 years 1 month to 5 years 11 months

Fill out the sociodemographic profile of the child completely.

**SOCIODEMOGRAPHIC PROFILE**

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: \_\_\_\_\_

The checklist should be administered to the child at six intervals, particularly at ages: 4 months, 8 months, 12 months, 18 months, 2 years, and 3 years. Instructions are provided in filling out each table.

**After verifying the dates, compute the child's age by subtracting the date he was born from the date the test was administered. Write the examiner's name for each test administration.**

**COMPUTATION OF CHILD'S AGE**

		Year	Month	Day	Examiner's Name
3 years	Date Tested				
	Child's Date of Birth				
	Child's Age				
4 years	Date Tested				
	Child's Date of Birth				
	Child's Age				
5 years	Date Tested				
	Child's Date of Birth				
	Child's Age				

## Introducing the Philippine ECCD Checklist

**FORM 2**  
**Ages 3.1 – 5.11 years**

<b>Child's Name:</b> _____	<b>Date of Exam (yy/mm/dd)</b> ____ ____ ____ <b>Date of Birth (yy/mm/dd)</b> ____ ____ ____ <b>Age of Child:</b> ____ ____ ____  <b>Handedness: Right</b> ____ <b>Left</b> ____ <b>Both</b> ____ <b>None yet:</b> ____
<b>Address:</b> _____ <div style="display: flex; justify-content: space-between;"> <span><b>Brgy</b></span> <span><b>City</b></span> </div> <b>Province</b>	<b>Birth Order: 1<sup>st</sup> Child</b> ____ <b>2<sup>nd</sup></b> ____ <b>3<sup>rd</sup></b> ____ <b>Others</b> ____
<b>Parent's Name:</b> _____	<b>Educational Attainment:</b> _____
<b>Occupation:</b> _____	<b>Age of mother when she had the child:</b> _____
<b>Occupation of Spouse(If applicable)</b>	<b>Number of Children:</b> _____

## 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 thing 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 what he still 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.*

## Completing the record forms

The front page of the Checklist includes the portion of the socio-demographic information of the child that must be filled out completely. Compute the child's age by subtracting the date he was born from the test that was administered.

For example:	Date of Exam:	2001 – 03 – 12
	Date of Birth :	<u>1998 – 05 – 17</u>
		2 – 09 – 25
		( Y – M – D )

Hence, in this example the child's age is 2.9 years. There is no rounding off.

**Please note that each month consists of 30 days.**

### **Domains**

The Checklist is divided into 7 domains: Gross Motor, Fine motor, Self-Help, Receptive Language, Expressive Language, Cognitive and Social-Emotional.

### **HOW TO ADMINISTER THE ITEMS**

The column labelled “Materials/ Procedure” gives specific instructions on how to observe the child or elicit the required responses, as well as some criteria on how to score the responses.

If the behaviour or response is present, place a check ( / ) in the “PRESENT” column. If the behaviour or response is not yet present / observed, indicate this via a hyphen ( - ).

The examiner may demonstrate skills in the Gross Motor, Fine Motor and Self-Help domains to make sure the child understands the instructions. However, unless otherwise specified, items in the Receptive Language, Expressive Language, Cognitive Language and Social-Emotional domains should not be demonstrated. Some items indicate that the parental report will suffice. Other items indicate that the skill must be elicited by the examiner. For other items where neither of these has been specified, the examiner must try to elicit the skill. The examiner may ask the parent/ caregiver if a skill is present or absent only when she is in doubt about the child's ability to display the skill, like if the child is not willing to respond/ perform because he is shy or not in the mood. If the child tries to do what is being asked but does not succeed, it is scored as “not present” ( - ).

Any observation or comment regarding a specific item or the response of the child may be written in the last column labelled “Comments”. Examples of such remarks include: item is not applicable; lack of opportunity, response was not displayed 2 out of 3 trials, etc.

### **WHERE TO START AND WHERE TO STOP**

Administer all the items.

### **Teaching and giving feedback**

The examiner must be careful not to teach the item or allow the parent caregiver to prompt the child. Also be careful not to make comments like “correct” “very good”, “wrong” etc. or show via facial expression or gestures that a child is doing well or not very well. However, you can praise the child for his efforts by saying things like “good job” even if he does not succeed in the item. This will help him maintain his interest in the different activities you are asking them to do.

### **Eliciting Behaviour**

Sometimes the child can actually do an activity but just needs a little coaxing. In such instances, gently encourage the child to give the task and remind him that he is not expected to succeed all the time.

### **Make sure you avoid the following:**

- Making remarks that will embarrass or humiliate the child like, “You are so big already and you still do not know how to do that?”
- Comparing him to his friends or other children in the group.
- Threatening him if he does not comply like saying, “I will tell your mommy that you do not want to do what I am asking you.”

### **Deferring the evaluation**

The evaluation may be deferred for another day for the following reasons:

- The child is sick and not feeling well.
- The child is crying and not disposed to cooperate.

If the evaluation has been deferred, disregard the results of the sessions where you could not complete administration of the Checklist. Consider only that which you obtained when the child was most responsive. If, after 3 sessions/ attempts, you are still not able to get the child to work with you, bring the matter up to the supervisor.

### **How to score**

1. Tally the number of check marks ( / ) in each domain and record all this in the section labelled “Total Score”. The check marks ( / ) that you tallied in each domain are the raw scores.

## GROSS MOTOR DOMAIN

	<b>GROSS MOTOR</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
1.	Climbs on chair or other elevated piece of furniture like a bed without help	Parental report will suffice		
2.	Walks backwards	MATERIALS: toy PROCEDURE: Ask the child to walk backwards by demonstrating this. <i>Credit if the child is able to walk backwards without falling and holding on to anything.</i> <b>Parental report will suffice.</b>		
3.	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>		
4.	Walks down stairs, 2 feet on each step, with one hand held	Parental report will suffice.		
5.	Walks up stairs holding handrail, 2 feet on each step	MATERIAL: toy PROCEDURE: 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.</i> <b>Parental report will suffice.</b>		
6.	Walks upstairs with alternate feet without holding handrail	MATERIAL: toy PROCEDURE: 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.</i> <b>Parenting report will suffice.</b>		
7.	Walks downstairs with alternate feet without holding handrail	MATERIAL: TOY PROCEDURE: Place a toy in the middle of the step 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.</i> <b>Parental report will suffice.</b>		
8.	Moves body part as directed	PROCEDURE: Ask the child to raise both arms.		
9.	Jumps up	This must be elicited by the interviews.		
10.	Throws ball overhead with Direction	MATERIAL: ball PROCEDURE: Give the child the ball and stand at least 3 feet away from him. Ask the child to throw the ball to you using an overhead throw. You may show the child how to do it. <i>Credit if the child 1throws</i>		

	<b>GROSS MOTOR</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
		<i>the ball within your arm's reach between your knees and head using an overhand throw and not sideways or underhand</i>		
11.	Hops 1 to 3 steps on preferred foot	PROCEDURE: Ask the child to lift his foot and hop at least three times on his preferred foot. <i>Credit if the child is able to hop at least three times on his preferred foot without holding on to anything.</i>		
12.	Jumps and turns	PROCEDURE: Ask the child to jump while making a half-turn. <i>Credit if the child is able to do this without tripping or falling.</i>		
13.	Dances patterns / joins group movement activities	<b>Parental report will suffice.</b>		
		<b>TOTAL SCORE</b>		

### **FINE MOTOR DOMAIN**

	<b>FINE MOTOR</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
1.	Uses all 5 fingers to get food/toys placed on flat surface	MATERIALS: 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 5 fingers as if raking.</i>		
2.	Picks up objects with thumb and index finger	MATERIALS: 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 tips of his thumb and index or forefinger to pick up the toy/food.</i>		
3.	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 2 out of 3 times. Parental report will suffice.</i>		
4.	Puts small objects in/out of containers	MATERIALS: small objects, container <b>This must be elicited by the interviews</b>		
5.	Holds crayon with all the fingers of his hand making a fist (i.e., palmar grasp)	MATERIALS: crayon PROCEDURE: Present child with a crayon and have him get this. <i>Credit if he holds it by wrapping all 5 fingers around as if making a fist. Automatically credit this item if he uses the tips of all 5 fingers or his thumb, index and middle fingers.</i> <b>This must be elicited by the interviews.</b>		
6.	Unscrews lid of container or unwraps food	MATERIALS: Container with screw-on top or wrapped candy. <b>This must be elicited by the interviews.</b>		



	<b>FINE MOTOR</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
7.	Scribbles spontaneously	MATERIALS: paper, pencil/crayon PROCEDURE: Place a paper and pencil/crayon on the table or flat surface 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 marks on the paper (not accidental marks).</i>		
8.	Scribbles vertical and horizontal lines	MATERIALS: paper, pencil/crayon PROCEDURE: Place a paper and pencil/crayon on the table or flat surface and ask the child to draw vertical and horizontal lines after you have demonstrated these to him. <i>Credit if the child produces a vertical or horizontal line that is at least 2 inches long and does not divided or vary from your vertical line by more than 30 degrees. The lines may be wavy but not broken.</i>		
9.	Draws circle purposely	MATERIALS: paper, pencil/crayon PROCEDURE: Place a paper and pencil/crayon on the table or flat surface and ask the child to draw a circle or a ball after you have demonstrate it to him. <i>Credit if the child produces any curve that is closed or nearly closed.</i> Continuous spiral motions are not credited.		
10.	Draws a human figure (head, eyes, trunk, arms, hands/fingers)	MATERIALS: paper, pencil PROCEDURE: Give the child a pencil and a paper and ask him to draw a picture of a person. <i>Credit if the child has draw 3 or more body parts. A pair is considered one part (eyes, ears, arms, hands, legs, and feet)</i>		
11.	Draws a house using geometric forms	MATERIALS: paper, pencil PROCEDURE: Give the child a pencil and paper and ask him to draw a picture of a house. <i>Credit if the child has drawn at least the roof, main frame, and a door or window</i>		
		<b>TOTAL SCORE</b>		

## SELF-HELP DOMAIN

	SELF - HELP	MATERIALS/PROCEDURE	PRESENT	COMMENTS
1.	Feeds self with finger food (e.g. biscuits, bread) using fingers	MATERIALS: bread, biscuits This must be elicited by the interviewer.		
2.	Feeds self using spoon with spillage	<i>Parental report will suffice</i>		
3.	Feeds self using spoon with spillage	<i>Parental report will suffice</i>		
4.	Feeds self using fingers without spillage	<i>Parental report will suffice</i>		
5.	Feeds self using spoon without spillage	<i>Parental report will suffice</i>		
6.	Eats without need for spoon feeding during any meal	<i>Parental report will suffice</i>		
7.	Helps hold cup for drinking	Note: The cup should not have a lid or spout.		
8.	Drinks from cup with spillage	Ask the caregiver if the child can drink from a cup/glass with some spillage. The cup should not have a lid or spout.		
9.	Drinks from cup unassisted	MATERIALS: drinking cup, water This must be elicited by the interviewer.		
10.	Gets drink for self unassisted	<i>Parental report will suffice</i>		
11.	Pours from pitcher without spillage	<i>Parental report will suffice</i>		
12.	Prepares own food/snack	Ask the caregiver if the child can prepare his own snack without help except for getting items that are hard to reach (e.g. bowl spoon).		
13.	Prepares meals for younger siblings/family members when no adult is around	<i>Parental report will suffice</i>		
14.	Participates when being dressed (e.g. raises arms or lifts leg)	<i>Parental report will suffice</i>		
15.	Pulls down gartered short pants	<i>Parental report will suffice</i>		
16.	Removes sando	<i>Parental report will suffice</i>		
17.	Dresses without assistance except for buttons and tying	<i>Parental report will suffice</i>		
18.	Dresses without assistance including buttons and tying	Material: small shirt w/button and shoestring PROCEDURE: Have the child demonstrate how to button in order to credit this item		

SELF-HELP DOMAIN

	<b>SELF - HELP</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
19.	Informs the adult only after he has already urinated (peed) or moved his bowels (poohed) in his underpants	<i>Parental report will suffice</i>		
20.	Informs adult of need to urinate (pee) or move bowels (pooh-pooh) so he can be brought to a designated place (e.g. comfort room)	<i>Parental report will suffice</i>		
21.	Goes to the designated place to urinate (pee) or move bowels (pooh) but sometimes still does this in his underpants	<i>Parental report will suffice</i>		
22.	Goes to the designated place to urinate (pee) or move bowels (pooh) and never does this in his underpants anymore	<i>Parental report will suffice</i>		
23.	Wipes/Cleans self after a bowel movement (pooh)	<i>Parental report will suffice</i>		
<b>Bathing sub-domain</b>				
24.	Participates when bathing (e.g. rubbing arms with soap)	<i>Parental report will suffice</i>		
25.	Washes and dries hands without any help	Ask the caregiver if the child can wash and dry his face without any help or supervision except to turn on/off faucets that are out of reach.		
26.	Washes face without any help	Ask the caregiver if the child can wash and dry his face without any help or supervision except to turn on/off faucets that are out of reach		
27.	Bathes without any help	<i>Parental report will suffice</i>		
		<b>SCORE</b>	<b>TOTAL</b>	

## RECEPTIVE LANGUAGE DOMAIN

	RECEPTIVE LANGUAGE	MATERIALS/PROCEDURE	PRESENT	COMMENTS
1.	Points to family member when asked to do so	PROCEDURE: Ask the child to point to his mother/caregiver. <i>Credit if he does so.</i>		
2.	Points to 5 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>		
3.	Points to 5 named pictured objects when asked to do so	MATERIAL: picture book PROCEDURE: Show the child a picture book (one picture 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 5 pictures.</i>		
4.	Follows one-step instructions that include simple prepositions (e.g., in, on, under, etc.)	MATERIALS :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 instructions. <i>Credit if the child is able to follow at least one of the instructions.</i>		
5.	Follows 2-step instructions that include simple prepositions	MATERIALS: 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>		
		<b>TOTAL SCORE</b>		

## EXPRESSIVE LANGUAGE DOMAIN

	EXPRESSIVE LANGUAGE	MATERIALS/PROCEDURE	PRESENT	COMMENTS
1.	Uses 5-20 recognizable words	PROCEDURE: Ask the caregiver if the child can clearly say 5-6 words aside from mama and papa. This will be the minimum number.		
2.	Uses pronouns (e.g. I, me, ako, akin)	<b><i>Parental report will suffice.</i></b>		
3.	Uses 2-3 words verb-noun combinations (e.g. hingi gatas)	<b><i>Parental report will suffice.</i></b>		
4.	Names objects in pictures	MATERIALS: picture book PROCEDURE: Show the child a picture book, point to an object in the book, then ask him to name this (e.g. "Ano ito?"). <i>Credit if the child can say the correct name of at least 4 objects.</i>		
5.	Speaks in grammatically correct 2-3 word sentences	<b><i>Parental report will suffice.</i></b>		
6.	Asks "what" questions	<b><i>Parental report will suffice.</i></b>		

	<b>EXPRESSIVE LANGUAGE</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
7.	Asks “who” and “why” questions	<i>Parental report will suffice.</i>		
8.	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., tapos, ano pang nangyari) Parental report will suffice.		

### **COGNITIVE DOMAIN**

	<b>COGNITIVE</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
1.	Looks at direction of fallen object	MATERIALS: 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 it falls. <i>Credit if the child can bring his eyes and head down as the object falls.</i>		
3.	Imitates behavior just seen a few minutes earlier	<i>Parental report will suffice.</i>		
4.	Offers object but will not release it			
5.	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>		
6.	Exhibits simple pretend play (feed, put doll To sleep)	MATERIALS: doll or toy car/block 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>		
7.	Matches objects	MATERIALS: pairs of spoon, balls, blocks PROCEDURE: Place one spoon, one ball, and one block on the table. (live 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>		
8.	<b>Matches 2 – 3 colors</b>	<b>MATERIALS: 3 pairs of crayons (blue, red, yellow)</b> <b>PROCEDURE:</b> <b>Place one crayon of each color on the table or flat surface. Give the child the other crayons arranged in random order. Demonstrate a matching repose (e.g., red</b>		

	<b>COGNITIVE</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
		crayon with another red crayon) then return the crayons to the child. Say, "Put each crayon on the one that is just like it." <i>Credit if the child can match</i>		
9.	Matches pictures	MATERIALS: 3 pairs of picture cards (e.g., pictures of an apple, orange, banana) PROCEDURE: Place one copy of each picture on the table or flat surface. Give the child the other pictures arranged in random order. Demonstrate a matching response (e.g., picture of an apple with another apple) then return the pictures to the child. Say, "Put each picture on the one that is just like it." <i>Credit if the child can match all the pictures correctly.</i>		
10.	Sorts based on shapes	MATERIALS: 4 pairs of different shapes that are of the same size and color. PROCEDURE: Show the child the shapes. Tell the child, "Put together the ones that are the same." After the child sorts and groups the shapes, point to the ones with the same shape and ask. "Why did you put these together?" <i>Credit if the child can group the same shapes and say why they are the same (pareho sila, pareho sila ng hugis/shape, puro sila bilog).</i>		
11.	Sorts objects based on 2 attributes (e.g., size and color)	MATERIALS: 4 pairs of the same shape that differ in size and color. PROCEDURE: Show the child the shapes. Tell the child, "Put together the ones that are the same". <i>Credit if the child can sort all the shapes according to size and color.</i>		
12.	Arranges objects according to size from smallest to biggest	MATERIALS: 4 pieces of graduated sized squares and 4 pieces of graduated sized circles PROCEDURE: Show the child the first set of squares spread out at random on a table or flat surface. Say, "Here are 4 squares. Look, I can begin with the smallest, then the next big one, until the biggest one." Demonstrate how to arrange the squares. Then disarrange these and tell the child, "Now you start with the smallest, put the next one and the next big one until the last one." Repeat this procedure using the circles without demonstrating. <i>Credit if the child arranges at least one set of shapes in correct order from smallest to biggest. Allow one trial for each set of shapes.</i>		
13.	<b>Names 4 – 6 colors</b>  <b>COGNITIVE</b>	MATERIALS; 6 papers of different colors PROCEDURE: Ask the child, "What color is this?" <i>Credit if.</i> <b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>

14.	Copies shapes	<i>the child can name 4 – 6 colors correctly</i> MATERIALS: Paper and pen/crayon PROCEDURE:		
		Let the child copy a circle, triangle, and circle after demonstrating how each of this is done.		
15.	Names 3 animals or vegetables when asked			
16.	States what common household items are used for	<i>Credit if he can state the use of function of at least 2 household items like a bed and a drinking glass.</i>		
17.	Can assemble simple puzzles	MATERIAL: simple 4 – 6 piece puzzles		
18.	Demonstrates an understanding of opposites by completing a statement (e.g., Ang aso ay malaki, ang daga ay _____)			
19.	Points to left and right sides of body	PROCEDURE: Sit across the child and ask “Show me your left hand.” Do the same for the following: Right hand, left foot, right knee, left shoulder, right eye, right knee, left leg. <i>Credit if the child can correctly point out the left and right side on at least 5 body parts as requested.</i>		
20.	Can state what is silly or wrong with pictures (e.g. Ano ang mali sa larawang ito?)	MATERIALS: A picture  PROCEDURE: Show the pictured scenes to the child one at a time and ask, “What is wrong with this picture?” <i>Credit if the child correctly identifies what made the picture incorrect.</i>		
21.	Matches upper and lower case letters	MATERIAL/s: Alphabet card with upper and lower case letters		
		<b>TOTALSCORE</b>		

### **SOCIAL-EMOTIONAL DOMAIN**

	<b>SOCIAL- EMOTIONAL</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
1.	Enjoys watching activities of nearby people or animals	<i>Parental report will suffice</i>		
2.	Friendly with strangers but initially may show slight anxiety or shyness	<i>Parental report will suffice</i>		
3.	Plays alone but likes to be near familiar adults or brothers and sisters	<i>Parental report will suffice</i>		
4.	Laughs or squeals aloud in play	<i>Parental report will suffice</i>		
5.	Plays peek-a-boo (bulaga)	<i>Parental report will suffice</i>		
6.	Rolls ball interactively with caregiver/examiner	<i>Parental report will suffice</i>		
7.	Hugs or cuddles toys	<i>Parental report will suffice</i>		
8.	Demonstrates respect for elders	<i>Parental report will suffice</i>		
	<b>SOCIAL- EMOTIONAL</b>	<b>MATERIALS/PROCEDURE</b>	<b>PRESENT</b>	<b>COMMENTS</b>
	using terms like “po” and “opo”			

9.	Shares toys with others	<b>Parental report will suffice</b>		
10.	Imitates adult activities (e.g., cooking, washing)	<b>Parental report will suffice</b>		
11.	Identifies feelings in others	<i>Credit if the child can tell when the caregiver is feeling happy, sad, worried, etc. <b>Parental report will suffice</b></i>		
12.	Appropriately uses cultural gestures of greeting without much prompting (e.g., mano, bless, kiss, etc.)	<b>Parental report will suffice</b>		
13.	Comforts playmates/siblings in distress	<b>Parental report will suffice</b>		
14.	Persists when faced with a problem or obstacle to his wants	<i>Credit if the child tries to solve the problem instead of crying when something stands in the way of what he wants (e.g., fastening a box of his treasures with a string if the lid no longer closes)</i>		
15.	Helps with family chores (e.g., wiping tables, watering plants, etc.)	<b>Parental report will suffice</b>		
16.	Curious about environment but knows when to stop asking questions of adults	<i>Credit (if the child asks questions about things around him but knows when he is being "makulit" about the topic)</i>		
17.	Waits for turn	<b>Parental report will suffice</b>		
18.	Asks permission to play with toy being used by another	<b>Parental report will suffice</b>		
19.	Defends possessions with determination	<i>Credit if the child tries to hold on to what is his when someone tries to grab this from him.</i>		
20.	Plays organized group games fairly (e.g., does not cheat in order to win)	<b>Parental report will suffice</b>		
21.	Can talk about difficult feelings (e.g., anger, sadness, worry) he experiences.	<b>Parental report will suffice</b>		
22.	Honors a simple bargain with caregiver (e.g., can play outside only after cleaning / finishing his room)	<b>Parental report will suffice</b>		
23.	Watches responsibly over younger siblings/family members	<b>Parental report will suffice</b>		
24.	Cooperates with adults and peers in group situations to minimize quarrels and conflicts	<b>Parental report will suffice</b>		
		<b>TOTAL SCORE</b>		

**2. Transfer the raw score for each domain in 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 date for each test administration.

DOMAIN	AGES					
	3 years 1 month		4 years		5 years	
	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
MOTOR						
SELF-HELP						
LANGUAGE						
COGNITIVE						
SOCIAL-EMOTIONAL						
Sum of Scaled Scores						
Standard Score						
Date Tested						

### 3. Change raw scores into scaled scores

- a. After you have derived the raw scores for each domain, convert the raw score into the scaled score. Refer to the Scaled Score Conversation Table on the next page. Locate the table for the age of the child. Look for the raw score he obtained in each domain. The corresponding Scaled Score for this is printed in the column labelled "Scaled Scores."

## Scaled Score Equivalent of Raw Scores Table Child's Record 2

### Ages 3.1 – 4.0 years

Scaled Score	Gross Motor raw score	Fine Motor raw score	Self-Help raw score	Receptive Language raw score	Expressive Language raw score	Cognitive raw score	Social Emotional raw score
1	0-3	-	0-9	-	0-2	-	0-9
2	4	0-3	10	-	-	-	10-11
3	5	-	11	0-1	3	0	12
4	-	4	12	-	4	1	13
5	6	5	13-14	2	-	2-3	14
6	7	-	15	-	5	4	15
7	8	6	16	3		5	16
8	9	-	17	-	-	6	17-18
9	-	7	18-19	-	6	7	19
10	10	8	20	4	-	8-9	20
11	11	-	21	-	7	10	21
12	12	9	22	5	-	11	22
13	-	-	23-24	-	8	12	23
14	13	10	25	-	-	13-14	24
15	-	11	26	-	-	15	-
16	-	-	27	-	-	16	-
17	-	-	-	-	-	17	-
18	-	-	-	-	-	18	-
19	-	-	-	-	-	19-21	-

### Ages 4.1 – 5.0 years

Scaled Score	Gross Motor raw score	Fine Motor raw score	Self-Help raw score	Receptive Language raw score	Expressive Language raw score	Cognitive raw score	Social Emotional raw score
1	0-5	0-3	0-15	0-1	-	0	0-13
2	6	4	16	-	0-5	1	14
3	-	-	17	2	-	2-3	15
4	7	5	18	-	-	4	16
5	8	6	19	-	6	5	17
6	-	-	20	3	-	6-7	-
7	9	7	-	-	-	8	18
8	10	-	21	-	7	9-10	19
9	-	8	22	4	-	11	20
10	11	9	23	-	-	12	21
11	12	-	24	5	8	13-14	22
12	-	10	25	-	-	15	23
13	13	-	26	-	-	16-17	24
14	-	11	27	-	-	18	-
15	-	-	-	-	-	19-20	-
16	-	-	-	-	-	21	-
17	-	-	-	-	-	-	-
18	-	-	-	-	-	-	-
19	-	-	-	-	-	-	-

**Ages 5.1 – 5.11 years**

Scaled Score	Gross Motor raw score	Fine Motor raw score	Self-Help raw score	Receptive Language raw score	Expressive Language raw score	Cognitive raw score	Social Emotional raw score
1	0-10	0-5	-	0-2	-	0-9	0-15
2	-	-	0-19	-	-	10	16
3	-	6	20	-	-	11	17
4	11	-	21	3	-	12	-
5	-	7	-	-	0-7	13	18
6	-	-	22	-	-	14	19
7	12	8	23	-	-	15	20
8	-	9	-	4	-	16	-
9	-	-	24	-	-	17	21
10	-	10	25	-	-	18	22
11	13	-	-	5	8	19	23
12	-	11	26	-	-	20	-
13	-	-	27	-	-	21	24
14	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-
16	-	--	-	-	-	-	-
17	-	-	-	-	-	-	-
18	-	-	-	-	-	-	-
19	-	-	-	-	-	-	-

b. After you have obtained the child's Scaled Score for each of the 7 domains, enter these            in the designated boxes in the Checklist's cover sheet

c. Plot out the scores on the graph as well. Make sure you see the columns designated for            the child's age.

## 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	.	.	.	.	.	.	.	
	12	.	.	.	.	.	.	.	
	11	.	.	.	.	.	.	.	
	10	.	.	.	.	.	.	.	
Average development	9	.	.	.	.	.	.	.	
	8	.	.	.	.	.	.	.	
	7	.	.	.	.	.	.	.	
	6	.	.	.	.	.	.	.	
	5	.	.	.	.	.	.	.	
	4	.	.	.	.	.	.	.	
	3	.	.	.	.	.	.	.	
	2	.	.	.	.	.	.	.	
	1	.	.	.	.	.	.	.	
	Re-test after 3 to 6 months								

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	.	.	.	.	.	.	.	
	12	.	.	.	.	.	.	.	
	11	.	.	.	.	.	.	.	
	10	.	.	.	.	.	.	.	
Average development	9	.	.	.	.	.	.	.	
	8	.	.	.	.	.	.	.	
	7	.	.	.	.	.	.	.	
	6	.	.	.	.	.	.	.	
	5	.	.	.	.	.	.	.	
	4	.	.	.	.	.	.	.	
	3	.	.	.	.	.	.	.	
	2	.	.	.	.	.	.	.	
	1	.	.	.	.	.	.	.	
	Re-test after 3 to 6 months								

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	.	.	.	.	.	.	.	
	12	.	.	.	.	.	.	.	
	11	.	.	.	.	.	.	.	
	10	.	.	.	.	.	.	.	
Average development	9	.	.	.	.	.	.	.	
	8	.	.	.	.	.	.	.	
	7	.	.	.	.	.	.	.	
	6	.	.	.	.	.	.	.	
	5	.	.	.	.	.	.	.	
	4	.	.	.	.	.	.	.	
	3	.	.	.	.	.	.	.	
	2	.	.	.	.	.	.	.	
	1	.	.	.	.	.	.	.	
	Re-test after 3 to 6 months								

## Interpretation of the scores

### Scaled Scores

Scaled Scores range from 1 – 19 with a mean of 10 and a standard deviation of 3. They are interpreted as follow:

Table 6. Interpretation of the Scaled Scores

Scaled Score	Interpretation
1 - 3	Suggest significant delay in overall development
4 - 6	Suggest slight delay in overall development
7 - 13	Average development
14 - 16	Suggest slightly advanced development
17 - 19	Suggest highly advanced development

### Deriving the Standard Score or Development Index

Add the Scaled Score of each of the seven domains. This is called the sum of the Scaled Scores. Theoretically the sum cannot be less than 7 or more than 133. Refer to the Table of Standard Scores below. Locate the Sum of Scaled Scores that you arrived at, and then find the corresponding Standard Score for this which is printed in the column labelled “Standard Scores

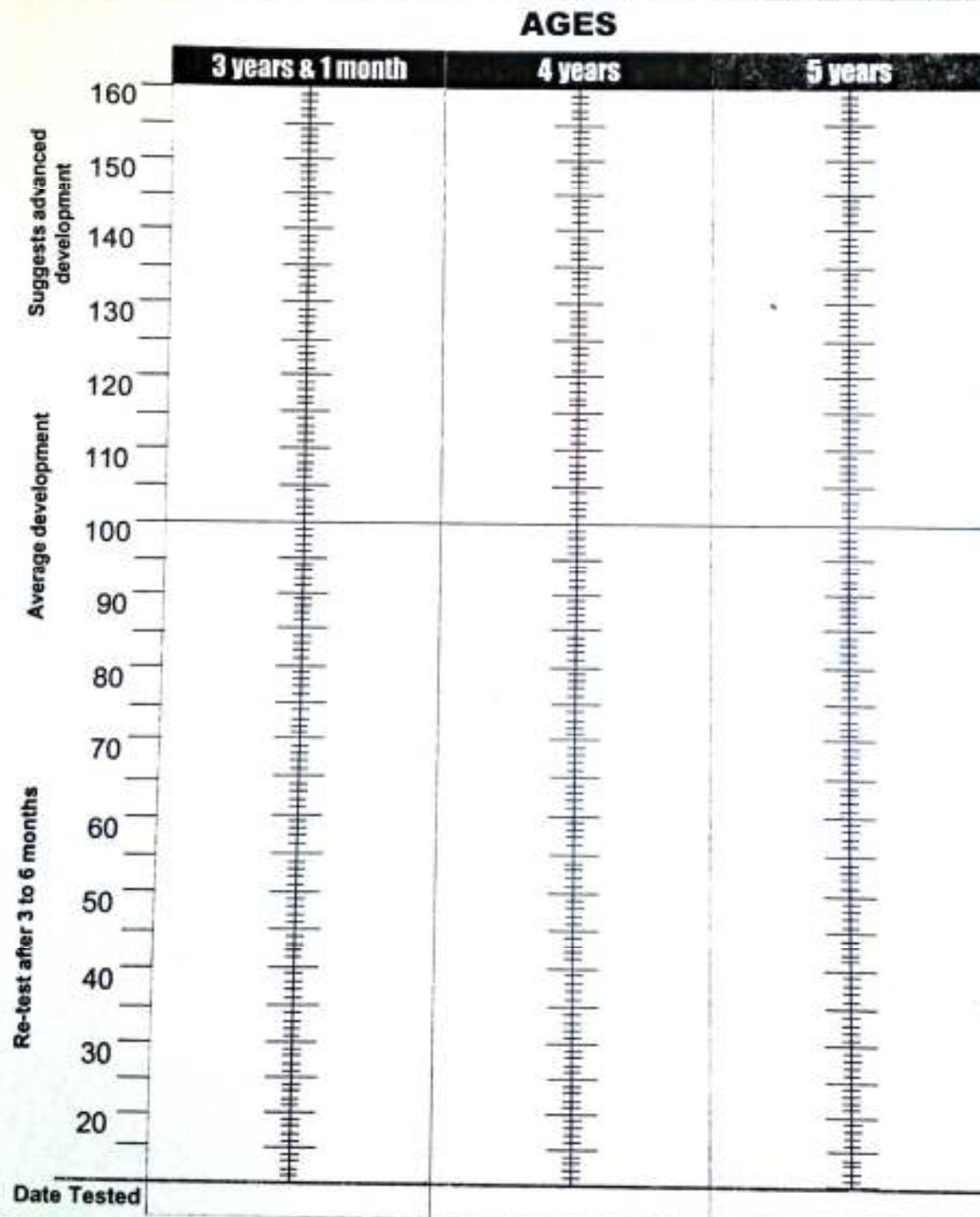
## Standard Score Equivalent of Sum of Scaled Scores Table

### Child's Recod 2

Sum of Scaled Scores	Standard Scores	Sum of Scaled Scores	Standard Score
29	37	64	88
30	38	65	89
31	40	66	91
32	41	67	92
33	43	68	94
34	44	69	95
35	45	70	97
36	47	71	98
37	48	72	100
38	50	73	101
39	51	74	103
40	53	75	104
41	54	76	105
42	56	77	107
43	57	78	108
44	59	79	110
45	60	80	111
46	62	81	113
47	63	82	114
48	65	83	116
49	66	84	117
50	67	85	119
51	69	86	120
52	70	87	122
53	72	88	123
54	73	89	124
55	75	90	126
56	76	91	127
57	78	92	129
58	79	93	130
59	81	94	132
60	82	95	133
61	84	96	135
62	85	97	136
63	86	98	138

## 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.



Standard Scores have a mean of 100 and a standard deviation of  $\pm 15$ . They are interpreted as follows:

**Interpretation of Standard Score or Development Index**

Standard Score	Interpretation
69 and below	Suggest significant delay in overall development
70 - 79	Suggest slight delay in overall development
80 - 119	Average overall development
120 - 129	Suggests slightly advanced development
130 and above	Suggest highly advanced development



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. behaviour / health / etc.)

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Family environment (ex. Health of family members / family problems / economic conditions/etc.)

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Parents' stimulating activities for the child (What are the activities / things that the parents do to help stimulate the child's development?)

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Home environment (ex. Facilities / type of house / household items / interaction / etc.)

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Others

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