

AGE-BASED CRITERION-REFERENCED DEVELOPMENTAL LEVELS

Name		Date of Birth	
Age		Date of Eval	
+ = intact ✓ = partial – = absent			
Gross Motor	Fine Motor / Adaptive	Language / Adaptive Play	Personal / Social
Kicks ball forward	Builds tower of 4 blocks	Names one picture and can say usage	Imitates housework and other home chores
Throws ball overhand	Unscrews top of bottle	Combines two different words meaningfully	Uses spoon and spills little Attempts fork Eats independently
Balances on one foot for one second	Dumps chips from bottle after demonstration	Points to one named body part	Helps put therapy/classroom toys back as requested
Jumps in place	Dumps chips from bottle spontaneously	Can enter into and/or initiate imaginative play	Frustration tolerance Acceptance of corrections
Pedals tricycle	Imitates a vertical line within 30°	Follows 1-step direction in 2/3 trials Demonstrates ability to complete work independently	Demonstrates self-calming abilities and/or responds within a reasonable time to being comforted
Broad jump (Note responses to being on small trampoline – how easily do feet leave the surface, energy level, stability patterns, etc.)	Tower of 8 blocks In-hand manipulation of toys (Note clumsiness/ease, level of interest, does the child make a design, match colors as needed, etc.)	Uses plurals (Note sentence construction and communication) Uses simple phrases beginning sentences, can explain what he is doing within a task/play etc.	Initiates or shows interest in tying, zipping, snapping, buttons, etc. Puts on clothing Removes coat (as applicable)
Walks a tape line on the floor 5-6 feet long	Imitates bridge	Gives first and last name	Washes and dries hands (Note personal hygiene/bathroom needs)
Walks a balance beam 5-feet long (low or on floor – 2x4 beam)	Copies 0 Copies +	Spontaneously enters into play with others	Response to structure (in class, therapy, etc.)
Hops on one foot (Note ability level)	Moves across page L-R Crosses midline of body: spontaneously, imitated or cued	Understands hot, cold, tired, hungry, in, out, under and can give opposites of these	Plays interactive gross-motor games, e.g. tag, tug-of-war, musical chairs, etc Shows understanding of personal space
Catches large playground ball 2/3 trials	Selects the longest of three similar lines Can connect dots	May have favorite toy but is able to play with other items as well	Follows directions of teacher Follows routines in the classroom
Heel-toe walking forward (Note any toe walking)	Initiates drawing a person 2/3 parts	Names basic colors: red, blue, green, yellow	Transitions with assistance as needed
Visually tracks balloon and can "hit" it while it is in air	Can select items same and different	Demonstrates emerging problem solving in play	Separates from mother easily (or (✓) is hesitant or (–) clings)
Wheelbarrow walks 3-5 feet (Note fatigue level, co-contraction stability, etc.)	Scans left to right all visual samples	Can repeat 2-3 numbers or letters sequentially	Can play with new peers w/ minimal intervention Shares toys etc.
Imitates a posture	Cuts paper	Verbalizes needs	Activity level + (h) ✓ (l) – (n)

Based on the Denver Developmental. PEER, DAP, Peabody and other tests –checklist developed by Susan N. Schriber Orloff, OTR/L © 2000 revised 2009