



Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY

September 8, 2021

DIVISION MEMORANDUM
NO. 237 s. 2021

**IMPLEMENTATION OF REVISED PHILIPPINES EARLY CHILDHOOD
DEVELOPMENT (PECD) ASSESSMENT CHECKLIST**

To : Curriculum Implementation Division Chief
Public Schools District Supervisors
Public and Private School Heads
All Others Concerned

1. Corollary to the provisions of DM-CI-00080, dated May 25, 2020 entitled "Reiterating the age qualification of Kindergarten Learners as Provided for in DepEd Order No 20, s. 2018 and Guidelines on the Administration of the Philippine Early Childhood Development Assessment Checklist for school year (SY) 2020-2021 in light of COVID-19 Pandemic, this seeks to harmonize existing school Guidelines on the Administration of the Philippine Early Childhood Development Assessment Checklist, with the revised PECD for more effective and efficient implementation of Guidelines on the Administration of the Revised Philippines Early Childhood Development Assessment Checklist.
2. All school existing Guidelines on the Administration of the Philippine Early Childhood Development Assessment Checklist inconsistent with the memorandum are rescinded. These guidelines shall be implemented to School year 2021-2022 unless sooner repealed, amended or rescinded.
3. For more information, please contact the Curriculum Implementation Division, c/o Santiago L. Bugtong, Division Focal Person for Kindergarten Program, Santiago.bugtong@Deped.gov/CP#09393466319.
4. Immediate dissemination of and compliance with this memo is desired.


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Schools Division Superintendent

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

Child's Name: _____ 	Date of Exam (yy/mm/dd) _____ Date of Birth (yy/mm/dd) _____ Age of Child: _____ Handedness: Right ___ Left ___ Both _____ None yet: _____
Address: _____ <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 10%;"> Brgy City </div> Province	Birth Order: 1st Child ___ 2nd ___ 3rd ___ Others ___
Parent's Name: _____	Educational Attainment: _____
Occupation: _____	Age of mother when she had the child: _____
Occupation of Spouse(If applicable)	Number of Children: _____

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

	GROSS MOTOR	MATERIALS/PROCEDURE	PRESENT	COMMENTS
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> Parental report will suffice.		
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> Parental report will suffice.		
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> Parenting report will suffice.		
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> Parental report will suffice.		
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>		

	GROSS MOTOR	MATERIALS/PROCEDURE	PRESENT	COMMENTS
		<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	Parental report will suffice.		
		TOTAL SCORE		

FINE MOTOR DOMAIN

	FINE MOTOR	MATERIALS/PROCEDURE	PRESENT	COMMENTS
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 <i>This must be elicited by the interviews</i>		
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> <i>This must be elicited by the interviews.</i>		
6.	Unscrews lid of container or unwraps food	MATERIALS: Container with screw-on top or wrapped candy. <i>This must be elicited by the interviews.</i>		

	FINE MOTOR	MATERIALS/PROCEDURE	PRESENT	COMMENTS
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. Continuous spiral motions are not credited.</i>		
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>		
		TOTAL SCORE		

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

	SELF-HELP	MATERIALS/PROCEDURE	PRESENT	COMMENTS
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>		
Bathing sub-domain				
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>		
		SCORE	TOTAL	

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>		
		TOTAL SCORE		

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)	<i>Parental report will suffice.</i>		
3.	Uses 2-3 words verb-noun combinations (e.g. hingi gatas)	<i>Parental report will suffice.</i>		
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	<i>Parental report will suffice.</i>		
6.	Asks "what" questions	<i>Parental report will suffice.</i>		

	EXPRESSIVE LANGUAGE	MATERIALS/PROCEDURE	PRESENT	COMMENTS
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

	COGNITIVE	MATERIALS/PROCEDURE	PRESENT	COMMENTS
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.	Matches 2 – 3 colors	MATERIALS: 3 pairs of crayons (blue, red, yellow) PROCEDURE: 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		

	COGNITIVE	MATERIALS/PROCEDURE	PRESENT	COMMENTS
		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.	Names 4 – 6 colors	MATERIALS: 6 papers of different colors PROCEDURE: Ask the child, "What color is this?" <i>Credit if.</i>		
	COGNITIVE	MATERIALS/PROCEDURE	PRESENT	COMMENTS

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	PRCEDURE: 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		
		TOTALSCORE		

SOCIAL-EMOTIONAL DOMAIN

	SOCIAL- EMOTIONAL	MATERIALS/PROCEDURE	PRESENT	COMMENTS
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>		
	SOCIAL- EMOTIONAL	MATERIALS/PROCEDURE	PRESENT	COMMENTS
	using terms like "po" and "opo"			

9.	Shares toys with others	Parental report will suffice		
10.	Imitates adult activities (e.g., cooking, washing)	Parental report will suffice		
11.	Identifies feelings in others	<i>Credit if the child can tell when the caregiver is feeling happy, sad, worried, etc. Parental report will suffice</i>		
12.	Appropriately uses cultural gestures of greeting without much prompting (e.g., mano, bless, kiss, etc.)	Parental report will suffice		
13.	Comforts playmates/siblings in distress	Parental report will suffice		
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.)	Parental report will suffice		
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	Parental report will suffice		
18.	Asks permission to play with toy being used by another	Parental report will suffice		
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)	Parental report will suffice		
21.	Can talk about difficult feelings (e.g., anger, sadness, worry) he experiences.	Parental report will suffice		
22.	Honors a simple bargain with caregiver (e.g., can play outside only after cleaning / finishing his room)	Parental report will suffice		
23.	Watches responsibly over younger siblings/family members	Parental report will suffice		
24.	Cooperates with adults and peers in group situations to minimize quarrels and conflicts	Parental report will suffice		
		TOTAL SCORE		

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	-	-
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: _____										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	.	.	.	.	.	.
	4	.	.	.	.	.	.	.	.		4	.	.	.	.	.	.	.	.	.			4	.	.	.	.	.	.
	3	.	.	.	.	.	.	.	.		3	.	.	.	.	.	.	.	.	.			3	.	.	.	.	.	.
	2	.	.	.	.	.	.	.	.		2	.	.	.	.	.	.	.	.	.			2	.	.	.	.	.	.
	1	.	.	.	.	.	.	.	.		1	.	.	.	.	.	.	.	.	.			1	.	.	.	.	.	.
	Re-test after 3 to 6 months	1	.	.	.	.	.	.	.	.		1	.	.	.	.	.	.	.	.			1	.	.	.	.	.	.

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

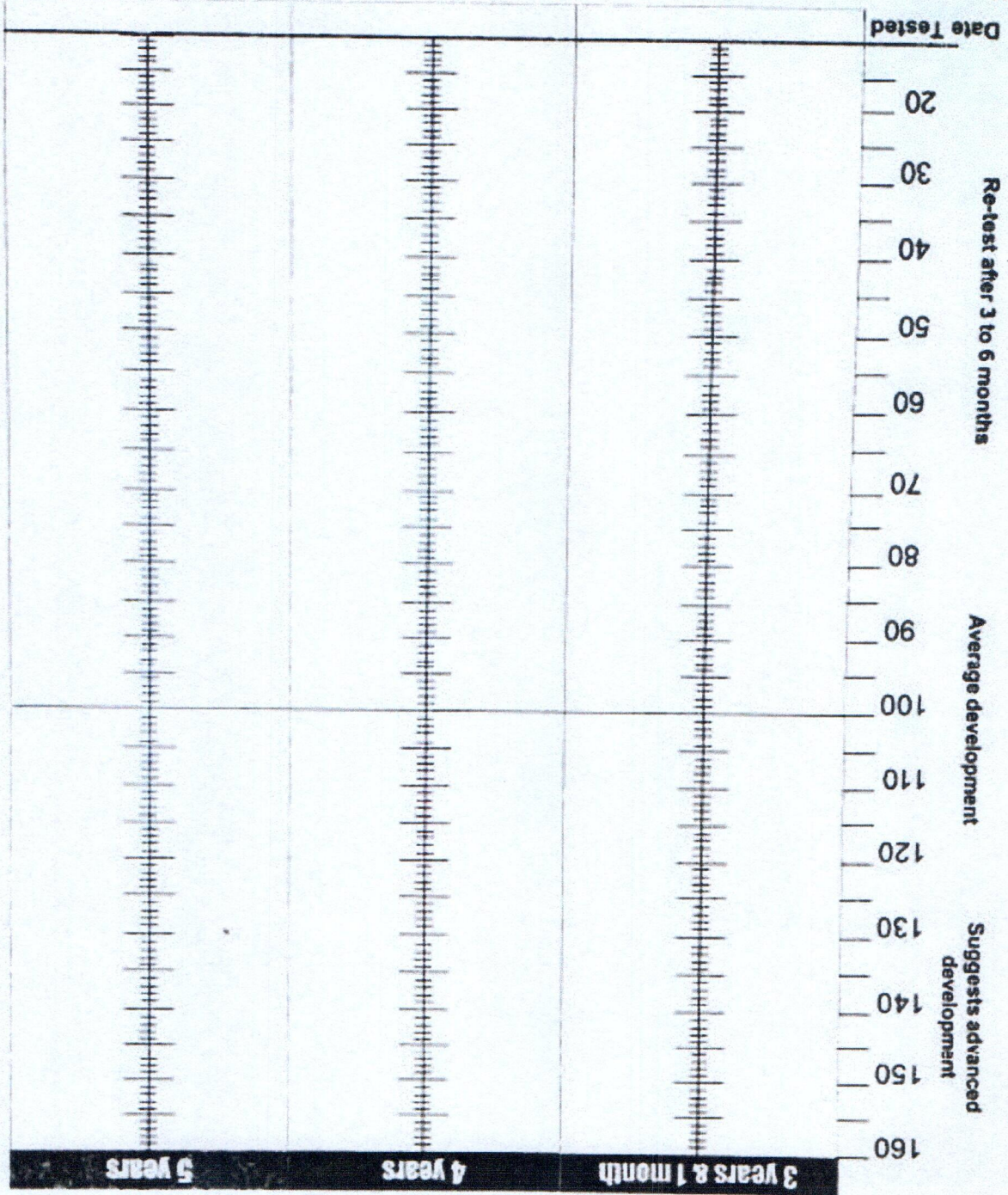
Scaled Score	Interpretation
1 - 3	Suggest significant delay in overall development
4 - 6	Suggest slight delay in overall development
7 - 13	Average development
14 - 16	Suggest slightly advanced development
17 - 19	Suggest highly advanced development

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 Record 2

Sum of Scaled Scores	Standard Scores	Sum of Scaled Scores	Standard Scores
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 ± 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.)

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



Republic of the Philippines
 Department of Education
 Cordillera Administrative Region
 SCHOOLS DIVISION BAGUIO CITY
 District _____
ELEMENTARY SCHOOL
 _____, Baguio City



Philippine Early Childhood Development (ECD) Checklist

S.Y. 2021 – 2022

Socio-Demographic Profile

LRN: _____

Name: _____
Last Name First Name Middle Name

Sex: Male Female **Date of Birth:** _____
mm – dd – yyyy

Address: _____
Barangay Municipality Province Region

Child's Handedness: Right Left Not Yet Established

Father's Name: _____ **Father's Age:** _____
Last Name First Name Middle Name

Father's Occupation: _____ **Father's Educational Attainment:** _____

Mother's Name: _____ **Mother's Age:** _____
Last Name First Name Middle Name

Mother's Occupation: _____ **Mother's Educational Attainment:** _____

Child's Number of Siblings: _____ **Child's Birth Order (1st, 2nd, 3rd, etc.):** _____

	1 st Assessment BOSY			2 nd Assessment EOSY		
	yyyy	mm	dd	yyyy	mm	dd
Date of Assessment						
Child's Date of Birth						
Age						

INTREPRETATION	
1 st Assessment	
2 nd Assessment	

DOMAINS	SEPTEMBER 2021		JUNE 2021	
	RAW SCORE	SCALED SCORE	RAW SCORE	SCALED SCORE
Gross-Motor (13)				
Fine Motor (11)				
Self-Help (27)				
Receptive Language (5)				
Expressive Language (8)				
Cognitive (21)				
Socio- Emotional (24)				
Sum of Scaled Score			Sum of Scaled Score	
Standard Score			Standard Score	

STANDARD SCORE	INTEPRETATION
69 and below	Suggest Significant Delay in Overall Development (SSDIOD)
70-79	Suggest Slight Delay in Overall Development (SSDOD)
80-119	Average Overall Development (AOD)
120-129	Suggest Slightly Advanced Development (SSAD)
130 and above	Suggest Highly Advanced Development (SHAD)

ATTENDANCE												
Months	S E P	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	TO TAL
No. of School Days												
No. of School Days Present												
No. of Times Tardy												

This is to certify that _____ has completed the Kindergarten Curriculum during the School Year 2021-2022. He/ She is eligible for Grade 1.

_____ Class Adviser _____ School Head

Mga Magulang,

Ang Philippine Early Childhood and Development (ECD) Checklist (Form 2) ay nagtataglay ng mga kakayahan, ugali at kaalaman ng mga batang 3 taon hanggang 5.11 taon. Ito ay maaaring gamiting gabay sa pagkilala ng inyong anak at sa kalaunan ay makagawa ng angkop na pag-aalaga, pagtuturo at paggabay sa kanilang pagpapalaki at pag-unlad. Maglagay ng tsek (✓) sa kahon kung ang kakayahan, ugali at kaalaman ay naroroon o naaabserbahan sa bata at gitling (-) naman kung ang kakayahan, ugali at kaalaman ay wala pa o hindi naaabserbahan sa bata. Bilangin ang may tsek (✓) sa bawat domain at isulat ang bilang sa Total Score.

GROSS MOTOR DOMAIN		BoSY	EoSY
1	Nakakaakyat sa upuan o iba pang maakyatang bagay/kasangkapan gaya ng kama o anu pang maakyatang walang tumutulong.		
2	Nakakalakad nang paatras		
3	Nakatatakbo nang hindi nadadapa		
4	Nakabababa sa hagdan ng dalawang paa sa bawat hakbang na nakahawak ang isang kamay sa gabay ng hagdanan.		
5	Nakakaakyat ng hagdan na salitan ang mga paa na hindi humahawak sa gabay ng hagdan.		
6	Nakakababa ng hagdan na salitan ang mga paa na hindi na humahawak sa gabay ng hagdan.		
7	Nakabababa sa hagdan nang salitan ang mga paa at hindi humahawak sa gabay ng hagdanan		
8	Naigagalaw ang bahagi ng katawan na tinutukoy		
9	Nakatatalon		
10	Naihahagis ang bola nang paitaas na may direksyon		
11	Nakalulundag nang isa hanggang tatlong beses gamit ang mas gustong paa		
12	Nakatatalon at nakaiikot		
13	Nakasasayaw nang may pinaparisan o tinutularan/nakalalahok sa mga gawaing ukol sa kilos o galaw na para sa grupo		
TOTAL SCORE			

FINE MOTOR DOMAIN		BoSY	EoSY
1	Nagagamit ang lahat ng limang daliri sa kamay upang makuha ang pagkain/laruan na nakalagay sa patag na espasyo		
2	Nakukuha ang mga bagay gamit ang hinlalaki at hintuturo		
3	Naipakikita ang gustong kamay na laging ginagamit		
4	Nalalagay/natatanggal ang mga maliit na bagay mula sa lalagyan		
5	Nahahawakan ang krayola nang nakatikom ang mga daliri sa palad		
6	Natatanggal ang takip ng bote/lalagyan o inalis ang mga balot ng mga pagkain		
7	Nakaguguhit nang kusa		
8	Nakaguguhit nang patayo at pahalang na linya		
9	Nakaguguhit ng hugis bilog		
10	Nakaguguhit ang larawan ng tao (Ulo, mata, katawan, braso, kamay o paa)		
11	Nakaguguhit ng bahay gamit ang iba't-ibang uri ng hugis (parisukat, tatsulok)		
TOTAL SCORE			

SELF HELP		BoSY	EoSY
1	Nakakakain ng mga pagkaing nakakamay (gaya ng biskwit at tinapay)		
2	Nakakakain gamit ang mga daliri para makakain ng kanin at ulam nang may natatapon		
3	Nakakakain gamit ang kutsara nang may natatapon na pagkain		
4	Nakakakain gamit ang mga daliri nang walang natatapon na pagkain		
5	Nakakakain gamit ang kutsara nang walang natatapon na pagkain		
6	Nakakakain nang hindi na sinusubuan sa tuwing kakain		
7	Nakahahawak ng baso/tasa para sa pag-inom nang may tulong		
8	Nakaiinom sa baso nang may natatapon		
9	Nakaiinom sa baso nang walang umaalalay		
10	Nakakukuha ng inumin nang mag-isa		
11	Naisasalin sa baso ang inumin mula sa pitsel nang walang natatapon		
12	Nakapaghahanda ng sariling pagkain/meryenda		
13	Nakapaghahanda ng pagkain para sa nakababatang kapatid/ibang miyembro ng pamilya		
14	Nakikipagtulungan kung binibihisan (hal. Itinataas ang mga kama at paa)		
15	Nakapaghuhubad ng sariling shorts na may garter		
16	Nakapaghuhubad ng sariling sanda		
17	Nakapagbibihis nang sarili na walang tulong, maliban sa pagbubutones at pagtatali		
18	Nakapagbibihis nang sarili na walang tulong kasama ang pagbubutones at pagtatali		
19	Nagsasabi sa nakatatanda pagkatapos lamang makaihi o makadumi sa kaniyang shorts.		
20	Nagsasabi sa nakatatanda kapag kailangan umihi o dumumi upang makapunta sa tamang lugar (C.R).		
21	Nakapupunta sa tamang lugar upang umihi o dumumi ngunit minsan ay naihi at nadudumi pa rin sa shorts		
22	Nakapupunta sa tamang lugar upang umihi o dumudumi at hindi na ito ginagawa sa kaniyang shorts o pambabang kasuotan		
23	Napupunasan/hililinis ang sarili pagkatapos dumumi		
24	Nakikipagtulungan kung pinapaliguan (hal. kinukusok ang mga braso)		
25	Nahuhugasan ang kamay nang walang tulong		
26	Nakapaghihilamos nang walang tulong		
27	Nakaliligo nang walang tulong		
TOTAL SCORE			

RECEPTIVE LANGUAGE		BoSY	EoSY
1	Naituturo ang miyembro ng pamilya kapag ipinagawa		
2	Naituturo ang limang bahagi ng katawan kapag ipinagawa		
3	Naituturo ang limang napangalanang larawan ng mga bagay kapag ipinagawa		
4	Nakasusunod sa isang hakbang na panuto na mayroong simpleng pang-ukol (halimbawa: sa sa mga, para sa/kay)		
5	Nakasusunod sa dalawang hakbang na panuto na mayroong simpleng pang-ukol (halimbawa: kunin ang bola sa ilalim ng upuan at ibigay kay nanay)		
TOTAL SCORE			

EXPRESSIVE LANGUAGE		BoSY	EoSY
1	Nakagagamit ng 5-20 na nakikilalang salita (halimbawa: mama, papa, etc)		
2	Nakagagamit ng panghalip (hal. ako, ikaw, siya)		
3	Nakagagamit ng 2-3 kombinasyon ng pandiwa-pangngalan (hal. hingi ng gatas)		
4	Napapangalanan ang mga bagay sa isang larawan (hal. larawan ng bola, nasasabi ng bata na ito ay bola)		
5	Nakapagsasalita nang tama 2-3 salita sa tamang pangungusap		
6	Nakapagtatlong ng mga "ano" na tanong		
7	Nakapagtatlong ng "sino" at "bakit" na tanong		
8	Naikukuwento ang karanasan (kapag tinatanong / dinidiktahan) nang naayon sa pagkakasunod-sunod na pangyayari gamit ang mga salitang tumutukoy sa pangnakaran (past-tense)		
TOTAL SCORE			

COGNITIVE DOMAIN		BoSY	EoSY
1	Nakikita ang direksyon ng nahuhulog na bagay.		
2	Nahahanap ang mga bagay na bahagyang nakatago.		
3	Nagagaya ang mga kilos na nakakakita pa lamang.		
4	Naibibigay ang mga bagay ngunit hindi ito binibitawan.		
5	Nahahanap ang mga bagay na lubusang nakatago.		
6	Nakakapaglaro ng kunwari-kunwarian (hal. Pagpapakain at pagpapatulog ng manika)		
7	Napagtutugma ang mga bagay		
8	Napagtutugma ang 2-3 kulay		
9	Napagtutugma ang mga larawan		
10	Nahihwalay ang mga bagay batay sa hugis		
11	Nahihwalay ang mga bagay ayon sa 2 katangian (hal. Laki at hugis).		
12	Naisasayos ang mga bagay mula sa pinakamaliit hanggang sa pinakamalaki.		
13	Napapangalanan ang 4-6 na kulay.		
14	Nagagaya ang mga hugis		
15	Napapangalanan ang hayop o gulay kapag tinatanong.		
16	Nasasabi ang mga gamit na karaniwang ginagamit sa bahay		
17	Nabubuo ang simpleng puzzle		
18	Naiintindihan ang magkasalungat na mga salita sa pamamagitan ng pagkumpleto ng pangungusap. (hal. Ang aso ay malaki ang daga ay _____).		
19	Naituturo ang kaliwa at kanang bahagi ng katawan.		
20	Nasasabi kung ano ang mali sa larawan		
21	Napagtutugma ang malalaki at maliit na letra		
TOTAL SCORE			

SOCIO-EMOTIONAL DOMAIN		BoSY	EoSY
1	Natutuwang nanonood sa mga ginagawa ng tao o hayop sa malapit na lugar		
2	Lumalapit sa mga hindi kakilala ngunit sa una ay maaaring maging mahiyain o hindi mapalagay		
3	Nakapaglalaro mag-isa ngunit gustong malapit sa pamilya na nakakatanda o kapatid		
4	Tumatawa/ kinikilig nang malakas sa paglalaro		
5	Nakapaglalaro ng "bulaga"		
6	Napapagulong ang bola sa kalaro o tagapag-alaga		
7	Naaakap ang mga laruan		
8	Nagpapakita ng respeto sa nakakatanda gamit ng "PO" at "OPO"		
9	Pinahihiram ang sariling laruan sa iba.		
10	Ginagaya ang mag ginagawa ng mga nakatatanda (hal. Pagluluto, Paghuhugas).		
11	Natutukoy at nasasabi ang nararamdaman sa kapwa		
12	Gumagamit ng mga kilos na nararapat sa kultura na hindi na hinihiling/dinidiktahan (hal. Pagmamano, paghalik).		
13	Inaalii ang mga kalaro o mga kapatid na may problema		
14	Nagpupursige kung may problema o hadlang sa kanyang gusto.		
15	Tumutulong sa mga gawaing pambahay (hal. Nagpupunas ng mesa, nagdidilig ng mga halaman).		
16	Interesado sa kanyang kapaligiran ngunit alam kung kailan kailangang huminto sa pagtatanong.		
17	Marunong maghintay (hal. Sa paghuhugas ng kamay, sa pagkuha ng pagkain).		
18	Humihingi ng permiso na laruin ang laruan ng ginagamit ng ibang bata.		
19	Binabantayan ang mga pag-aari ng may determinasyon.		
20	Gumagamit ng mga kilos na nararapat sa kultura na hindi na hinihiling/dinidiktahan (hal. Pagmamano, paghalik).		
21	Naikukuwento ang mga mabigat na nararamdaman (hal. Galit, lungkot).		
22	Tinatanggap ang isang kasunduang ginawa ng tagapag-alaga (hal. Liinis muna ang kuwato bago maglagro sa labas).		
23	Responsableng nagbantayan sa mga nakababatang kapatid/miyembro ng pamilya.		
24	Nakikipagtulungan sa mga nakatatanda at nakababata sa anumang sitwasyon upang maiwasan ang bangayan.		
TOTAL SCORE			