Example Taxonomy Observation Checklists to copy and paste

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| **Puzzle Type Development & Skill Checklist** | |
|  | One piece puzzle with single target space (simple shape) |
|  | One piece puzzle with single target space (more complex shape) |
|  | Few piece puzzle with separate target spaces (simple shape) |
|  | Several piece puzzle with separate target spaces (simple shapes) |
|  | Few piece puzzle with separate target spaces (more complex shape) |
|  | Few piece loose connecting pieces in frame that make picture |
|  | Several piece loose connecting pieces in frame that make picture |
|  | Few piece interlocking puzzle that makes picture (2-4 pieces) |
|  | Several piece interlocking puzzle that makes picture (5-8 pieces) |
|  | Many piece interlocking puzzle that makes picture (10 or more pieces) |

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| **Puzzle Use Development & Skill Checklist** | |
|  | Randomly explores pieces (does not attempt to put in tray – scatters, throws, etc) |
|  | Sensorily explores pieces (observes, shakes, bangs, feels, puts in mouth, etc) |
|  | Attempts to put pieces in frame but unsuccessful |
|  | Intentionally attempts to put piece(s) in frame using trial and error (unsuccessfully or partially successful) |
|  | Successfully puts piece(s) in frame using trial and error |
|  | Successfully puts piece(s) in frame without need for trial and error |

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| **Language Development & Skill Checklist** | |
|  | Coos in serve and return attempts while exploring materials and interacting with others |
|  | Babbles while exploring materials and interacting with others |
|  | Babbles with meaningful intonation |
|  | Uses holophrases (single word statements) while exploring materials and interacting with others |
|  | Uses simple two-word sentences (telegraphic speech) while exploring materials and interacting with others |
|  | Uses simple complete sentences while exploring materials and interacting with others |

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| **Vocabulary Complexity Development & Skill Checklist** | |
|  | Coos in serve and return attempts while exploring materials and interacting with others |
|  | Babbles while exploring materials and interacting with others |
|  | Babbles with meaningful intonation (exclamatory, demand, question, declarative) |
|  | Holophrases made up of single syllable words |
|  | Holophrases made up of multiple syllable words |
|  | Two word or telegraphic statement are made up of mostly single syllable words |
|  | Two word or telegraphic statement mostly multi syllable words |
|  | Simple complete sentences mostly single syllable words |
|  | Simple complete sentences mostly multi syllable words |

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| **Vocabulary Usage Development & Skill Checklist** | |
|  | Coos in serve and return attempts while exploring materials and interacting with others |
|  | Babbles while exploring materials and interacting with others |
|  | Babbles with meaningful intonation (exclamatory, demand, question, declarative) |
|  | Holophrase made up of common objects/people or action or possessives |
|  | Uses simple two-word sentences (telegraphic speech) made up of common objects/people or action or possessives |
|  | Two word or telegraphic statement mostly multi syllable words |
|  | Simple complete sentences describe common objects/people, actions, and/or possessives |
|  | Using more/advanced adjectives and adverbs to describe |

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| **Object Permanence Development & Skill Checklist** | |
|  | Looks at the object or space |
|  | Visually tracks objects for short open space |
|  | Visually tracks objects for longer open space |
|  | Visually tracks objects in clear container or container with full visual contact |
|  | Visually tracks objects in container with brief visual interruptions |
|  | Finds object out in the open and isolated |
|  | Finds object out in the open among other objects |
|  | Finds object clearly visible in clear container |
|  | Finds object partially hidden |
|  | Finds object fully hidden but immediately hidden in presence of child |
|  | Finds object fully hidden but a little time passed since hidden in presence of child |
|  | Finds object fully hidden where lifting simple cover is necessary (blanket, flap, etc) |
|  | Finds object fully hidden lifting somewhat challenging cover (box top, turn top) |
|  | Finds object fully hidden with challenging cover (latch or turn knob) |
|  | Finds object when hidden in a drawer with window or hole (full visual or visual interruption) |
|  | Finds object when fully hidden in drawer with no visual |
|  | Uses sensory or context clues to find a partially hidden object |
|  | Uses sensory or context clues to find a fully hidden object |

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| **Target Experience Development & Skill Checklist** | |
|  | Random motor exploration of the objects (scatter them about, push them around, bang & throw) |
|  | Explore objects with senses (observe, shake, put in mouth, etc) |
|  | Puts item toward or on the target but does not make the target |
|  | Successfully puts large object in wide mouth target |
|  | Successfully puts large object in appropriate sized opening or target |
|  | Successfully puts medium size object in appropriate sized opening or target |
|  | Successfully puts medium sized simple shape in appropriate sized opening or target of the same shape |
|  | Successfully puts small sized simple shape in appropriate sized opening or target of the same shape |
|  | Successfully puts medium sized complex or detailed shape in appropriate sized opening or target of the same shape (ex: large toy keys in keyhole) |
|  | Successfully puts small sized complex or detailed shape in appropriate sized opening or target of the same shape (ex: large toy keys in keyhole) |

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| **Cause & Effect (busy box) Development & Skill Checklist** | |
|  | Observes the cause & effect toy |
|  | Random motor exploration of the cause and effect toy (push around, hit, bang) |
|  | Explores cause and effect toy with other senses |
|  | Pushes down one to few pop up characters or parts through imitation |
|  | Intentionally pushes down few or some pop up characters or parts of cause and effect toy that the adult has popped up through trial and error |
|  | Intentionally pushes down all of the pop up characters or parts of cause and effect toy that the adult has popped up through trial and error |
|  | Causes one to few pop up characters to pop up or features to work through imitation |
|  | Intentionally causes one or two of the pop up characters or features to work on simple cause and effect toy |
|  | Intentionally causes few or some of the pop up characters or features to work on simple cause and effect toy |
|  | Intentionally causes all of the pop up characters or features to work on simple cause and effect toy |
|  | Intentionally causes all of the pop up characters or features to work on complex complex cause and effect toy |
|  | Intentionally causes all of the pop up characters or features to work on simple cause and effect toy that has multiple steps to make each feature work |
|  | Intentionally causes all of the pop up characters or features to work on complex cause and effect toy that has multiple steps to make each feature work |
|  | Intentionally cause all of the pop up characters or features to work with ease without trial and error |

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| **Stacking & Nesting Development & Skill Checklist** | |
|  | Random motor exploration of the objects (scatter them about, push them around, bang & throw) |
|  | Explore objects with senses (observe, shake, put in mouth, etc) |
|  | Randomly stacks larger objects |
|  | Randomly stacks smaller objects |
|  | Partial stacks objects through imitation |
|  | Partially nests objects through imitation |
|  | Stacks larger objects with some of the pieces in accurate order with trial and error |
|  | Nests larger objects with some of the pieces accurately with trial and error |
|  | Stacks smaller objects with some pieces in accurate order with trial and error |
|  | Nests smaller objects with some of the pieces accurately with rial and error |
|  | Stacks larger objects with all pieces in accurate order with trial and error |
|  | Nests larger objects with all of the pieces accurately with trial and error |
|  | Stacks smaller objects with all pieces in accurate order with trial and error |
|  | Nests smaller objects with some of the pieces accurately with trial and error |
|  | Seems to stack all objects accurately with ease and without trial and error |
|  | Seems to nest all objects accurately with ease and without trial and error |

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| **Matching & Sorting Development & Skill Checklist** | |
|  | Random motor exploration of the objects (scatter them about, push them around, bang & throw) |
|  | Explore objects with senses (observe, shake, put in mouth, etc) |
|  | Observes adult or other match object |
|  | Matches one object through imitation |
|  | Matches a simple object by one attribute with another through trial and error |
|  | Sorts a few simple objects by one attribute with another through trial and error |
|  | Matches some simple objects by one attribute with another through trial and error |
|  | Matches some simple objects by two simple attributes with another through trial and error |
|  | Sorts a few simple objects by two attributes with another through trial and error |
|  | Matches some simple objects by multiple simple attributes with another through trial and error |
|  | Sorts some simple objects by multiple simple attributes with another through trial and error |
|  | Matches simple objects with ease and without the need for trial and error |
|  | Sorts objects with single attribute with ease and does not seem to need trial and error |

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| **Riding Toys Development & Skill Checklist** | |
|  | Observes the riding toy |
|  | Random motor exploration (hitting, pushing, etc) |
|  | Climbs on riding toy but does not mount correctly |
|  | Mounts riding toy accurately |
|  | Sits and rocks and bounces on riding toy but does not cause it to move |
|  | Pushes with feet for small distance |
|  | Pushes with feet for appropriate distance |
|  | Attempts to pedal with a little success through trial and error |
|  | Pedals accurately for a little bit of distance |
|  | Pedals accurately for appropriate distance |

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| **Development & Skill Checklist Title: Second Language Development** | |
|  | Speaks only in home language |
|  | Silent observer |
|  | Early production – one word or repeats works |
|  | Early production - telegraphic |
|  | Early production – formulaic speech |
|  | Speech emergence – simple phrases |
|  | Speech emergence- complex phrase |
|  | Speech emergence- simple sentence |
|  | Intermediate fluency – complex complete sentence |
|  | Intermediate fluency- increased complexity with adverbs and adjectives |
|  | Advanced fluency- very complex sentences strung together to share complex ideas |

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| **Development & Skill Checklist Title: Sentence Complexity** | |
|  | coos |
|  | babbles |
|  | holophrase |
|  | Holophrase with intonation |
|  | Telegraphic speech (two word sentence) |
|  | Simple sentence (2-3 words) |
|  | Simple sentence (3-4 words) |
|  | Complex sentence with use of articles |
|  | Complex sentence with use of articles and adjectives |
|  | Complex sentence with use of articles and adverbs |
|  | Complex sentence with use of articles, adjectives, and adverbs |

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| **Development & Skill Checklist Title: Lexical Complexity** | |
|  | coos |
|  | babbles |
|  | holophrase |
|  | Holophrase with intention |
|  | Uses simple common noun correctly in message |
|  | Use verb correctly in message |
|  | Uses pronoun correctly in message |
|  | Uses proper noun correctly |
|  | Uses plural noun correctly |
|  | Uses past tense verb correctly |

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| **Development & Skill Checklist Title: Lexical Complexity – Noun Usage** | |
|  | Simple common noun |
|  | Simple nouns pluralized correctly |
|  | Pronoun used correctly |
|  | Proper noun used correctly |
|  | Pronouns pluralized correctly |

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| **Development & Skill Checklist Title: Phonology** | |
|  | Vowel coos |
|  | Glottal coos |
|  | Single syllable babble |
|  | Multisyllable babble |
|  | Jargon with intonation |
|  | Appropriate initial sounds present with some finals sounds spoken |
|  | Appropriate initial sounds present with finals sounds spoken appropriately |
|  | All sounds present in all words |

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| **Development & Skill Checklist Title: Sequencing** | |
|  | Random motor exploration of the objects (scatter them about, push them around, bang & throw) |
|  | Explore objects with senses (observe, shake, put in mouth, etc) |
|  | Observes adult or other sequence objects or cards |
|  | Sequences 2-3 objects/cards through imitation |
|  | Sequences 3 part objects/cards with an error |
|  | Sequences 2 parts accurately through trial & error |
|  | Sequences 3 parts accurately through trial & error |
|  | Sequences 2-3 parts accurately without trial & error |
|  | Sequences 4 parts with an error |
|  | Sequences 4 parts accurately with trial & error |
|  | Sequences 4 parts accurately without trial & error |
|  | Sequences 5 parts with an error |
|  | Sequences 5 parts accurately with trial & error |
|  | Sequences 5 parts accurately without trial & error |

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| **Development & Skill Checklist Title:** | |
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