



24–36 months

DEVELOPMENTAL CHECKLIST

Child's Name:

Observer's Name:

Date(s) of Observation:

Tip: If completing multiple times (e.g., once per month), use a different colored pen for each administration.

HEALTH & MOTOR

- ☐ Climbs well
- ☐ Runs easily
- ☐ Jumps in place
- ☐ Rolls, pounds, squeezes, pulls playdough
- ☐ Stacks a tower of blocks
- ☐ Strings large beads together
- ☐ Uses hands to twist (e.g., turn a doorknob, unscrew lid on toy container)
- ☐ Takes off some clothing by self (e.g., jacket, shoes; unzips zippers)
- ☐ Shows signs of readiness for toilet training (e.g., stays dry for longer periods of time)
- ☐ Washes and dries hands
- ☐ Helps brush own teeth
- ☐ Enjoys helping with simple household chores (e.g., wiping the table, feeding a pet)
- ☐ Shows or tells where it hurts when in pain

SOCIAL-EMOTIONAL

- ☐ Says “please” and “thank you” when reminded
- ☐ Enjoys being around other children; may show preference for certain friends
- ☐ Participates in simple group activity or game, like chase
- ☐ Begins to take turns with assistance
- ☐ Recognizes and/or names some feelings in self and others
- ☐ Takes pride in own accomplishments by smiling, clapping, cheering for self, or saying “I did it!”
- ☐ May have increased temper tantrums, physical aggression, or rapid mood shifts

LANGUAGE & LITERACY

- ☐ Follows two-step instructions
- ☐ Demonstrates understanding of at least one preposition (e.g., “up,” “down,” “in,” “on,” “under”)
- ☐ Responds verbally or nonverbally to “what” and “where” questions (e.g., “What are you doing?” “What is that?” or “Where are your shoes?”)
- ☐ Names body parts
- ☐ Uses two-word phrases or short sentences
- ☐ Asks questions like “What’s that?” or “Where’s my__?”
- ☐ Uses quantitative words (e.g., “some,” “one,” “more”)
- ☐ Says first name and age
- ☐ Uses some pronouns (e.g., “I,” “me,” “we,” “you”)
- ☐ Uses some plurals (“cars,” “dogs,” “cats”)
- ☐ Carries on a simple conversation using two or three exchanges
- ☐ Talks to other children as well as adults
- ☐ Holds book right side up
- ☐ Names or tells about pictures in own words
- ☐ Fills in words or completes the end of a rhyme/sentence in a familiar book
- ☐ May love reading the same book again and again
- ☐ Pretends to read books aloud to self
- ☐ Recognizes some frequently seen signs and symbols (e.g., stop sign or fast food logo)
Scribbling becomes more varied to include vertical lines, horizontal lines, and circles

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24–36 months, continued.

COGNITIVE

- ☐ Knows where things usually belong
- ☐ Uses a chair or stool to reach an object
- ☐ Completes simple puzzles
- ☐ Pretends an object is something else (e.g., block as a car, banana as a phone)
- ☐ Strings steps of pretend play together in a sequence (e.g., making crying noise to indicate doll is sad, preparing food for doll, feeding it, and putting it to bed)

RED FLAGS

Teachers should talk to parents or guardians if they notice one or more of these signs of possible developmental delay by the end of this age range. Parents should discuss red flags with their pediatricians or call Early Childhood Intervention (ECI) to ask for a developmental screening.

- ☐ Falls down a lot or has trouble with stairs
- ☐ Drools or has very unclear speech
- ☐ Can't work simple toys (e.g., peg boards, simple puzzles, a turning handle)
- ☐ Doesn't speak in simple sentences
- ☐ Doesn't follow simple instructions (e.g., "Put it in the trash" or "Bring it to Mommy")
- ☐ Doesn't do pretend play
- ☐ Doesn't want to play with other children
- ☐ Loses skills they once had



36-48 months

DEVELOPMENTAL CHECKLIST

Child's Name:

Observer's Name:

Date(s) of Observation:

Tip: If completing multiple times (e.g., once per month), use a different colored pen for each administration.

HEALTH & MOTOR

- ☐ Catches a big ball with arms extended
- ☐ Pushes, pulls, steers wagon or wheeled toys
- ☐ Walks up and down stairs with alternating feet
- ☐ Jumps off low step
- ☐ Climbs ladder and uses slide
- ☐ Pedals a tricycle
- ☐ Forms simple shapes out of playdough (e.g., balls, snakes)
- ☐ Holds a crayon between thumb and fingers
- ☐ Begins to show a preference for being right-handed or left-handed
- ☐ Builds three-dimensional structures with blocks
- ☐ Snips with scissors
- ☐ Blows nose when reminded
- ☐ Puts on some clothing (e.g., jacket, shoes) by self
- ☐ Unbuttons large buttons
- ☐ Uses toilet independently during daytime
- ☐ Pours liquid from small pitcher with supervision
- ☐ Spreads with a butter knife with supervision
- ☐ Can recite familiar safety rules

SOCIAL-EMOTIONAL

- ☐ Can follow familiar daily routines at home and school with adult assistance
- ☐ Can name a friend
- ☐ Initiates or tries to join in play with other children
- ☐ Shares toys and takes turns, with assistance
- ☐ Begins to negotiate solutions to conflicts or might accept compromise offered by an adult
- ☐ Is able to wait briefly without becoming upset, with assistance
- ☐ Expresses emotions through words in addition to actions and body language
- ☐ Begins to manage intensity of emotions by asking for help or using self-soothing strategies (e.g., deep breaths to calm down, hugging a comfort object) with assistance

LANGUAGE & LITERACY

- ☐ Follows simple instructions even when objects are not present (e.g., "Go to the kitchen and get your shoes")
- ☐ Can follow commands with modifiers (e.g., "Walk slowly to the car")
- ☐ Demonstrates understanding of four different prepositions (e.g., "up," "in," "on," "under")
- ☐ Says what action is happening in a picture (e.g., jumping, drinking, playing).
- ☐ Can relate events and experiences (e.g., "I went swimming with Grandma")
- ☐ Uses sentences of three to four words
- ☐ Sings a song or says a poem from memory (e.g., "Itsy Bitsy Spider," "Wheels on the Bus")
- ☐ Can say first and last name when asked
- ☐ Names an object within a category (e.g., "Tell me a kind of fruit," "Name different kinds of animals")
- ☐ Speech is understood by familiar adults and peers
- ☐ Answers simple "who," "what," "where," and "how" questions
- ☐ Asks "who," "what," "where," and "why" questions
- ☐ Turns pages one at a time
- ☐ Sustains attention to an age appropriate book when read aloud
- ☐ Retells a familiar story in own words with some prompting (e.g., "What happens next?")
- ☐ Names or points to some letters and numbers
- ☐ Copies a circle and plus sign when caregiver shows how to draw them
- ☐ Begins to draw recognizable forms (e.g., person drawn with circle for head and two vertical lines for legs)
- ☐ Attempts to write by making squiggles, letter-like forms, and/or letters in their name
- ☐ May express interest in typing on electronic devices

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36–48 months, continued.

COGNITIVE

- ☐ Identifies some colors
- ☐ Identifies basic shapes (circle, square, triangle)
- ☐ Sorts objects into categories using one feature (e.g., all cars together)
- ☐ Counts aloud up to 10
- ☐ Counts up to 5 objects one by one
- ☐ Recognizes familiar driving routes and locations (e.g., says, “That’s where Grandma lives!” when approaching her house)
- ☐ Better able to ignore distractions and focus on the task at hand, persists in completing something that is a bit difficult
- ☐ Experiments with different objects during play to compare their effects (e.g., cars on ramps to see which goes faster)
- ☐ Repeats actions to improve results (e.g., blowing bubbles or pumping legs on swing)

RED FLAGS

Teachers should talk to parents or guardians if they notice one or more of these signs of possible developmental delay by the end of this age range. Parents should discuss red flags with their pediatricians and can request a free evaluation for their child from the local public school district by calling their local zoned elementary school.

- ☐ Has trouble drawing lines and circular shapes
- ☐ Does not do pretend play
- ☐ Shows no interest in playing with others
- ☐ Cannot put on any clothes independently
- ☐ Resists using the toilet
- ☐ Doesn’t use “me” and “you” correctly
- ☐ Speech cannot be understood by those outside the family
- ☐ Loses skills they once had