

Name of child: _____ Date of birth: _____ Age: _____
Name of observer: _____ Discipline or job title: _____ Date of assessment: _____

On the following pages, note specific behaviors that document the child's abilities in the cognitive categories. Qualitative comments should also be made. The format provided here follows that of the Observation Guidelines for Cognitive Development in **Transdisciplinary Play-Based Assessment**. It may be helpful to refer to the guidelines while completing this form.

I. Categories of Play

A. Range of categories

1. Exploratory or sensorimotor:

2. Relational or functional:

3. Constructive:

4. Dramatic or symbolic:

5. Games with rules:

6. Rough and tumble:

B. Primary play category:

II. Attention Span

A. Preferences

1. Time per activity:

2. Longest engaging activities:

3. Shortest engaging activity (*circle one*):

a. Visual

c. Tactile

b. Auditory

d. Vestibular

B. Locus of control

1. Prompting or reinforcement:

2. Type of reinforcement (*circle those that apply*):

a. Verbal

b. Physical

c. Other:

3. Distractibility (*circle those that apply*):

a. Visual stimuli

c. Nearby activities

b. Auditory stimuli

d. People

III. Early Object Use

A. Type and range of schemes

1. Low-level schemes:

2. More complex adaptive schemes:

3. Variety of schemes:

4. Frequency of various schemes:

B. Scheme use and generalization

1. Schemes used spontaneously (*circle those that apply*):

a. Indiscriminate use with all objects

b. Selective appropriate use

c. Generalization to similar objects

2. Scheme use after modeling

a. Higher-level schemes:

b. Necessary prompting:

C. Linking of schemes

1. Behaviors in a related sequence:

2. Events in representational "script" play:

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IV. Symbolic and Representational Play

A. Symbolic object use

1. Abstracting a concept (*circle one*):

- a. Necessary real objects c. Substituted unrealistic objects
b. Substituted realistic objects d. Pretend objects, no props

B. Symbolic play roles

1. Roles assumed in representational play:

2. Direction of pretend actions (*circle those that apply*):

- a. Self b. Object or toy c. Adult

3. Demonstration of behaviors with roles:

4. Ability to direct play with action figures:

5. Understanding of behaviors of characters when directing play:

6. Level of role interaction:

V. Imitation

A. Level of imitation

1. Simple visible gestures:

2. Simple invisible gestures:

3. Single-scheme imitations using objects:

4. Complex imitations:

5. Imitation of problem-solving approaches:

6. Imitation of dramatic play sequences (*circle those that apply*):

- a. Familiar b. Unfamiliar

7. Imitation of drawing (*circle those that apply*):

- a. Within child's repertoire b. Novel

B. Timing of imitation

1. Majority immediate? *(yes or no)*
2. Majority delayed? *(yes or no)*
3. Examples of deferred imitation *(circle those that apply)*:
 - a. Within appropriate context
 - b. Within inappropriate or nonmeaningful contexts

C. Turn-taking

1. Type of imitative sequences or turn-taking play *(circle those that apply)*:
 - a. Physical movement or tactile play
 - b. Vocal imitative play
 - c. Imitative turn-taking with objects
 - d. Imitative turn-taking in representational play
 - e. Imitative turn-taking in structured games

Examples:

2. Modification of turn-taking game? *(yes or no)*
3. Repeat modifications by others? *(yes or no)*

VI. Problem-Solving Approaches

A. Interest in cause-and-effect objects and events

1. Physical "procedures" or bodily movement for recurrence? *(yes or no)*
2. Behaviors with adult as agent:

3. Behaviors with child as agent:

4. Use of object to solve problem:

B. Goals accomplished? *(yes or no)* Figures out challenging tasks? *(yes or no)*

Examples:

1. Repetitive approach? *(yes or no)*
2. Alternative approaches? *(yes or no)*
3. Evidence of advance planning *(circle those that apply)*:
 - a. Physical searching
 - b. Visual scanning
 - c. Verbal mediation

VII. Discrimination/Classification

A. Knowledge of classification of concepts

1. Combining related objects:

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2. Combining like objects:

3. Spatial matching:

4. Sorting or matching by color:

5. Sorting or matching by shape:

6. Sorting or matching by size:

7. Sequencing by size:

8. Sorting or matching by function:

9. Sorting or matching by complex functional relationship:

10. Identifying objects by attribute
 - a. Single attribute:

 - b. Multiple attributes:

11. Matching simple patterns or designs:

12. Matching more complex patterns or designs:

13. Grouping or labeling within systems:

VIII. One-to-One Correspondence

- A. Understanding of number concepts
 - 1. Counting of discrete objects with correct number? (*yes or no*)
 - 2. Counting by rote? (*yes or no*)

- B. Comparing quantities:

- C. Understanding of measurement quantities:

- D. Understanding of conservation of number:

- E. One-to-one correspondence with words and pictures:
 - 1. Pictures in books:

 - 2. Words with common objects:

IX. Sequencing Ability

- A. Demonstration of sequencing ability:
 - 1. Schemes:

 - 2. Concepts:
 - a. Number:

 - b. Size:

 - c. Sensory input:
 - 3. Stories:
 - a. In dramatic play:

 - b. Through pictures in books:

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4. Time:

a. In dramatic play:

b. In conversation:

X. Drawing Ability

A. Developmental level in lines and shapes:

B. Developmental level in people or objects:

Additional Comments

Additional Comments (continued)

[Empty space for additional comments]

Summary Sheet for Cognitive Guidelines

Name of child: _____ Date of birth: _____ Age: _____
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Observation categories	Areas of strength	Rating	Justification	Things I'm ready for
I. Categories of Play				
II. Attention Span				
III. Early Object Use				
IV. Symbolic and Representational Play				
V. Gestural Imitation				

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Observation categories	Areas of strength	Rating	Justification	Things I'm ready for
VI. Problem-Solving Approaches				
VII. Discrimination/ Classification				
VIII. One-to-One Correspondence				
IX. Sequencing Ability				
X. Drawing Ability				

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