

KANSAS STATE DEPARTMENT OF EDUCATION

CHECKLIST



Developmental Language Checklist

This information is based on developmental milestone resources from the American Speech-Language-Hearing Association (ASHA), [Stanford Medicine's Children's Health](https://www.stanfordchildrens.org/en/topic/default?id=age-appropriate-hearing-speech-and-language-milestones-90-P02169),¹ Lanza and Flahive's [Communication Milestones](https://www.communicationmilestones.com/),² [Australia's Child Development Institute](https://www.childdevelopmentinstitute.com.au/),³ and the [Raising Children Network](https://www.raisingchildren.net.au/).⁴

Instructions: Mark **Yes** if the child consistently demonstrates the skill and **No** if the child does not yet demonstrate the skill.

0-6 Months

Skill	Yes	No
Attends to sounds and voices.	☐	☐
Recognizes facial expressions and tones of voice.	☐	☐
Vocalizations and coos (by 3 months)	☐	☐

6-12 Months

Skill	Yes	No
Attends to sounds and voices.	☐	☐
Recognizing facial expressions and tones of voice.	☐	☐
Responding to familiar requests (e.g., come here).	☐	☐
Responding to their own name.	☐	☐
Understanding gestures (e.g., waving hello or goodbye).	☐	☐
Understanding simple questions (e.g., "Where's Daddy?").	☐	☐
Babbling (e.g., "ba-ba-ba," "da-da-da").	☐	☐
Taking turns vocalizing with others.	☐	☐
Recognizes the names of familiar objects.	☐	☐

¹ Stanford Medicine Children's Health, *Age-Appropriate Hearing, Speech, and Language Milestones*, <https://www.stanfordchildrens.org/en/topic/default?id=age-appropriate-hearing-speech-and-language-milestones-90-P02169>.

² Child Development Institute, *Child Development Institute*, <https://childdevelopment.com.au/>.

³ Raising Children Network, *Raising Children Network*, <https://raisingchildren.net.au/>.

⁴ Carolina Therapeutics, *Milestones Guide*, <https://www.carolinatherapeutics.com/wp-content/uploads/milestones-guide.pdf>.

Kansas leads the world in the success of each student.

1-2 years

Skill	Yes	No
Responds to familiar requests (e.g., "Come here").	☐	☐
Responds to their own name.	☐	☐
Takes turns vocalizing with others.	☐	☐
Understands simple questions (e.g., "Where's Mommy?").	☐	☐
Follows simple instructions (e.g., "Give the ball to Mommy.").	☐	☐
Understands approximately 50 words.	☐	☐
Comprehends one key word in a sentence (e.g., "Where's your nose?").	☐	☐
Saying simple first words (mine, no, mom, dad, ball), with first words emerging between 12 and 18 months.	☐	☐
Points to common objects when named.	☐	☐
Has 50-100 words in their spoken vocabulary by age 2.	☐	☐
Joins two words together (e.g., "Bye Mommy," "Go bye").	☐	☐

2-3 years

Skill	Yes	No
Follows simple instructions (e.g., "Give the ball to Daddy.").	☐	☐
Follows two-part instructions (e.g., "Go to your room and get your shoes.").	☐	☐
Points to main body parts, clothing items, toys, and foods when asked.	☐	☐
Understands and asks what and where questions.	☐	☐
Understands position concepts: on, off, in, out, up, down, under, top, open and shut.	☐	☐
Comprehends size concepts: big, small/little and long.	☐	☐
Comprehends quantity concepts 1 and 2.	☐	☐
Comprehends concepts such as stop, go/start, loud, quiet, heavy, soft, fast, hot and cold.	☐	☐
Names actions (e.g., go, run)	☐	☐
Uses a minimum of two- to three-word sentences (e.g., "Nana go home").	☐	☐
Talks about present events.	☐	☐
Uses regular plurals (e.g., one cat, two cats).	☐	☐
Uses articles "a" and "the."	☐	☐

Skill	Yes	No
Uses present progressive "-ing" (e.g., "The girl is eating.").	☐	☐
Uses pronouns such as you, I, me and mine.	☐	☐
Uses regular past tense (e.g., "I walked.").	☐	☐
Uses possessive "'s" (e.g., "Daddy's car.").	☐	☐

3-4 Years

Skill	Yes	No
Follows two-part instructions (e.g., "Go to your room and get your shoes.").	☐	☐
Follows three-part instructions (e.g., "Point to the cat, the dog and the monkey.").	☐	☐
Points to main body parts, clothing items, toys and foods when asked.	☐	☐
Understands and asks what , where and who questions.	☐	☐
Understanding longer, more complex sentences.	☐	☐
Comprehends position concepts: on, off, in, out, up, down, under, top, open, shut, bottom, behind, first and near.	☐	☐
Comprehends size concepts: big, small/little, long, short (length) and short (height).	☐	☐
Comprehends quantity concepts 1-3, every and none.	☐	☐
Comprehends concepts such as stop, go/start, loud, quiet, heavy, soft, fast, hot, cold, hard, slow, light (weight) and many colors.	☐	☐
Asks what , where , when, why and how questions.	☐	☐
Uses a minimum of three- to four-word sentences.	☐	☐
Tell them what they are doing using simple sentences.	☐	☐
Can express the function or use of an object.	☐	☐
Uses regular plurals (e.g., one cat, two cats).	☐	☐
Uses articles "a" and "the."	☐	☐
Uses present progressive "ing" (e.g., "The girl is eating.").	☐	☐
Uses pronouns such as you, I, me, mine, he, she and they.	☐	☐
Uses regular past tense (e.g., "I walked.").	☐	☐
Uses possessive "s" (e.g., "Daddy's car.").	☐	☐
Uses auxiliary "is" (e.g., "The boy is running.").	☐	☐
Uses connector "and" (e.g., "I want the car and the truck.").	☐	☐
Uses third-person singular forms (e.g., "He wants the truck." "The dog chews a bone.").	☐	☐

Skill	Yes	No
Uses contracted negatives (e.g., isn't, doesn't, haven't, shouldn't).	☐	☐
Uses contracted copulas (e.g., "He's hungry.").	☐	☐
Uses past participles (e.g., "It's broken.").	☐	☐

4-5 Years

Skill	Yes	No
Follows three-part instructions. (e.g., "Point to the cat, the dog and the monkey.").	☐	☐
Understands longer, more complex sentences.	☐	☐
Follows the meaning of others' conversations.	☐	☐
Understands and asks what, where, who, and how questions.	☐	☐
Comprehends position concepts such as on, off, in, out, up, down, under, top, open, shut, bottom, behind, first, near, middle, around, away from, between, through, next to/beside and last (by ages 4 to 4½).	☐	☐
Comprehends position concepts such as in front, in a line and corner (by ages 4 to 4½).	☐	☐
Comprehends size concepts: big; small/little; long; short (length); short (height); tall; thick; and thin by ages 4½ to 5.	☐	☐
Comprehends quantity concepts 1-4; every; none; most; few (by ages 4½ to 5.).	☐	☐
Comprehends quantity concepts 5 and pair (by ages 4½ to 5.).	☐	☐
Comprehends concepts: same; different (size); different (function) (by ages 4½ to 5.).	☐	☐
Asks when, why and how questions.	☐	☐
Asks the meaning of words.	☐	☐
Understands color and shape words (e.g., red, blue; square, circle).	☐	☐
Talks about past and future events.	☐	☐
Uses auxiliary "is" (e.g., "The boy is running.").	☐	☐
Uses pronouns such as he, she, they, his, hers and theirs.	☐	☐
Uses third-person singular forms (e.g., "He wants the truck." "The dog chews a bone.").	☐	☐
Uses connectors such as "and" (e.g., "I want the cookie and the yogurt.") and "because" (e.g., "The boy is wet because it is raining outside.")	☐	☐
Uses third-person singular forms (e.g., "He wants the truck." "The dog chews a bone.").	☐	☐
Uses contracted negatives (e.g., isn't, doesn't, haven't, shouldn't).	☐	☐
Uses contracted copulas (e.g., "He's hungry.")	☐	☐

Skill	Yes	No
Uses past participles (e.g., "It's broken.").	☐	☐
Uses comparative "-er" and superlative "-est" (e.g., small, smaller, smallest).	☐	☐
Uses "is" and "are" correctly (e.g., "The dog is barking." vs "The dogs are barking.").	☐	☐
Uses past tense forms of "to be" (e.g., was, were , "I was sleeping." "They were sleeping.").	☐	☐
Uses adverb ending in "-ly" (e.g., slowly, quickly).	☐	☐
Uses irregular plurals (e.g., mice, geese, deer).	☐	☐

5-6 Years

Skill	Yes	No
Comprehends position concepts such as in front, corner and middle.	☐	☐
Comprehends size concepts such as big, small/little, long, short (length), short (height), tall, fat (thickness) and thin.	☐	☐
Comprehends quantity concepts such as five, most, few and pair.	☐	☐
Comprehends concepts: same; different (size); different (function).	☐	☐
Comprehends temporal concepts: yesterday; tomorrow; morning; afternoon; later.	☐	☐
Understands color words (e.g., red, blue, yellow).	☐	☐
Understands shape words (e.g., rectangle, square, circle, triangle).	☐	☐
Uses how and when questions.	☐	☐
Uses more complex sentences.	☐	☐
Sorts objects into categories (e.g., food, transportation, animals).	☐	☐
Uses imaginative language in play and enjoys pretending and acting out stories.	☐	☐
Can provide several attributes about an object.	☐	☐
Talks about past and future events.	☐	☐
Uses pronouns : his, hers, theirs (e.g., It is his/hers/theirs).	☐	☐
Uses comparative "-er" and superlative "-est" (e.g., small, smaller, smallest).	☐	☐
Uses "is" and "are" correctly (e.g., "The dog is barking." vs "The dogs are barking.").	☐	☐
Uses past tense forms of "to be" (e.g., was/were – "I was sleeping." "They were sleeping.").	☐	☐
Uses adverbs ending in "-ly" (e.g., slowly, quickly).	☐	☐
Uses irregular plurals (e.g., mice, geese, deer).	☐	☐
Uses irregular past tense (e.g., fell, ate, slept).	☐	☐

6-7 Years

Skill	Yes	No
Comprehends position concepts left and right.	☐	☐
Comprehends concepts such as same, different, season and time of day.	☐	☐
Understands the difference between reality and fantasy.	☐	☐
Makes predictions, justifies decisions, provides solutions, and gives explanations.	☐	☐
Classifies objects by more specific traits (e.g., form, color, function, composition).	☐	☐
Gives short oral reports.	☐	☐
Uses higher level language to make jokes, engage in sarcasm, argue point of view (POV), explain complex situations and talk of past events in detail.	☐	☐
Writes descriptive paragraphs and stories. *	☐	☐
Uses more complex sentences with age-appropriate grammar. More adult-like sentences and grammatical structure.	☐	☐

7-8 Years

Skill	Yes	No
Comprehends position concepts left and right.	☐	☐
Comprehends concepts: same; different; season; time of day.	☐	☐
Understands the difference between reality and fantasy.	☐	☐
Makes predictions, justifies decisions, provides solutions, and gives explanations.	☐	☐
Classifies objects by more specific traits (e.g., form, color, function, composition).	☐	☐
Gives short oral reports.	☒	☐
Uses higher level language to make jokes, engage in sarcasm, argue POV, explain complex situations and talk of past events in detail.	☒	☐
Can write descriptive paragraphs and stories. *	☒	☐
Listens for a sustained periods of time (e.g., attends to school programs or speakers with little difficulty).	☒	☐
Ask questions to clarify information.	☒	☐
Can problem-solve.	☒	☐
Expresses their opinions.	☒	☐
Retells both imaginary and real events.	☒	☐
Uses age-appropriate grammar in expressive language/speaking and in writing.	☐	☒

* Literacy and writing milestones may vary depending on educational experience and instruction.

For more information, contact:

Dr. Laurie J. Curtis
Assistant Director: Literacy
Teaching and Learning
Division of Learning Services
(785) 296-2749
laurie.curtis@ksde.gov



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.