

Assessment Areas Guide

District 742 Early Childhood Assessment

The assessment process typically requires information about one or more areas of a child's development. Below is a list of developmental areas and their definitions:

Cognition is finding, processing and organizing information and then using that information appropriately.

Language

Receptive language is what a child understands. Typically, children understand what they hear and see before they can speak.

Expressive language is the communication of one person to another. Children typically begin with sounds and gestures and progress through words and sentences.

Articulation is the ability to produce sounds, syllables and words through movement and placement of the articulators (tongue, lips, teeth and palate).

Voice is the sound produced by the larynx (LAR-inks), commonly called the voice box. Voice is a problem when the pitch, loudness, or quality calls attention to itself rather than to what the child is saying. It is also a problem if the child experiences pain or discomfort when speaking or singing.

Fluency refers to the smooth, forward flow of speech. Almost all children go through a stage of frequent disfluency in early speech development, usually between the ages of 2 and 5. As children mature and sharpen their communication skills, these disfluencies typically disappear, but not always.

Motor is the term used to describe muscular movement.

Fine motor involves small-muscle movement, such as the movements needed to draw with crayons.

Gross motor is large-muscle movement. Crawling and walking are gross-motor activities.

Social-Emotional refers to how children feel about themselves and their relationships with others.

Functional skills are those related to independent, daily functioning. Eating and going to the bathroom are examples of functional skills.