

Developmentally Appropriate Expectations for MIDDLE AND HIGH SCHOOL

6th-8th Grade (ages 11-14)

- Burden of academic responsibility placed on child
- Higher level math skills required
- Socialization is top priority
- Hormonal imbalances
- Reading is totally independent (basic reading competencies no longer taught)
- Extracurricular activities increase
- Sports become more competitive (tryouts)

9th-12th Grade (ages 14-18)

- Independence seeking: challenging authority, learning to drive, money is important
- Peer acceptance is essential
- Need more sleep than average due to growth spurts
- Grades count for credits toward graduation
- Beginning to structure academics to support career goals
- School communication with parent less frequent (unless there are major concerns)
- Youth become frustrated with adults questioning them
- Sports and clubs even more competitive/selective



Additional References:

Yardsticks: Children in the Classroom Ages 4-14

—by Chip Wood

Supporting and Educating Traumatized Students:

A Guide for School-Based Professionals

—by Eric Rossen

PBS Parents website:

pbs.org/parents/child-development

Indiana Academic Standards:

doe.in.gov/standards.



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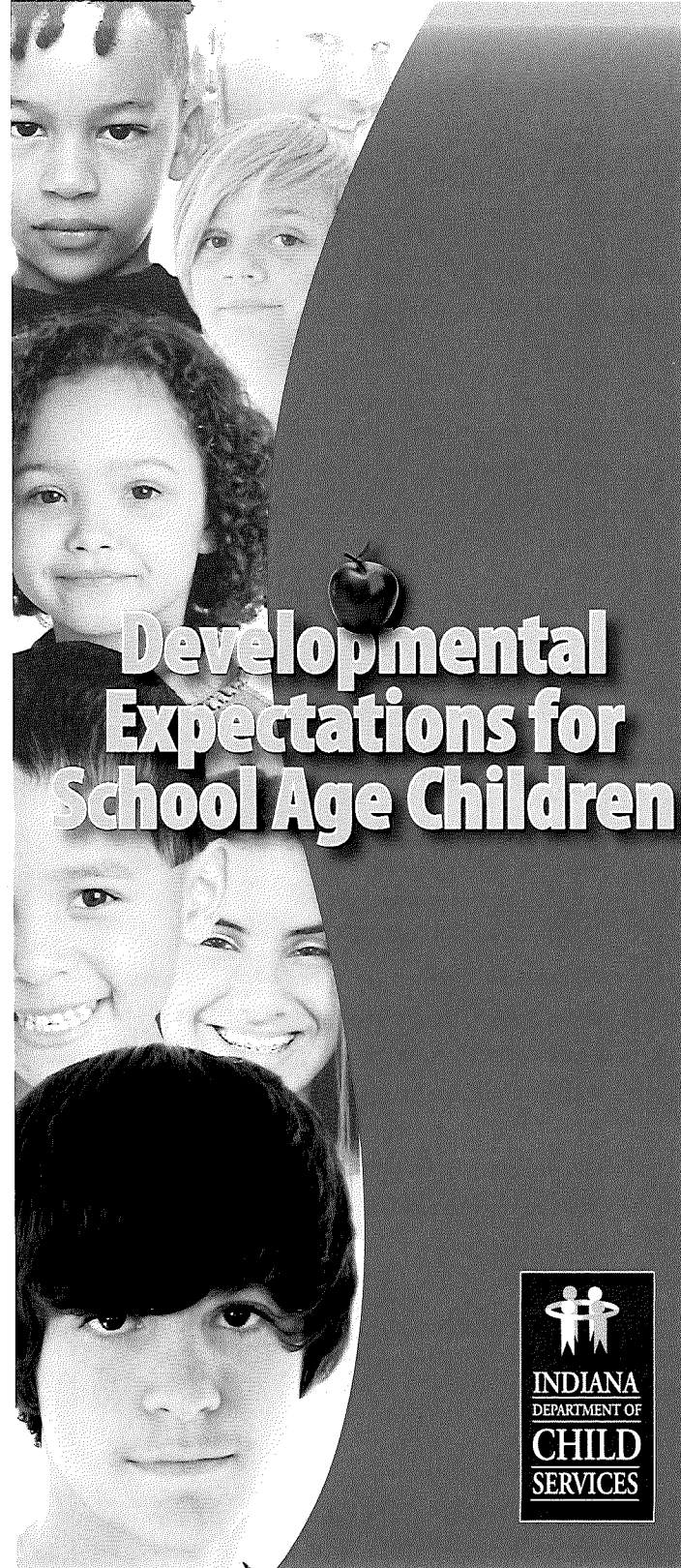
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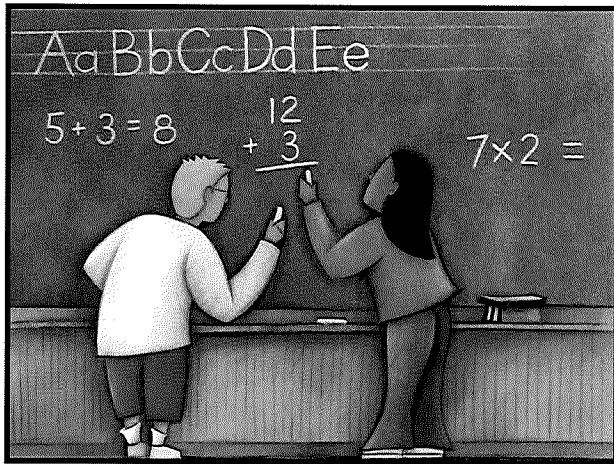
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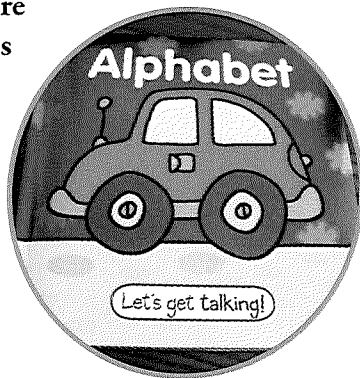
Developmental Expectations for School Age Children





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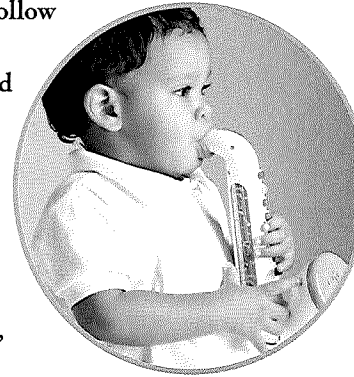
This brochure contains expectations for school-aged children at different grade levels, including developmental traits and academic requisites. A child's progress is individual to them, and different children develop at different rates so there will be exceptions, especially for children who have experienced trauma. However, the following lists are general expectations for the average child's progress through school.



Developmentally Appropriate Expectations for PRIMARY ELEMENTARY

Kindergarten (ages 5-6)

- Learning to sit at desk and follow routines
- Hand preferences established (pencil grasp, scissors)
- Plays make-believe
- Identifies numbers, letters and sounds
- May reverse letters/numbers in writing (ex: "b" and "d", "p" and "q", "3", "5")



1st Grade (ages 6-7)

- Emerging reading skills (sounding out words when necessary)
- Uses descriptive language
- Growing more independent yet feels less secure
- Writes large, still needs guiding lines
- May continue to reverse letters/numbers in writing
- Focused on process vs. product

2nd Grade (ages 7-8)

- Able to read and write
- Letter/number reversals may still occur
- Mastering basic math (addition/subtraction)
- Relies on teacher for help—likes to work cooperatively
- Completion becomes more important
- Will listen, but so full of ideas cannot always recall what has been said
- Often exaggerates

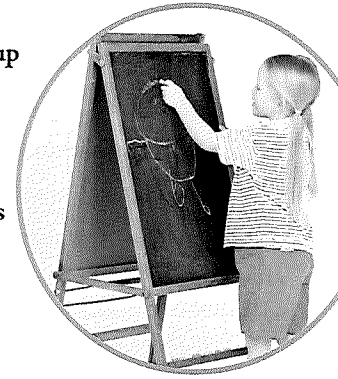
Developmentally Appropriate Expectations for INTERMEDIATE ELEMENTARY

3rd Grade (Ages 8-9)

- May reverse printed letters (until mid-year)
- Developing a longer attention span
- Age of negatives: "I Can't", "I'm Bored"
- Actively seeks praise
- Learns about choices/consequences
- Smaller print, cursive writing
- Learning to read transitions to reading to learn

4th Grade (Ages 9-10)

- Highly active
- Need to be part of a group
- Are typically NOT self-confident
- Seek Independence
- Begins making decisions
- Develops personal interests/abilities
- Mastery of basic math facts expected
- Reading independently



5th Grade (Ages 10-11)

- Tendency to revert to childish behavior, especially when stressed
- May experiment with risk taking behaviors
- Demand privileges, but may avoid responsibilities
- Talks constantly (likes to talk)
- Handwriting may become messy
- Clear, coherent writing with purpose is expected
- Frequently hungry and may tire easily due to growth spurts

