

Shows Interest In Others

Birth to 8 months	8 to 18 months	18 to 24 months	24 months to 3 years
gazes at others and responds to human voices	exhibits satisfaction in presence of familiar adults	exhibits satisfaction in presence of familiar adults	exhibits satisfaction in presence of familiar adults
smiles	gets others to do things for own pleasure	shows visible reactions to feelings of others	verbalizes awareness of feelings of others
-	shows considerable interest in peers	demonstrates interest in what other children are doing	begins to see benefits of cooperation
-	-	-	enjoys playing near and with other children
may show excitement when a familiar adult approaches	s attentive to adult language	-	enjoys small-group activities

Demonstrates Self-Awareness

Birth to 8 months	8 to 18 months	18 to 24 months	24 months to 3 years
observes and plays with own hands	smiles or interacts with self in mirror	shows strong sense of self as individual evidenced by response to name, " No!," " me, " and " mine ";	uses name of self and others
tries to cause things to happen	shows awareness of opportunities to make things happen	-	-
begins to distinguish friends from strangers (facial expression shows recognition);	identifies one more body parts (points to 1-4);	identifies some body parts (points to 5-10 or names a few);	labels six or more body parts (can name 6 or more);
-	-	-	makes attempts to self-regulate behavior

Accomplishes Gross-Motor Milestones

Birth to 8 months	8 to 18 months	18 to 24 months	24 months to 3 years
lifts head;	-	-	-
holds head up;	-	-	-
rolls over;	-	-	-
sits up unassisted	sits in chairs unassisted;	-	-
crawls;	pulls self up;		
-	stands holding furniture;	-	stands on one foot;
-	walks when led	walks with ease;	walks with ease;
-	walks alone;	begins to run;	runs easily;
-	climbs stairs;	cautiously walks up and down stairs;	walks up and down stairs using alternating feet;
-	may stoup, trot, and/or walk backwards a few steps;	kicks at a ball;	kicks a ball;
-	-	-	tiptoes;

Accomplishes Fine-Motor Milestones

Birth to 8 months	8 to 18 months	18 to 24 months	24 months to 3 years
puts hand or object in mouth	throws objects	threads large beads	threads beads
begins reaching toward interesting objects	feeds self finger food		
reaches and grasps for toys	feeds self partially with fingers and partially with spoon	feeds self with spoon or fork	picks up smaller objects easily
transfers objects hand to hand	uses marking tool on paper with little control	scribbles with marker or crayon	scribbles with marker or crayon
-	-	makes horizontal strokes with a marking tool	draws a circle
-	-	explores scissors	handles scissors with some success

Communicates

Birth to 8 months	8 to 18 months	18 to 24 months	24 months to 3 years
smiles or vocalizes to initiate social contact	understands many more words than can say	-	-
babbles to self and others	creates long, babbled sentences	-	-
laughs, listens, and "converses";	shakes head "no";	-	-
understands names of familiar people and objects	says two or three clear words	combines words in 2 and 3 word sentences and/or commands without using verbs (e.g. "up", "more juice")	combines words in 2 and 3 word sentences, including verbs (e.g. "Me go too.");
-	looks at picture books with interest, pointing to objects	listens to short stories (especially one-on-one with an adult);	listens and attends to stories, rhymes or fingerplays etc. and may try to repeat or join in with repetitive phrases or hand/body motions
-	begins to use "me", "you "	labels objects using new vocabulary	speaking vocabulary may reach 200 words
cries to signal pain or distress	uses vocal signals other than crying to communicate or gain assistance	begins to play pretend, adding sounds	plays pretend using sounds and words
-	-	-	uses compound sentences
-	-	-	recounts events of the day
-	-	-	uses adjectives and adverbs

Acts with Purpose and Uses Tools

Birth to 8 months	8 to 18 months	18 to 24 months	24 months to 3 years
hits at, kicks, shakes, or grasps an object to make a pleasing sight, or sound continue;	acts to make things happen	explores objects through touch	explores objects through touch
follows a slowly moving object;	uses one object to get another (solves a problem of getting something by using a stick or a stool, a spoon, etc.);	matches like objects	labels, matches, and sorts objects
looks for a dropped toy	pushes away someone or something not wanted	-	-
finds hidden toy when placed while watching	persists in search for hidden toy	-	-
-	uses spoon and cup with minimal spilling	uses spoon and cup well	uses feeding utensils well
-	tries to build with blocks	stacks rings and blocks, and uses shape sorters	stacks rings and blocks, and uses a variety of manipulative toys;
-	pushes foot into shoe, arm into sleeve	helps dress and undress self	helps dress and undress self
-	-	-	puts on garments (cap, slippers);

Expresses Feelings

Birth to 8 months	8 to 18 months	18 to 24 months	24 months to 3 years
can usually be comforted by a familiar adult	actively shows affection for familiar person(s) (hugs, kisses, hand clapping when person arrives);	actively shows affection for a familiar person	actively shows affection for a familiar person
makes attempts to comfort self	comforts self routinely	is aware of own feelings and those of others	begins to show empathic concern for others
expresses pleasure, joy, excitement, or exuberance	shows pride and pleasure in new accomplishments	shows non-verbal pride in creation and production	shows verbal pride in creation and production
responds with more animation and pleasure to primary caregiver than to others;	shows intense feelings for family members	displays feelings mostly through behavior rather than words	uses words and simple phrases to express some feelings
-	-	-	expresses emotions with increasing self-control

Thinking, Reasoning, and Problem-Solving

Three Year Old Level	Four Year Old Level	Five Year Old Level
actively explores the world around them	explores the immediate environment and some of the environment beyond home and classroom	demonstrates interest in exploring aspects of home, school, and community
engages in make-believe play, and imitates adult roles, responsibilities, and phenomena in his or her life	uses increasingly complex dramatic play to clarify roles, relationships, and responsibilities of self and others	uses complex, planned, and scripted dramatic play, often involving many children in the discussion and negotiation of roles
uses one object to stand for another in dramatic play ("This broom is the firehose.")	uses a variety of objects to represent other objects in dramatic play	experiments with a wide variety of materials to find challenging new ways to utilize and combine them
focuses on the observable and tangible aspects of objects and events	focuses on the observable and tangible aspects of objects and events	-
approaches new tasks and solves problems through observation, hands-on trial and error, and repetition	begins to generate ideas and suggestions about how to solve a problem, and makes plans and predictions about the solution when asked	sustains interest in a task, and works hard to solve problems independently, or with some adult coaching and support
matches (4 or more) identical items, pictures or pairs of items. Can verbally identify match criteria.	groups objects using two or more attributes (e.g. by size and color)	groups items into higher order categories and classes of objects
sorts (at least 4) objects into simple categories. Can identify the attribute.	verbalizes own interpretations of cause and effect when solving problems	-
counts objects, but does not yet have one-to-one correspondence	counts objects with emerging one-to-one correspondence	counts objects, and refers to the quantity of items in talking about them, often with one-to-one correspondence
-	-	uses measurement words (e.g., longer, shorter, heavier, lighter) and tools (e.g., rulers, measuring tapes, Unifix cubes, and balance scales)

Emotional and Social Competency

Three Year Old Level	Four Year Old Level	Five Year Old Level
plays alone or alongside others, sometimes copying others, or following their suggestions	still plays alongside others, but is beginning to play cooperatively, as "being friends" becomes increasingly important	plays with "best friends" extensively
asserts own needs and wants, and is beginning to negotiate conflict with peers	begins to willingly take turns, mostly to ensure that others will "be friends"	cooperates most of the time in group play and work time
expresses intense feelings, such as affection or joy	works hard to use language to express feelings, negotiate, and resolve disagreements, with adult help	uses language to express feelings, negotiate, and resolve disagreements, with minimal adult intervention
becoming comfortable separating from familiar adults	over time, shows comfort with new people and situations	over time, shows comfort with new people and situations
may sense another's feelings and show empathy	begins to spontaneously offer help, comfort, or objects to others	can sense another person's feelings, and has some ideas how to help
achieves some independence with tasks such as dressing self, using bathroom, cleaning up after playing or eating, with help or prompting	manages routines such as dressing self, using the bathroom, and cleaning up after play, snacks, or meals, often independently	manages routines such as dressing self, using the bathroom, and cleaning up after play, snacks, or meals, often independently

-	is beginning to comprehend that there are consequences to one's actions	is beginning to understand (and can state) the consequences of own and others' behavior and actions
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Language and Communication

Three Year Old Level	Four Year Old Level	Five Year Old Level
vocabulary increasing steadily using sentences of at least 3 or 4 words to express wants, needs or to talk about personal experiences, without much detail	talks to others about personal acquaintances, experiences and acquisitions in small and large groups, with some detail	uses complex sentence structure and has the vocabulary to express most wants, needs and explanations without difficulty and with a fair amount of detail.
begins to listen and attend to others	listens to others and tries to participate in conversation	participates actively in conversations, listening attentively and with patience to others' contributions
learns words to simple songs and fingerplays, (joins in with some hand motions/actions, sings the chorus, or repeats the end phrases of rhymes);	restates multi-step directions (at least 3 steps). May or may not be able to follow through and do all 3 steps	can restate and follow multi-step (at least 3) instructions, directions and requests
can tell a simple story, (usually from a book or a recited story that is often told in the same way), often focusing on only a few details or favorite parts	can retell the basic sequence of a story (includes a beginning, middle and ending)	remembers and recites poems, songs, or story and movie sequences, and may act them out
-	uses some positional words (e.g., under, over, on);	uses positional words (e.g., under, over, on);
-	sings the tune of a song (or songs) and joins in with most words and hand motions/actions in fingerplays	joins in and sings songs, recites fingerplays, and does accompanying hand motions and actions

Gross-Motor Development

Three Year Old Level	Four Year Old Level	Five Year Old Level
walks, runs, turns, and stops well	walks, runs, turns, and stops well	skips and runs with agility and speed
is developing coordination in a variety of situations	beginning to skip	coordinates movements for swimming, skating, or bike riding
balances with emerging skill	can balance and climb in many situations	balances, hops, jumps, and climbs well
plays actively and then needs rest	exhibits increasing physical endurance	displays high energy level

Fine-Motor Development

Three Year Old Level	Four Year Old Level	Five Year Old Level
manipulates large pegs, beads, and puzzles with knobs, or whole pieces representing objects	uses puzzles with small pieces, small pegs, beads, playdough, eyedroppers, etc.	does multiple-piece puzzles (25+), and uses small manipulatives with ease
pours liquids with some spills	pours sand or liquids into medium-sized container openings, with few or no spills	-
builds simple block structures	builds complex block structures	builds three-dimensional block structures
holds crayon or marker in fingers instead of fist	draws combinations of shapes and objects that are recognizable to adults	draws persons and geometric designs

draws shapes and objects in some relation to each other	draws persons with at least four parts	prints first name and prints some letters crudely but readably for adults
handles scissors with some success	uses scissors with increasing skill	uses hammers, scissors, screwdrivers, and hole punchers unassisted
dresses and undresses with some assistance	dresses and undresses without assistance	dresses and undresses easily, tying shoes with or without adult coaching

Reading and Writing Development

Three Year Old Level	Four Year Old Level	Five Year Old Level
is curious about print in the environment (asks or guesses what signs say)	"reads" some print in the environment (names, letters, signs, labels, logos)	"reads" print in the environment (many classmates' names, alphabet letters, " Exit " and restroom signs, labels, logos);
may play at reading by reading the pictures	plays at reading by reading the pictures	role-plays self as reader, relying heavily on memory, pictures, and/or some word recognition
listens to stories read aloud, and may ask simple questions, make comments, or answer questions asked by the adult	listens to stories read aloud, asks questions and/or makes pertinent comments about them	listens to stories read aloud, and discusses plot and characters
-	is curious about letters, words, and some conventions of print (front-to-back, directionality of books)	is curious about letters, words, and conventions of print, and may ask how to spell words
combines writing and drawing, with drawing as the original intent and writing identified or added	plays at writing using scribbles, random samples and letters, and some conventional words and names	writes using scribbles, random symbols and letters, and conventional words and names

Creative Development

Three Year Old Level	Four Year Old Level	Five Year Old Level
attempts to use various tools to express self through random marks, drawings, paintings, or building	uses various tools with increasing control to express self through designs, drawings, paintings, or building	regularly uses various tools with control to express self through designs, drawings, paintings, or building
may begin to name a person, place, thing, or action in a drawing	sometimes names a person, place, thing, or action in a drawing	sometimes names a person, place, thing, or action in a drawing
-	-	includes detail in drawings and art work
responds to music through spontaneous body movements	responds to music through rhythmic body movements	responds to music through rhythmic, controlled body movements
engages in pretend play	engages in pretend play easily and naturally	engages in dramatic play easily, cooperating with other children, and showing lots of imagination and interest
explores the uses and properties of expressive media (paint, chalk, crayon, pencils, clay, collage materials, wood, etc.);	explores a variety of expressive media (paint, chalk, crayon, pencils, clay, collage materials, wood, etc.)	explores a variety of expressive media with purpose, often with a product in mind (paint, chalk, crayon, pencils, clay, collage materials, wood, etc.)