



# Milestones

**Child First Name** **Child Last Name**

**DOB:** 8/1/2023

**Age at enrollment:** 7 days (0 month)

**Enroll date:** 8/8/2023

**Family:** Family Name

**Guardians:** Guardian First Name Guardian Last Name

**Home Visitor:** Home Visitor

## 3-4 years

### Language

| Listening, understanding, talking and expressing   | Emerging | Achieved | Emerging | Achieved |
|--|----------|----------|----------|----------|
| Listens responsively to books and stories.   |          |          |          |          |
| Shows an understanding of position words (e.g., up, down, under, behind).  |          |          |          |          |
| Carries out three simple, related directions in order (e.g., take off your shoes, hang up your coat and come sit with me). |          |          |          |          |
| Answers simple questions.  |          |          |          |          |
| Uses four to six words in a sentence.  |          |          |          |          |
| Carries on a conversation for more than two turns on the same topic.   |          |          |          |          |
| Uses the appropriate pitch and volume, most of the time, when speaking.  |          |          |          |          |
| Speech is 90 percent understandable.   |          |          |          |          |
| Asks questions using is, what, where and why.  |          |          |          |          |
| Responds when called from another room.  |          |          |          |          |

| Early reading  | Emerging | Achieved | Emerging | Achieved |
|--|----------|----------|----------|----------|
| Describes the action in a picture.                       |          |          |          |          |
| Tells the story when looking at a favorite picture book. |          |          |          |          |
| Says favorite rhyme.                                     |          |          |          |          |
| Sings parts and phrases of familiar songs.               |          |          |          |          |

| Early writing  | Emerging | Achieved | Emerging | Achieved |
|--|----------|----------|----------|----------|
| Experiments with a variety of writing tools and materials. |          |          |          |          |
| Has started copying some familiar letters.                 |          |          |          |          |

### Cognitive

| Attention and memory   | Emerging | Achieved | Emerging | Achieved |
|--|----------|----------|----------|----------|
| Stays with the task of choice, without supervision, for a few minutes.   |          |          |          |          |
| Recalls a short sequence of events from a recent experience in correct order (e.g., draw, act or retell events). |          |          |          |          |
|  |          |          |          |          |

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|--|--|--|--|--|
| Answers an unrelated question while engaged in a task. |  |  |  |  |
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| <b>Numbers: Counting, ordering and measuring quantities</b>   | <b>Emerging</b> | <b>Achieved</b> | <b>Emerging</b> | <b>Achieved</b> |
|---|-----------------|-----------------|-----------------|-----------------|
| Spontaneously recognizes a group of three.  |                 |                 |                 |                 |
| Recites counting words up to 20 (with errors).  |                 |                 |                 |                 |
| Points to or moves objects when counting out loud (may skip or count items more than once).         |                 |                 |                 |                 |
| Knows the difference between numerals and letters.  |                 |                 |                 |                 |
| Places three objects in order based on one characteristic (e.g., tallest to shortest).              |                 |                 |                 |                 |
| Responds appropriately to questions about the location of an object (e.g., which block is on top?). |                 |                 |                 |                 |

| <b>Matching, sorting and classifying</b>   | <b>Emerging</b> | <b>Achieved</b> | <b>Emerging</b> | <b>Achieved</b> |
|--|-----------------|-----------------|-----------------|-----------------|
| Understands relationships between objects (e.g., by use, by group) and applies them generally across many objects. |                 |                 |                 |                 |
| Matches by one characteristic or attribute.  |                 |                 |                 |                 |
| Copies a predictable pattern.  |                 |                 |                 |                 |
| Understands the concept of "same" and "different."   |                 |                 |                 |                 |

| <b>Reasoning</b>  | <b>Emerging</b> | <b>Achieved</b> | <b>Emerging</b> | <b>Achieved</b> |
|---|-----------------|-----------------|-----------------|-----------------|
| Uses senses to investigate and make comparisons (e.g., compare textures of objects using sense of touch).             |                 |                 |                 |                 |
| Shows curiosity by asking "why" questions.  |                 |                 |                 |                 |
| Explores simple cause and effect principles such as force and motion (e.g., when pushed harder, the car goes faster). |                 |                 |                 |                 |
| Recognizes a problem and explores ways to solve it (e.g., how to open a container).                                   |                 |                 |                 |                 |
| Notifies changes in matter (e.g., ice melting or sand absorbing water).   |                 |                 |                 |                 |

| <b>Scientific Knowledge</b>  | <b>Emerging</b> | <b>Achieved</b> | <b>Emerging</b> | <b>Achieved</b> |
|--|-----------------|-----------------|-----------------|-----------------|
| Identifies and describes basic characteristics of living things (e.g., body parts).                                    |                 |                 |                 |                 |
| Rotates and flips shapes such as blocks or puzzle pieces to make them fit.   |                 |                 |                 |                 |
| Uses common shapes to create representations of real objects (e.g., place square blocks on a "road" to be the "cars"). |                 |                 |                 |                 |
| Communicates what event is coming next in a daily predictable routine.   |                 |                 |                 |                 |
| Identifies when an adult uses tools, devices, or electronics to solve problems.  |                 |                 |                 |                 |

## Social-Emotional

| <b>Emotion, understanding and expression</b>                   | <b>Emerging</b> | <b>Achieved</b> | <b>Emerging</b> | <b>Achieved</b> |
|--|-----------------|-----------------|-----------------|-----------------|
| Responds to simple questions and verbal greetings.             |                 |                 |                 |                 |
| Shows concern to peers who are in need, hurt, upset, or angry. |                 |                 |                 |                 |
| Expresses affection toward others.                             |                 |                 |                 |                 |

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|---|--|--|--|--|
| Recognizes emotions and expressions of feelings in others.  |  |  |  |  |
| Interprets others' emotions by their facial expressions.  |  |  |  |  |
| Labels own basic emotions accurately (e.g., sad, angry, happy).   |  |  |  |  |
| Emotions displayed are appropriate for the situation (e.g., expresses joy when something good happens). |  |  |  |  |

|   |                 |                 |                 |                 |
|---|-----------------|-----------------|-----------------|-----------------|
| <b>Regulation of emotion and behavior</b>   | <b>Emerging</b> | <b>Achieved</b> | <b>Emerging</b> | <b>Achieved</b> |
| Waits while another child or adult takes a turn during a structured game or activity. |                 |                 |                 |                 |
| Finishes something even when preferring to do something else.                         |                 |                 |                 |                 |

|   |                 |                 |                 |                 |
|---|-----------------|-----------------|-----------------|-----------------|
| <b>Self-concept and awareness</b>   | <b>Emerging</b> | <b>Achieved</b> | <b>Emerging</b> | <b>Achieved</b> |
| Knows own first and last name.  |                 |                 |                 |                 |
| Understands that girls and boys are different.                                  |                 |                 |                 |                 |
| Identifies with a gender.   |                 |                 |                 |                 |
| Describes self in terms of observable traits (e.g., hair color, skin color).    |                 |                 |                 |                 |
| Eats with utensils and drinks from an open cup.                                 |                 |                 |                 |                 |
| Cares for some of own basic needs, such as feeding and washing self.            |                 |                 |                 |                 |
| Dresses and undresses self without help except for zippers, buttons, and tying. |                 |                 |                 |                 |

|   |                 |                 |                 |                 |
|---|-----------------|-----------------|-----------------|-----------------|
| <b>Relationships with peers and caregivers</b>                                      | <b>Emerging</b> | <b>Achieved</b> | <b>Emerging</b> | <b>Achieved</b> |
| Attached to one or more significant adults.   |                 |                 |                 |                 |
| Shows preference for being with certain people (e.g., peers, caregivers).           |                 |                 |                 |                 |
| Names a friend.   |                 |                 |                 |                 |
| Separates from caregiver with ease.   |                 |                 |                 |                 |
| Asks for help to complete a task (e.g., asks for a towel to clean up a spill).      |                 |                 |                 |                 |
| Demonstrates a sense of humor (e.g., Saying something silly or laughing at a joke). |                 |                 |                 |                 |

### Motor

|   |                 |                 |                 |                 |
|---|-----------------|-----------------|-----------------|-----------------|
| <b>Gross</b>  | <b>Emerging</b> | <b>Achieved</b> | <b>Emerging</b> | <b>Achieved</b> |
| Catches a medium-sized ball by scooping or trapping it against own body.  |                 |                 |                 |                 |
| Balances on each leg for five or more seconds.                            |                 |                 |                 |                 |
| Walks down stairs alternating feet, without holding on to a wall or rail. |                 |                 |                 |                 |
| Moves body in time to music.  |                 |                 |                 |                 |
| Jumps forward two feet (feet together).                                   |                 |                 |                 |                 |
| Climbs on playground equipment.   |                 |                 |                 |                 |
| Rotates body to throw an object.  |                 |                 |                 |                 |
| Aims and kicks a ball toward a target.                                    |                 |                 |                 |                 |
| Hops on one foot.   |                 |                 |                 |                 |

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| Fine  | Emerging | Achieved | Emerging | Achieved |
|---|----------|----------|----------|----------|
| Fastens and unfastens own clothing sometimes.     |          |          |          |          |
| Uses tongs and tweezers to pick up small objects. |          |          |          |          |
| Cuts a stationary object with scissors.           |          |          |          |          |
| Draws a O and a +.                                |          |          |          |          |

Notes

None