



Developmental Progress (adapted from Early Childhood Magazine) Age: 0-2

Child's Name: _____ **Year:** _____

Creative Development

- Notices characteristics such as light and dark, colors, shapes, movement, textures, and patterns
- Uses all senses and feelings to interpret the world around them
- Communicates through postures, gestures, facial expressions, cries, and other sounds, and-after the first year-in words and phrases
- Explores new things and is drawn to materials and objects with bright colors and interesting textures

Making Marks and Discovering Forms

- Boldly investigates with basic materials such as markers, paints, and crayons
- Scribbles using simple, random marks
- Begins to recognize that marks represent objects in the real world

Problem Solving

- Test the limits of their body and abilities (“How far can I reach?” “What happens when I push on that?”)
- Experiments with whatever they touch, taste, smell, and hear
- Explores cause and effect, noticing what happens when they do something and using that information to decide whether or not to take that action again

Thinking Skills

- Symbolic Thinking-substitutes words, gestures, and pictures for real things
- Observing, focusing

Exploration

- Uses developing senses to explore their world
- Knows objects exist even when hidden, and actively search for out-of-sight objects

Math/Science Development

- Uses senses to identify familiar objects and people
- Begins to predict and anticipate sequences of events
- Notices cause-and-effect relationships
- Begins to classify objects in a simple but thoughtful manner
- Uses language to classify objects according to basic characteristics, such as type

- Begins to use relationship words and comparative language, such as bigger and under

Play Development

- Likes to look at other babies
- Loves the company of other children
- Joins in activities which are centered around them
- Engages in parallel play, offering toys but not playing together with other children

Motor Skills

- Walks well
- Stoops to pick up toys
- Turns pages of a book
- Picks up small objects easily
- Scribbles
- Runs fairly well
- Stands on one foot
- Throws objects overhand
- Learns to walk up and down stairs, holding on, both feet on each step
- Buttons large buttons
- Pulls down zippers
- Turns a doorknob

Social/Emotional Development

- Increasingly alert to sights and sounds
- Smiles in response to expressions
- Engages, disengages, then reengages with adults for short periods of time
- Begins to respond to gestures with gestures of their own
- Expresses desires and wants by pointing

Literacy Development

- Experiments with language by making sounds that imitate the tones and rhythms of adult talk
- Delights in listening to familiar jingles and rhymes
- Plays along in games such as “peekaboo” and “pattycake”
- Shows interest in books that feature familiar objects
- Begins to name familiar objects out loud
- Participates in making the sounds of animals they see in books



Developmental Progress (adapted from Early Childhood Magazine) Age: 2-3

Child's Name: _____ **Year:** _____

Creative Development

- Enjoys scribbling but not distinguishing between the drawing and the object they are drawing with, so the crayon will gallop across the paper as they draw a horse trotting
- Will not distinguish the paper from the world beyond-the marks may go off the sheet
- Enjoys exploring new materials
- Uses creations as vehicles for fantasies, stories, or symbolic play
- Names scribbling when adults ask what they are drawing, even though they didn't intend to draw anything in particular
- Develops a sense of spatial relations

Making Marks and Discovering Forms

- Boldly investigates with basic materials such as markers, paints, and crayons
- Scribbles using simple, random marks
- Begins to recognize that marks represent objects in the real world

Problem Solving

- Creates new and unexpected uses for toys and materials
- Experiments with the same problem over and over again, such as stacking blocks to build a tower that keeps falling down
- Tests physical problem-solving skills in such ways as climbing over chairs instead of going around them and sliding down the stairs on their bottom

Thinking Skills

- Has inner world of thought and language-what they can say lags behind what they know about the way the world is organized, such as calling all large four-legged creatures "horsie" but can distinguish them from small and two-legged creatures, and from one another

Exploration

- Expands sensory explorations, running their hands over things, roaming and cruising in and out of doors and handling everything in reach
- Identifies familiar objects by touch

- Imitates the use of an object long after they observe others using the object; for instance, pouring raisins into a bowl at home after watching a teacher do so at school

Math/Science Development

- Begins to understand the concept and use of numbers-for example, when they count crackers, each is given one number
- Counts three or four objects, but then counts the same object twice or skips objects
- Understands many directional and relational words, such as straight and behind
- Fits large puzzle pieces into place, demonstrating an understanding of the relationships between geometric shapes
- Notices patterns in the things they see and hear
- Makes cause-and-effect predictions
- Asks many questions about why things are the way they are and how things work
- Observes similarities and differences between objects
- Conducts their own experiments, such as stacking blocks in a new way

Play Development

- Begins to play with other children
- Enjoys simple games
- Squabbles and fights with others
- Doesn't share toys and can become possessive and uncooperative
- Increasingly converses with other children
- Is still not able to play with others if they have had little social experience

Motor Skills

- Walks with more coordination and confidence
- Climbs even in unsafe places
- Jumps off bottom steps
- Pushes self on wheeled toys
- Turns pages of a book one at a time
- Strings large beads
- Builds towers of about six to eight blocks
- Runs but may not be able to stop smoothly
- Alternates feet going up stairs, but not going down
- Throws balls overhand, but inaccurately
- Kicks balls
- Draws horizontal and vertical lines
- Screws lids on and off containers

Social/Emotional Development

- Engages in pretend play with others
- Enlists help to do pretend dramas dealing with closeness, nurturing, and care; enjoys pretend play alone
- Uses words or combines gestures to express feelings
- Communicates their desires for closeness by gesturing
- Develops the ability to recover from anger

Literacy Development

- Enjoys listening to stories, rhymes, and songs; doing finger plays; looking at books
- Understands that their written name signifies something special that pertains specifically to them
- Scribbles enthusiastically



Developmental Progress (adapted from Early Childhood Magazine) Age: 3-4

Child's Name: _____ **Year:** _____

Creative Development

- Discovers that they can place blocks or make marks on paper in a way that represents an object's features
- Draws recognizable shapes, such as circles, ovals, rectangles, triangles, crosses, and combinations of these shapes
- Begins creating with a specific intention-wanting to draw a man or build a firehouse

Making Marks and Discovering Forms

- Begins to experiment with symbolic art-art that represents objects (They may continue to draw circles, lines and basic forms, but is increasingly concerned with using these forms to make "real things.")
- Creates forms that become more detailed (For example, one day they may add eyes and ears to a picture of a face and another time draw only the mouth and nose.)
- Represents several different ideas on a page, but instead of making objects interrelate, tends to place them randomly (For example, a child may put a person in the middle of the page, perhaps a house and a large tree near the bottom, and maybe circular scribbles floating near the top.)

Problem Solving

- Experiments with materials in slightly more creative and detailed ways than twos, such as using toy bananas as telephones or pots as hats
- Uses language in the problem-solving process
- Tries to make something work when they are having difficulty-for example, pounding in puzzle pieces where they don't fit

Thinking Skills

- Can make many connections between new and previous experiences
- Can sort things and ideas (boys/girls, sort by color-if they want to)

Exploration

- Labels objects as hard or soft, large or small, heavy or light
- Begins to draw shapes of objects, circles, squares

- Still explores their world through their senses

Math/Science Development

- Recognizes and looks for geometric shapes in the environment
- Enjoys sorting and classifying objects, usually by only one characteristic at a time-color, shape, size
- Begins to classify things by their uses
- Notices and compares similarities and differences
- Uses words to describe the things they observe
- Becomes interested in complex experiments and using new materials in a variety of ways

Play Development

- Plays more complex and interesting games
- Forms stronger friendships
- Makes and breaks friendships easily
- Copies other children
- Doesn't switch easily between pretend and reality

Motor Skills

- Jumps up and down in place
- Walks on tiptoe
- Rides a tricycle
- Catches a ball with arms straight
- Builds towers of about nine to ten blocks
- Makes a bridge from three blocks
- Cuts with scissors
- Draws recognizable pictures
- Uses a fork and spoon with little spilling
- Plays actively, but tires suddenly

Social/Emotional Development

- Begins to distinguish between what is real and what isn't; uses logical thinking
- Makes pretend play more complex so that one theme leads to another
- Follows rules and responds to limits; feels optimistic and confident
- Begins to reason about feelings and connects them to behaviors (for example, behaving nicely pleases you); tries hard to learn to do something

Literacy Development

- Delights in conversing and being listened to and responded to
- Recognizes examples of print in their environment
- Knows that writing is a form of communication
- Enjoys dictating comments about artwork and letters
- Knows that people read for a purpose



Developmental Progress (adapted from Early Childhood Magazine) Age: 4-5

Child's Name: _____ **Year:** _____

Creative Development

- Acquires a sense of ownership of their creations
- Attempts to use graphic symbols to represent objects
- Responds to an accidental slip of the marker or drips from the brush by incorporating them into the story or the drawing
- Visually represents particular emotions, such as joy, sadness, and anger

Making Marks and Discovering Forms

- Begins to experiment with symbolic art-art that represents objects (They may continue to draw circles, lines and basic forms, but is increasingly concerned with using these forms to make "real things.")
- Creates forms that become more detailed (For example, one day they may add eyes and ears to a picture of a face and another time draw only the mouth and nose.)
- Represents several different ideas on a page, but instead of making objects interrelate, tends to place them randomly (For example, a child may put a person in the middle of the page, perhaps a house and a large tree near the bottom, and maybe circular scribbles floating near the top.)

Problem Solving

- Constructs elaborate ways to solve problems
- Begins to get very involved in solving social problems (Fours and fives are highly concerned about rules and helping others find solutions.)
- Enjoys experimenting and problem solving with ideas as well as concrete materials ("What will happen if . . .?" and "What will happen next?" arise as they begin to imagine new situations.)

Thinking Skills

- Can sequence events, count, distinguish less and more, argue, explain, and rationalize
- Can think of more than one way to sort things

Exploration

- Attends to objects and events in more planned-out ways
- Builds with blocks, string beads, draws recognizable representations of objects

- Draws objects in relation to one another

Math/Science Development

- Enjoys playing games involving numbers
- Struggles with classifications that aren't obvious
- Counts objects or people up to 10 or 20 with less skip-counting or double counting
- Understands that symbols represent complex patterns
- Solves multiple-piece puzzles by recognizing and matching geometric shapes
- Uses concepts such as height, size, and length to compare objects
- Enjoys exploring and using new materials and objects
- Enjoys learning about real-life places and things and how they work

Play Development

- Firms up friendships as they reach school age
- Becomes more independent, not all doing the same thing at the same time
- Takes on separate roles in complex games
- Explains games to other children
- Describes other children as "best friends"
- Indicates to others when to "pretend" and when something is "real"

Motor Skills

- Gallops and hops
- Dresses and undresses self
- Jumps forward as well as in place
- Throws overhand with body control
- Laces shoes
- Cuts on line with scissors
- Has increased endurance in play, but needs intakes of water and food

Social/Emotional Development

- Enhances pretend play by adding complexity and depth to themes and roles
- Enjoys participating in rule making and talking about what is fair and what is not
- Talks about their own feelings and begins to understand the feelings of others
- Feels and expresses empathy

Literacy Development

- Realizes that reading moves left to right, top to bottom
- Learns that print, rather than pictures, carries the meaning of the story
- Pretends to read, using visual cues to remember the words to their favorite stories
- Understands writing is used to convey messages and has a specific form and symbol system
- Recognizes and names some letters
- Writes some letters
- Enjoys playing games involving written words and numbers



Developmental Progress (adapted from Early Childhood Magazine) Age: 5-6

Child's Name: _____ **Year:** _____

Creative Development

- Learns to control the direction and length of a line they are drawing
- Develops a personal style in their drawings and other creations
- Draws more complex pictures-a sun in the sky above two girls and a flower in the ground
- Makes more realistic images, distinguishing between people and animals, males and females, adults and children

Making Marks and Discovering Forms

- Has an increasing drive to create realistic art
- Still enjoys working non-objectively as well as symbolically-creating seas of forms and shapes, which are often full of fantasy
- Has gained a great deal of physical knowledge, and is able to handle tools and materials with considerable skill (keeps paint from running down the easel, learns how to secure plastic foam to a cardboard base)

Problem Solving

- Experiments with helping others work out a problem before they turn to an adult
- Considers and discusses how possible solutions might work before trying them out
- Tests the limits of their body with large-motor problem-solving activities-looking to see how far, how long, and how high they can move

Thinking Skills

- Can think their way through most situations
- Can collect and organize data
- Trusting

Exploration

- Has a wealth of conceptions about objects and how they work
- Has increasingly symbolic thought (The ability to mentally or symbolically represent objects, events, and actions is accompanied by more actions that are increasingly planned and goal directed.)

Math/Science Development

- Begins to be able to add small numbers in their head but still be most comfortable adding real objects they can actually touch and move

- Classifies objects according to more than one characteristic-sorting the round and blue blocks and the red square ones
- Has a long attention span for activities that interest them
- Uses positional words to explain spatial relationships (under, above, beside)
- Engages in long-term science projects such as growing plants, recording the weather, and collecting and comparing shells

Play Development

- Firms up friendships as they reach school age
- Becomes more independent, not all doing the same thing at the same time
- Takes on separate roles in complex games
- Explains games to other children
- Describes other children as “best friends”
- Indicates to others when to “pretend” and when something is “real”

Motor Skills

- Stands and balances on tiptoe for short periods
- Skips, alternating feet
- Ties shoelaces
- Draws recognizable people
- Writes alphabet letters
- Buttons, snaps, and zips clothes
- Shows high energy levels in play; rarely fatigue; finds inactivity difficult and seeks active games and environments

Social/Emotional Development

- Enjoys playing and working independently
- Enjoys taking care of their own needs
- Engages in cooperative play
- Reacts to normal frustrations in constructive ways
- Understands and accepts limits and routines
- Shows an understanding of personal rights and responsibilities

Literacy Development

- Recognizes and identifies some of the sounds that letters represent
- Sounds out some words
- Enjoys writing and giving written messages to others
- Attempts to do their own writing, using invented and standard spelling
- Begins to write the words they hear
- Learns to leave spaces between words
- Enjoys reading favorite books, simple predictable books, and books they have written
- Loves to browse through beautiful books