

Individual Assessment Criteria for Three Year Olds

As your child accomplishes these skills, the teachers will provide appropriate experiences to extend your child's learning.

SOCIAL/EMOTIONAL

- Able to describe picture of self with prompts
- Expresses own feelings using words, facial expressions, and/or body language
- Copes with new experiences; willingness to try new things
- Increasing attention span
- Shows persistence in completing a task
- Uses self-help skills when eating and drinking (such as snack and/or lunch)
- Can take care of bathroom needs
- Participates in good health practices
- Chooses and returns manipulatives independently
- Builds with blocks alone and/or with peers
- Engages in imaginary play with or without peers
- Engages in imaginary play with blocks
- Understands "taking turns" with teacher assistance
- Asks another child to play
- Begins to recognize the feelings and differences of others
- Begins to use problem-solving strategies with or without adult help
- Participates in group activities
- Begins to understand classroom limits, rules, and transitions
- Demonstrates feeling safe and being a part of a classroom community
- Able to change behaviors for different surroundings

INTELLECTUAL/COGNITIVE

Language and Communication

- Recites full name, gender, and age
- Follows 2 step oral directions
- Names basic colors: red, yellow, blue, green, orange, brown, black, white, purple...

- Identifies common sounds (such as doorbell, car, animals, etc.)
- Understands opposites (up/down, open/closed, stop/go etc.)
- Uses sentences to convey ideas, activities, and/or stories
- Understands sentences and questions as indicated by a somewhat relevant response
- Asks questions (such as who?, what?, where?, and why?)
- Uses the plural form of words (such as toys, birds)
- Beginning to understand the "give and take" of conversation

Information Recall

- Recalls three objects that are visually presented
- Matches related objects (such as shoe/sock or truck/tire)
- Identifies what is missing from a picture
- Recognizes what does not belong in a group of three items (such as: banana, chair, apple)
- Can identify the usage of objects shown in pictures (Show me something we can ride.)
- Recalls steps from a familiar task in sequence

Emergent Literacy Skills

- Listens to short stories and/or poems
- Listens to and repeats simple rhymes, songs, and/or finger plays
- Listens for rhyming words in stories and/or songs
- Dramatizes adult-authored stories
- Responds to teacher directed conversation related to a story
- Places events from a familiar story in sequence
- Begins to exhibit pre-reading behavior
- Begins to name or describe their buildings/structures
- Beginning to develop a sense of print

- Recites and/or recognizes beginning letter and/or all letters in first name
- Creates own stories through dictation and dramatization

Emergent Writing Skills

- Paints with a brush using one hand with control
- Holds writing utensil with beginning pencil grip
- Draws to communicate meaning
- Experiments with writing; scribbling progressing to letter-like marks
- Attempts to write first letter of his/her first name

Mathematics

- Differentiates between a circle, square, triangle, and rectangle
- Matches objects to their outlines
- Groups objects by shape, color, and/or size (combined)
- Rote counts (1, 2, 3...)
- Rational counting (to count objects)
- Identifies, copies, and/or reproduces an ABA pattern
- Understands positional terms (under, over, above, below, on, beside, next to, between, etc.)
- Begins to understand mathematical concepts (such as more/less, before/after, bigger/smaller)
- Begins to develop an understanding of time in the context of daily routines

Understanding Their World

- Uses senses to explore basic scientific concepts
- Begins to connect empty spaces between blocks during building
- Is familiar with his/her local community; school campus progressing to neighborhood

Fine Arts

- Participates in musical activities by responding through movement and/or singing
- Uses a variety of art materials for creative exploration

SPIRITUAL

- Participates in weekly Chapel
- Repeats Chapel Bible verses and/or uses simple sign language
- Sings Chapel songs and/or uses hand motions

- Participates in reciting simple prayers with or without sign language
- Listens to Bible stories
- Expresses ideas about God and Jesus
- Shows care for God's beautiful world

PHYSICAL

Gross Motor

- Throws a ball overhand
- Kicks a large ball with accuracy
- Rolls a large ball and/or throws a beanbag at a target with accuracy
- Catches a ball with both arms extended
- Balances and/or hops on one foot
- Jumps three jumps with both feet
- Walks forward/backward on a line
- Walks on tiptoes with coordination and balance
- Uses strength and control to climb playground equipment
- Rides a tricycle
- Begins alternating foot placement while going downstairs

Fine Motor

- Builds a tower using more than 5 blocks
- Able to make balls and snakes with clay and/or playdough
- Pounds pegs with a mallet
- Puts 8 to 10 piece wooden puzzle together
- Beginning to complete simple jigsaw puzzles
- Strings at least 6 half-inch beads
- Uses scissors to snip; using beginning scissoring technique
- Uses scissors to cut on or near a straight line
- Attempts to follow holes when lacing
- Practices zipping, snapping, fastening, and buttoning