

<p style="text-align: center;"><b>Threes Portfolio Checklist Chart</b></p>										
<b>SOCIAL</b>										
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										
Participates in group activities										
Begins to understand classroom limits, rules, and transitions										
Demonstrates feeling safe and begin part of the classroom community										
<b>EMOTIONAL</b>										
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										
Can take care of bathroom needs										
Participates in good health practices										
Chooses and returns manipulatives independently										
Begins to use problem-solving strategies with or without adult help										

<h2 style="text-align: center;">Threes Portfolio Checklist Chart</h2>										
<b>EMOTIONAL (cont.)</b>										
Able to change behaviors for different surroundings										
<b>INTELLECTUAL/COGNITIVE</b>										
<b>Language &amp; Communication</b>										
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 (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 (who?, what?, where?, and why?)										
Uses plural form of words										
Beginning to understand the “give and take” of conversation										
<b>Information Recall</b>										
Recalls three objects that are visually presented										
Matches related objects (shoe/sock, truck/tire)										
Identifies what is missing from a picture										
Recognizes what does not belong in a group of three items (banana, chair, apple)										
Can identify the usage of objects shown in pictures										

<p style="text-align: center;"><b>Threes Portfolio Checklist Chart</b></p>										
<p><b>Information Recall (cont.)</b></p>										
<p>Recalls steps from a familiar task in sequence</p>										
<p><b>Emergent Literacy Skills</b></p>										
<p>Listens to short stories and/or poems</p>										
<p>Listens to and repeats simple rhymes, songs, and/or fingerplays</p>										
<p>Listens for rhyming words in stories and/or songs</p>										
<p>Dramatizes adult-authored stories</p>										
<p>Responds to teacher directed conversation related to a story</p>										
<p>Places events from a familiar story in sequence</p>										
<p>Begins to exhibit pre-reading behavior</p>										
<p>Begins to name or describe their buildings/structures</p>										
<p>Beginning to develop a sense of print</p>										
<p>Recites and/or recognizes beginning letter and/or all letters in first name</p>										
<p>Creates own story through dictation and dramatization</p>										
<p><b>Emergent Writing Skills</b></p>										
<p>Paints with a brush using one hand with control</p>										
<p>Holds writing utensil with beginning pencil grip</p>										
<p>Draws to communicate meaning</p>										
<p>Experiments with writing; scribbling progressing to letter-like marks</p>										
<p>Attempts to write first letter of his/her name</p>										

<h2 style="text-align: center;">Threes Portfolio Checklist Chart</h2>										
<b>Mathematics</b>										
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 (more/less, before/after, bigger/smaller)										
Begins to develop an understanding of time in the context of daily routines										
<b>Understanding Their World</b>										
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										
<b>Fine Arts</b>										
Participates in musical activities by responding through movement and/or singing										
Uses a variety of art materials for creative exploration										

<b>Threes Portfolio Checklist Chart</b>										
<b>SPIRITUAL</b>										
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										
<b>PHYSICAL (Gross Motor)</b>										
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										

<b>Threes Portfolio Checklist Chart</b>										
<b>PHYSICAL (Gross Motor cont.)</b>										
Rides a tricycle										
Begins alternating foot placement while going downstairs										
<b>PHYSICAL (Fine Motor)</b>										
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										