

Preschool Milestones

Personal and Social Development

1. Self Concept

A. Demonstrates self-confidence

1. Points to self in a group photo
2. Identifies self as a boy or a girl
3. Talks about things s/he likes ("I like pizza")
4. Talks about preferences ("I want pizza with only cheese)
5. Shows pride in own work and shares it with others
6. Talks about own interests ("I like to play T-ball)
7. Describes own appearance positively
8. Describes own abilities positively
9. Evaluates own work
10. Sets attainable, short-term goals for self
11. States name and age upon request
12. States address and phone number upon request
13. Attempts to respond to questions, even when unsure of the answers

B. Shows self direction

1. Moves from one area to another to participate in different activities
2. Selects own activities with confidence and ease
3. Expresses a plan to participate in a specific area or activity
4. Uses materials independently and appropriately
5. Takes responsibility for classroom chores
6. Carries out classroom routines without prompting (cleans up toys, hangs coat, brushes teeth)
7. Assumes a leadership role
8. Explains rules of a game or activity to others

2. Self Control

A. Follows simple classroom rules and routines

1. Returns materials to their correct location after use
2. Responds to adult directions after one request
3. Helps develop classroom rules and verbalizes the need for such rules
4. Helps another child, voluntarily
5. Follows simple classroom rules

6. Waits for a turn
7. Follows simple rules in a game

B. Uses classroom materials carefully and purposefully

1. Cares for books by turning pages carefully, putting them back on the shelf when finished and asking for tape to repair torn book
2. Draws with markers on appropriate surfaces and puts tops on when through
3. Treats classroom pet gently and with care
4. Puts dress up clothes back in proper location
5. Handles breakable objects carefully

C. Manages transitions

1. Separates from parent/s with minimal difficulty (may wave at window or blow a kiss to help manage goodbye transition)
2. Greets teachers and friends upon arrival and says goodbye when leaving
3. Responds positively to the signal for a change in activity
4. Moves from activity time to clean up time with ease and purpose
5. Transitions inside from outdoor play with little or no protest

3. Approaches to learning

A. Shows eagerness and curiosity as a learner

1. Shows interest in new activities
2. Asks lots of questions with a desire to know more
3. Shows interest in taking things apart and putting them together
4. Shows interest in and asks questions about stories and events related to other children

B. Attends to tasks and seeks help when encountering a problem

1. Completes a simple self-selected activity
2. Stays focused on an activity despite distractions and interruptions
3. Stays with a difficult task, even when frustrated
4. Appropriately seeks assistance from an adult when challenged
5. Develops solutions with adult assistance
6. Seeks help from other children when challenged
7. Suggests own solutions, verbally
8. Experiments, predicts and asks questions to find a solution
9. Shows persistence in solving problems, looking for more than one solution

C. Approaches tasks with flexibility and inventiveness

1. Tries something s/he has never tried before – willing to take a risk
2. Experiments with different ways to accomplish a task or use an object
3. Creates something new in her own unique way

4. Interactions with others

A. Interacts easily with one or more children

1. Watches other children play
2. Imitates the play of others
3. Engages in parallel play (side-by-side with another child, but not interacting)
4. Comforts others in distress
5. Greets familiar peers
6. Initiates play with another child
7. Takes turns and shares possessions
8. Takes turns in conversation
9. Identifies a classmate as a friend
10. Is identified by a classmate as a friend

B. Interacts easily with familiar adults

1. Shows affection toward familiar adults
2. Uses teacher's names
3. Responds to teacher greetings
4. Initiates adult interactions
5. Answers teacher's questions
6. Plays a game with familiar adult
7. Accepts care and guidance from a familiar adult
8. Shares adult attention with others
9. Helps a familiar adult when asked
10. Engages in conversation with adults
11. Cooperates with adult requests
12. Uses "please," "thank you" and "excuse me" without reminder

C. Participates in group life of the class

1. Participates in small group projects for 5-10 minutes
2. Tells the group about an object brought for "Show and Share"
3. Participates in group games such as Duck, Duck, Goose
4. Readily joins Circle Time/Morning Meeting
5. Takes turns listening and talking at group time
6. Responds to the suggestions of other children
7. Suggests ideas for classroom activities

D. Shows empathy and caring for others

1. Identifies happy and sad faces
2. Uses words to express emotions (angry, sad, happy, etc)
3. Comments on the emotions of others
4. Comforts another child in distress
5. Pretends to soothe a crying baby in the Home Living Area
6. Assists a child who needs help (cleans up spilled milk)
7. Identifies feelings of characters in a story
8. Claps/cheers for another child in a group activity
9. Congratulates another child on a special accomplishment

5. Social problem solving

A. Seeks adult help when needed to resolve conflicts

1. Describes the problem to the teacher
2. Expresses own feelings/desires
3. Imitates the adult words to help work through the conflict
4. Suggests strategies to solve the conflict
5. Follows through with the plan to resolve the conflict
6. Ignores or walks away from a disruptive child or an annoying situation
7. Tells others to ignore a disruptive child or annoying situation
8. Sticks up for own rights
9. Sticks up for the rights of others
10. Expresses displeasure verbally more than physically