

3-5: Social/Developmental/Emotional Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
actively explores the world around her	explores the immediate environment and some of the environment beyond home and classroom	demonstrates interest in exploring aspects of home, school, and community
engages in make-believe play, and imitates adult roles, responsibilities, and phenomena in his or her life	uses increasingly complex dramatic play to clarify roles, relationships, and responsibilities of self and others	uses complex, planned, and scripted dramatic play, often involving many children in the discussion and negotiation of roles
uses one object to stand for another in dramatic play ("This broom is the firehose.")	uses a variety of objects to represent other objects in dramatic play	experiments with a wide variety of materials to find challenging new ways to utilize and combine them
focuses on the observable and tangible aspects of objects and events	focuses on the observable and tangible aspects of objects and events	
approaches new tasks and solves problems through observation, hands-on trial and error, and repetition	begins to generate ideas and suggestions, and makes plans and predictions when asked	sustains interest in a task and works hard to solve problems independently, or with some adult coaching and support
matches identical items and pictures	groups objects using 2 or more attributes (e.g., by size and color)	groups items into higher order categories and classes of objects
sorts objects into simple categories	verbalizes own interpretations of cause and effect when solving problems	
counts objects, but does not yet have one-to-one correspondence	counts objects with emerging one-to-one correspondence	counts objects, and refers to the quantity of items in talking about them, often one-to-one correspondence
		uses measurement words (e.g., longer, shorter, heavier, lighter) and tools (e.g., rulers, measuring tapes, Unifix cubes, and balance scales) <i>Chart continued on next page</i>

Thinking, Reasoning, and Problem Solving

Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
<p>plays alone or alongside others, sometimes copying others, or following their suggestions</p>	<p>still plays alongside others, but is beginning to play cooperatively, as "being friends" becomes increasingly important</p>	<p>plays with "best friends" extensively</p>
<p>asserts own needs and wants, and is beginning to negotiate conflict with peers</p>	<p>begins to willingly take turns, mostly to ensure that others will "be friends"</p>	<p>cooperates most of the time in group play and work time</p>
<p>expresses intense feelings, such as affection or joy</p>	<p>works hard to use language to express feelings, negotiate, and resolve disagreements, with adult help</p>	<p>uses language to express feelings, negotiate, and resolve disagreements, with minimal adult intervention</p>
<p>becoming comfortable separating from familiar adults</p>	<p>over time, shows comfort with new people and situations</p>	<p>over time shows comfort with new people and situations</p>
<p>may sense another's feelings and show empathy</p>	<p>begins to spontaneously offer help, comfort, or objects to others</p>	<p>can sense another person's feelings, and has some ideas about how to help others</p>
<p>achieves some independence with routine tasks such as dressing self, using the bathroom, and cleaning up after playing or eating</p>	<p>manages routines such as dressing self, using the bathroom, and cleaning up after play, snacks, or meals, often independently</p>	<p>manages routines such as dressing self, using the bathroom, and cleaning up after play, snacks, or meals, mostly independently</p>
	<p>is beginning to comprehend that there are consequences to one's actions</p>	<p>is beginning to understand the consequences of own and others' behavior</p>

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Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
vocabulary increasing steadily, using sentences of at least 3 or 4 words to express wants and needs	talks to others about personal acquaintances, experiences, and acquisitions (in small and large groups)	uses complex sentence structure, and has the vocabulary to express most wants, needs, and explanations, without difficulty
begins to listen and attend to others	listens to others and tries to participate in conversation	participates actively in conversations, listening attentively and with patience to others' contributions
learns words to simple finger plays, rhymes, and songs, especially those with a lot of repetition and hand motions	restates multi-step directions	can follow multi-step instructions and requests
can tell a simple story, often focusing only on favorite parts	can retell the basic sequence of a story	remembers and recites poems, songs, and story and movie sequences, and acts them out
	uses some positional words (e.g., under, over, on)	uses positional words (e.g., under, over, on)
walks, runs, turns, and stops well	walks, runs, turns, and stops well	skips and runs with agility and speed
is developing coordination in a variety of situations	beginning to skip	coordinates movements for swimming, skating, or bike riding
balances with emerging skill	can balance and climb in many situations	balances, hops, jumps, and climbs well
plays actively and then needs rest	exhibits increasing physical endurance	displays high energy level
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Gross-Motor Development

Language & Communication

Creative Development

Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
attempts to use various tools to express self through random marks, drawings, paintings, or building	uses various tools with increasing control to express self through designs, drawings, paintings, or building	regularly uses various tools with control to express self through designs, drawings, paintings, or building
may begin to name a person, place, thing, or action in a drawing	sometimes names a person, place, thing, or action in a drawing	sometimes names a person, place, thing, or action in a drawing
responds to music through spontaneous body movements	responds to music through rhythmic body movements	responds to music through rhythmic, controlled body movements
engages in pretend play	engages in pretend play easily and naturally	engages in dramatic play easily, cooperating with other children, and showing lots of imagination and interest
explores the uses and properties of expressive media (paint, chalk, crayon, pencils, clay, collage materials, wood, etc.)	explores a variety of expressive media (paint, chalk, crayon, pencils, clay, collage materials, wood, etc.)	explores a variety of expressive media with purpose, often with a product in mind (paint, chalk, crayon, pencils, clay, collage materials, wood, etc.)

Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
is curious about print in the environment	"reads" some print in the environment (names, letters, signs, labels, logos)	"reads" print in the environment (many classmates' names, alphabet letters, "Exit" and restroom signs, labels, logos)
may play at reading by reading the pictures	plays at reading by reading the pictures	role-plays self as reader, relying heavily on memory, pictures, and/or some word recognition
listens to stories read aloud, asks questions	listens to stories read aloud, asks questions, and makes pertinent comments	listens to stories read aloud, and discusses plot and characters
plays at writing, and may combine writing and drawing	is curious about letters, words, and some conventions of print (front-to-back, directionality of books)	is curious about letters, words, and conventions of print, and may ask how to spell words
plays at writing, and may combine writing and drawing	plays at writing using scribbles, random symbols and letters, and some conventional words and names	writes using scribbles, random symbols and letters, and conventional words and names

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Fine-Motor Development

Preschool Developmental Milestones Chart

Three-Year-Old Level	Four-Year-Old Level	Five-Year-Old Level
manipulates large pegs, beads, and puzzles with knobs, or whole pieces representing objects	uses puzzles with small pieces, small pegs, beads, playdough, eyedroppers, etc.	does multiple-piece puzzles, and uses small manipulatives with ease
pours liquids with some spills	pours sand or liquids into small containers	
builds simple block structures	builds complex block structures	builds 3-dimensional block structures
holds crayon or marker in fingers instead of fist	draws combinations of shapes and objects that are recognizable to adults	draws persons and geometric designs
draws shapes and objects in some relation to each other	draws persons with at least 4 parts	prints first name and prints some letters crudely but readably for adults
handles scissors with some success	uses scissors with increasing skill	uses hammers, scissors, screwdrivers, and hole punchers unassisted
dresses and undresses with some assistance	dresses and undresses without assistance	dresses and undresses easily, tying shoes with adult coaching

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