



Developmental Checklist for Three-Year-Olds

KidCentric

Observation Period

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Social/Emotional | | | | |
| Demonstrates knowledge of self | | | | |
| Identifies self by first and last name | | | | |
| States age | | | | |
| Identifies self by gender | | | | |
| Identifies self in mirror or in picture | | | | |
| Names familiar people | | | | |
| Values own property and names personal belongings | | | | |
| Identifies and labels own feelings | | | | |
| Names at least six body parts | | | | |
| Identifies ways in which people are alike and different | | | | |
| Shows curiosity and interest in surroundings | | | | |
| Begins to develop senses of touch, smell, taste, and hearing | | | | |
| Demonstrates self-help skills | | | | |
| Puts on and removes coat unassisted | | | | |
| Lifts and drinks from cup and replaces it on table | | | | |
| Feeds self | | | | |
| Uses materials in an appropriate manner | | | | |
| Helps to clean up messes | | | | |
| Helps put away things | | | | |
| Distinguishes between edible and inedible objects | | | | |
| Follows classroom routines without prompting | | | | |
| Completes tasks | | | | |
| Relates positively with others | | | | |
| Shows pleasure in dealing with people and things | | | | |
| Follows simple rules in a game run by an adult | | | | |
| Follows classroom rules with prompting | | | | |
| Follows classroom rules without prompting | | | | |
| Understands consequences of not following classroom rules | | | | |
| Expresses a wide range of emotions | | | | |
| Separates from family member without undue stress | | | | |
| Shows affection or concern for others | | | | |
| Works or plays independently | | | | |
| Works or plays with another child | | | | |
| Works or plays within a group | | | | |
| Maintains a friendship with another child | | | | |
| Shares toys or takes turns with prompting | | | | |
| Shares toys or takes turns without prompting | | | | |
| Indicates awareness of people having different feelings about a situation | | | | |
| Recognizes the needs or desires of another | | | | |
| Accepts a compromise suggested by another | | | | |
| Suggests a compromise to solve a problem | | | | |
| Language and Emerging Literacy | | | | |
| Demonstrates enjoyment of stories and books | | | | |
| Participates in story time | | | | |



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| Asks teacher to read a book | | | | |
| Talks about a story or book | | | | |
| Points to pictures in a book | | | | |
| Looks at books independently | | | | |
| Acts out a simple story | | | | |
| Recognizes rhyming words | | | | |
| Retells parts of a familiar story | | | | |
| Uses illustrations to guess what the text says | | | | |
| Demonstrates knowledge of how to use a book | | | | |
| Holds book properly | | | | |
| Turns one page at a time | | | | |
| Turns pages from front to back | | | | |
| Pretends to read a book | | | | |
| Communicates verbally | | | | |
| Speaks so that others can usually understand | | | | |
| Verbalizes wants ("want water") | | | | |
| Answers simple questions with one or two words | | | | |
| Answers simple questions with a complete thought | | | | |
| Uses four to six words together | | | | |
| Repeats parts of songs, rhymes, stories and fingerplays | | | | |
| Names familiar toys, people and objects | | | | |
| Uses pronouns correctly | | | | |
| Uses plural forms of words correctly | | | | |
| Names common objects in pictures | | | | |
| Names articles of clothing | | | | |
| Names types of furniture | | | | |
| Names primary colors (red, blue, yellow) | | | | |
| Describes what is happening in a picture | | | | |
| Identifies other people by gender | | | | |
| Identifies loud and soft | | | | |
| Asks questions | | | | |
| Follows oral directions | | | | |
| Follows one-step directions | | | | |
| Follows two-step directions | | | | |
| Follows directions with more than two steps | | | | |
| Places objects in, on, beside or under | | | | |
| Understands print concepts | | | | |
| Uses crayons, pencils or markers to "write" | | | | |
| Recognizes and identifies a few letters | | | | |
| Physical | | | | |
| Gross Motor | | | | |
| Throws a ball with accuracy from 4 to 6 feet | | | | |
| Throws a beanbag at a target from 4 to 6 feet | | | | |
| Rolls a large ball to a target from 4 to 6 feet | | | | |
| Catches a large ball thrown from 5 to 8 feet | | | | |



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| Kicks a large ball | | | | |
| Jumps three times with both feet | | | | |
| Claps with music | | | | |
| Walks forward for 8 feet along a line | | | | |
| Walks backward for 8 feet along a line | | | | |
| Walks on tip toe | | | | |
| Walks on a balance beam | | | | |
| Walks upstairs alone | | | | |
| Walks downstairs alone | | | | |
| Hops on one foot two or more times | | | | |
| Gallops | | | | |
| Rides a tricycle | | | | |
| Climbs up and down on play equipment | | | | |
| Fine Motor | | | | |
| Fills and dumps containers with sand | | | | |
| Applies glue and pastes collage pieces | | | | |
| Paints with a large brush | | | | |
| Strings five large beads | | | | |
| Puts pegs in a pegboard | | | | |
| Screws and unscrews nuts and bolts | | | | |
| Holds crayon in fingers rather than fist when coloring or writing | | | | |
| Draws horizontal and vertical lines | | | | |
| Copies circles | | | | |
| Makes balls and snakes with clay | | | | |
| Laces following a sequence of holes | | | | |
| Builds a six-block tower | | | | |
| Uses scissors with one hand to cut paper | | | | |
| Cognitive | | | | |
| Demonstrates understanding of some numbers | | | | |
| Counts six items | | | | |
| Counts to ten by memory | | | | |
| Demonstrates one-to-one correspondence of items | | | | |
| Identifies and groups objects by characteristics | | | | |
| Discriminates between big and little | | | | |
| Groups items together by size | | | | |
| Identifies an item that does not belong with a particular group | | | | |
| Stacks three rings by size | | | | |
| Replicates a simple design using blocks | | | | |
| Puts together a six or seven piece puzzle | | | | |
| Replicates a simple pattern | | | | |
| Creates a simple pattern | | | | |
| Discriminates between hard and soft | | | | |
| Discriminates between hot and cold | | | | |
| Discriminates between wet and dry | | | | |
| Discriminates between full and empty | | | | |



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| | Matches colors | | | | |
| | Points to appropriate color when asked | | | | |
| | Associates use with common objects | | | | |
| | Groups related items and pictures (cow with barn) | | | | |
| | Identifies opposites | | | | |
| | Identifies common sounds | | | | |
| | Places an object on its outline | | | | |
| Recognizes and identifies some shapes | | | | | |
| | Identifies a circle | | | | |
| | Identifies a square | | | | |
| Demonstrates awareness of time concepts and sequence | | | | | |
| | Knows that different activities go on at different times of the day | | | | |
| | Understands the idea of waiting for someone else to go first | | | | |
| | Places 3 pictured events in sequential order | | | | |
| | Understands present and refers to past or future | | | | |
| | Uses past and future tenses of words correctly | | | | |
| Demonstrates awareness of the world around us | | | | | |
| | Knows the names of many animals | | | | |
| | Identifies the manner in which different animals move | | | | |
| | Identifies that seeds grow into plants which make more seeds | | | | |
| | Identifies the parts of a plant (roots, stems, leaves, flowers) | | | | |
| | Identifies rain, clouds and sun | | | | |
| | Understands that air is everywhere | | | | |
| | Understands that objects have weight | | | | |
| Demonstrates creativity | | | | | |
| | Pretends one item is another (a block is a car, etc.) | | | | |
| | Demonstrates multiple uses for classroom objects | | | | |
| | Asks "what if" and seeks answers | | | | |
| | Draws a person (face with stick arms and legs) | | | | |
| Demonstrates memory | | | | | |
| | Recalls three objects that are presented visually | | | | |
| | Identifies a item missing from a picture | | | | |