



## 3 to 4 Years Assessment

Each child will have one assessment form per school year. The child's teachers will assess the child in the fall and the spring by filling out the appropriate semester boxes on this form and including any additional information following the objective section.

These assessments will be discussed at the child's family-teacher conference. A copy of the child's assessment will be provided to the family at both the fall and spring conference. The original will be signed by both the teacher and a parent or guardian of the child and kept in the child's school file.

### Child's Information

Child's Name \_\_\_\_\_

Child's Classroom \_\_\_\_\_

Child's Lead Teacher \_\_\_\_\_

Child's Assistant Teacher \_\_\_\_\_

### Child's Age at Time of Assessments

Fall: \_\_\_\_\_ yrs \_\_\_\_\_ mths

Spring: \_\_\_\_\_ yrs \_\_\_\_\_ mths

### Dates of Assessments

Fall: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

Spring: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

### Dates of Family-Teacher Conferences and Signatures

Fall: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

Family Signature \_\_\_\_\_ Date \_\_\_\_\_

Lead Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Spring: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

Family Signature \_\_\_\_\_ Date \_\_\_\_\_

Lead Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

# Key Developmental Goals

## Cognitive

### Abbreviation Key

**NA** – *Not Applicable*

This topic has yet to be addressed.

**SD** – *Still Developing*

The child is still developing in this area.

**D** – *Developed*

The child has developed in this area.

## Literacy

### Pre-Reading Skills

Fall	Spring	Goal
		Identifies most of letters.
		Breaks words into syllables (clap syllables in own name).
		Enjoys a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books.
		Enjoys doing “pretend readings” of familiar books and making up a story to match drawings.
		Recalls characters and events or predict what will come next in familiar books without help.
		Handles books with increasing skill.

### Phonemic Awareness

Fall	Spring	Goal
		Identifies some letter-sound matches and vice versa.

### Concepts of Print

Fall	Spring	Goal
		Understands that print carries a message
		Shows increasing understanding that print in most languages is read from left to right, top to bottom and front to back
		Begins to understand that letters are combined to make words
		Recognize some familiar words in print, like their name

### Pre-Writing Skills

Fall	Spring	Goal
		Understands that print carries a message.
		Uses known letters or approximations of letters to represent written language, especially meaningful words like their name and phrases such as “I love you”.
		Begins to write letter-like forms and attempt to write from left-to-right and top-to-bottom in English writing.
		Use various writing and drawing tools without adult assistance.

## Mathematics

### Problem Solving

Fall	Spring	Goal
		Completes simple jigsaw puzzles.
		Negotiates turn-taking with other children.
		Compares two sort objects using one or two features.
		Uses tools to measure items.

		Plays “hide and seek”. Comes up with more advanced problem solving (using a bucket to move toys from one place to another).
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*Number Sense*

Fall	Spring	Goal
		Applies numbers and counting concepts to daily life.
		Counts from 1 to 10.
		Recognizes numerals from 1 to 10.

*Geometry*

Fall	Spring	Goal
		Names basic colors and shapes.
		Copies simple patterns.

**Culture/Language Studies**

*Cultural Identity*

Fall	Spring	Goal
		Becomes familiar with traditions, cultures and celebrations celebrated at home.
		Names things related to family’s culture (“Menorah”, “Christmas tree”, “Sari”). Able to recall classroom rules.
		Goes to the correct location for familiar activity (goes to bathroom when caregiver says “It’s time for your bath”).
		Plays with stuffed animals one day to play “veterinarian” and then to play “farmer” another day and understands they are representing human jobs.

*Spanish Culture and Language*

Fall	Spring	Goal
		Develops an understanding of vocabulary and conversational skills in Spanish.
		Develops an understanding and appreciation of Spanish-speaking cultures.

*Mandarin Culture and Language*

Fall	Spring	Goal
		Develops an understanding of vocabulary and conversational skills in Mandarin.
		Develops an understanding and appreciation of Mandarin-speaking cultures.

**Science**

*Senses*

Fall	Spring	Goal
		Uses five senses and simple tools (such as hand lenses and balances) to make observations and gather information.
		Participates in sensory activities.

*Inquiry, Observations and Investigations*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Develops a sense of inquiry.
		Develops the ability to form a hypothesis.
		Gathers information and communicates to conduct simple investigations.
		Experiments with different objects during play to compare their effects (push toy cars down different types of ramps to see which goes faster)
		Repeats actions, such as blowing bubbles or pumping legs on swing, to improve results
		Describes, observes, investigates properties and characteristics of common objects.

*Nature Discovery*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Observes and discusses weather.
		Participates in gardening (planting, composting and harvesting).
		Develops an understanding of what is needed to grow plants and create compost.
		Demonstrates an understanding of the difference between trash, recycling and composting.
		Describes and investigates the characteristics of local nature.
		Demonstrates an understanding of the importance of caring for our environment and planet.

*Cooking*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Assists in preparing food by cutting, mixing, measuring, etc.

**Technology**

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Uses the computer mouse appropriately.
		Uses the keyboard appropriately.
		Uses touch screen appropriately.
		Uses voice/sound recorder appropriately.
		Recognizes icons.
		Understands and uses classroom technology vocabulary

# Social/Emotional

## Interpersonal Skills

### *Imitation and Pretend Play*

Fall	Spring	Goal
		Advances from Parallel Play to Cooperative Play.
		Creates a plan for play, then execute the plan.
		Reenacts actions that have multiple steps that they have seen at an earlier time.
		Has pretend play scenarios that include different roles (“I’ll be the mommy and you be the baby.”).
		Participates in planning that a group is going to pretend before playing.
		Plays with imaginary objects, such as serving invisible food.
		Initiate play and share toys with friends and adults.

### *Listening and Comprehension*

Fall	Spring	Goal
		Follows 3 step directions.
		Asks a question and wait for an answer from others.
		Lets other knows when interrupted by saying “It’s my turn”.
		Knows many words and their opposites.
		Participates in short conversations with expected words and phrases.
		Provides expected responses to “who”, “what”, “where”, “when”, “why”, “how”, “if/then” questions.

### *Communication and Speaking*

Fall	Spring	Goal
		Asks questions about the feelings of others.
		Shares and take turns with classmates.
		Encourages and praises peers.
		Expresses interest in, acceptance of, and affection for others.
		Makes decisions with other children with adult assistance.
		Joins others in group activities for brief periods of time.
		Asks questions that need more information and clarification (“Why does ___ happen?”).
		Uses multiple words to describe and communicate feelings.
		Uses more abstract words to understand their world (ex: “think”, “know”, “guess”).
		Speaks using the past tense or possessive.
		Engages in mutually respectful communication with peers and adults.

### Intrapersonal Skills

Fall	Spring	Goal
		Expresses strong emotions constructively with assistance.
		Sticks with difficult tasks without becoming overly frustrated.
		Tells a story that conveys emotions.
		Knows what will happen next in their day, such as knowing that naptime comes after lunch.
		Gently handles materials and living things.
		Follows schedules with few reminders, such as cleaning up and group activities.
		Changes behavior for different surroundings, such as inside voice/outside voice.

### Sense of Community

Fall	Spring	Goal
		Participates in field trips.
		Participates in school events.
		Participates in school philanthropy projects.
		Develops friendships at school.
		Develops a sense of belonging within the classroom.
		Develops a sense of belonging to the school.

### Creative

#### Visual Arts

Fall	Spring	Goal
		Uses a variety of art materials and activities for sensory experience and exploration.
		Uses art as a form of creative self-expression and representation.
		Demonstrates an interest in and shows appreciation for the creative work of others.
		Develops an understanding and be able to use watercolors, tempera, acrylics and other paints using various application methods.
		Develops an understanding and be able to sculpt using clay, plaster and other malleable materials.
		Develops an understanding for other mixed media such as drawing and collage.

## Music

Fall	Spring	Goal
		Participates in classroom music activities.
		Responds to different musical styles through movement and play.
		Gains an appreciation for classical music and other musical genres.

## Performance

Fall	Spring	Goal
		Performs songs and rhythmic compilations for friends and family.
		Creates or recreates stories, moods or experiences through dramatic representations.

## Physical

### Sensory/Body Awareness

Fall	Spring	Goal
		Develops an awareness of the senses.
		Develops awareness of physical presence and respect for personal space.
		Develops knowledge of names of the parts of the body.
		Develops an awareness of personal physical characteristics.

### Fine Motor Skills

Fall	Spring	Goal
		Handles or squeezes delicate or tiny objects between thumb and forefinger.
		Starts using simple tools like safety scissors.
		Copies simple shapes and write some letters and numbers.
		Dresses and undress with minimal help.
		Feeds self relatively neatly.

### Gross Motor Skills

Fall	Spring	Goal
		Walks up and down stairs alternating feet
		Kicks, throws, and catches a large ball with accuracy.
		Runs confidently and rides a tricycle.
		Hops or jumps.
		Climbs a small jungle gym.

## Strengths

Fall \_\_\_\_\_

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Spring \_\_\_\_\_

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## Goals

Fall \_\_\_\_\_

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Spring \_\_\_\_\_

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## Questions

Fall \_\_\_\_\_

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Spring \_\_\_\_\_

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