



Parents as Teachers

Milestones by Age

Child's name: _____ Date of birth: _____

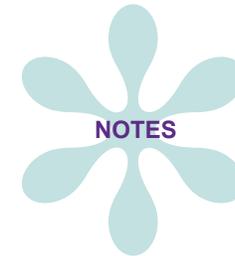
Date of enrollment: _____

Age/adjusted age at enrollment: _____

4 to 5 years

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Listening, understanding, talking and expressing		Emerging	Achieved
Language	Learns songs and the actions that go with the words.		
	Carries out four simple, related directions in order (e.g., steps to get ready to go outdoors).		
	Uses six to eight words in a sentence.		
	Uses future and past tenses.		
	Carries on a conversation for multiple turns on the same topic.		
	Early reading	Emerging	Achieved
	Identifies own name when seeing it in print.		
	Predicts a suitable ending to a simple story.		
	Fills in a word that is missing from a rhyme, chant or song (e.g., Jack and Jill went up the _____.)		
	"Reads" environmental print, symbols, and signs (e.g., McDonald's, STOP, Exit).		
Early writing	Emerging	Achieved	
Uses scribbles, shapes and letter-like symbols to write.			
Tries to write for a variety of purposes (e.g., lists, messages, pretend play).			
Prints some letters.			



NOTES

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Cognitive	Attention and memory	Emerging	Achieved
	Stays with a task of own choice, without supervision, for more than five minutes.		
	Recalls several details of a sequence of events with more detail.		
	Reengages in a task after an interruption.		
	Numbers: Counting, ordering and measuring quantities	Emerging	Achieved
	Spontaneously recognizes a group of five when presented in a non-linear, organized way (e.g., on dice).		
	Counts 10 objects out loud.		
	Evenly divides a set of four objects between self and a friend.		
	Places five objects in order and explains the decision.		
	Recognizes some numerals.		
	Uses a variety of vocabulary to make comparisons of quantity, size and weight (e.g., more, less, biggest).		
	Uses non-standard units to measure objects (e.g., determines how many blocks in the length of a table).		
	Makes reasonable estimates of small quantities of objects (up to seven or eight).		
	Matching, sorting and classifying	Emerging	Achieved
	Identifies items based on category when looking at a picture book (e.g., animals, foods or toys.).		
Sorts objects into groups according to their characteristics.			
Creates a predictable pattern.			

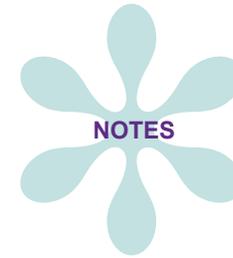


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Cognitive (continued)	Reasoning	Emerging	Achieved
	Explores the effects of forces in nature such as wind, gravity and magnetism (e.g., observes that a toy car rolls slower when a ramp is lowered).		
	Uses materials to design a solution to a simple problem (e.g., builds a wall of rocks to stop water flowing through sand or mud).		
	Predicts (not necessarily with accuracy) the results of an action and tests out an idea.		
	Explores changes in matter and describes what happens (e.g., cooking).		
	Scientific knowledge	Emerging	Achieved
	Makes comparisons and categorizes living things (e.g., all fish have fins).		
	Combines two-dimensional shapes to create complex designs (e.g., places triangles around a circle to make a flower).		
	Uses time-related words (without accuracy) to describe the sequence and duration of events.		
	Uses simple tools to explore the physical properties of objects (e.g., magnifiers, scales or thermometers).		
Represents new knowledge, plans or steps of an experiment (e.g., draws observed changes, characteristics or results).			

Social-emotional	Emotion, understanding and expression	Emerging	Achieved
	Incorporates emotion during pretend play.		
	Shows when experiences complex emotions (e.g., embarrassment, pride, shame, guilt).		
	Labels and shows understanding of others' feelings.		
	Displays emotion appropriate for the situation even if the emotion felt is different.		
	Uses polite words when appropriate (e.g., please and thank you).		



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Social-emotional (continued)	Regulation of emotion and behavior	Emerging	Achieved
	Verbalizes what is wanted from another person prior to physical expression (e.g., saying “I want a turn” before grabbing a toy).		
	Complies with adults’ requests most of the time (e.g., talk quietly, come to the table).		
	Regains calm in a changing or disappointing situation.		
	Follows external directions to inhibit own behavior.		
	Gives up an immediate reward to earn a more valued reward at a later time.		
	Self-concept and awareness	Emerging	Achieved
	Compares own traits to others’ traits, noticing differences and similarities (e.g., Jane’s hair is darker than mine; Tom is tall like I am).		
	Describes self in terms of likes and interests (e.g., I like ice cream, I like playing with dolls).		
	Knows what the rules are in own family.		
Notifies that expectations are different in different settings.			
Dresses and undresses self including zippers and buttons (not tying).			
Relationships with peers and caregivers	Emerging	Achieved	
Shares toys or equipment with other children without being asked.			
Seeks out play partners who have something in common with him/her.			
Plays cooperatively with a group of two or more children with the same goal in mind.			
Motor	Gross	Emerging	Achieved
	Bounces and then catches a large ball.		
	Balances on one foot for 10 seconds.		
	Runs and pivots to change directions without stopping.		
	Gallops.		
Adjusts body rhythm when music tempo changes.			



NOTES

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Motor (continued)	Fine	Emerging	Achieved
	Strings half-inch beads with ease.		
	Draws a square, a triangle and zigzag lines, imitating an adult.		
	Draws a person with four parts.		
	Cuts out simple pictures following a general outline.		
	Builds block structures that extend out and up.		
	Pours liquid or sand into a small container without spilling.		



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