

Planet Kids International PRESCHOOL PROGRESS REPORT

Three Year Olds

Adapted from several resources

Child's name: _____ School Year: _____

Weight: _____
 Sept. Jan. June

Height: _____
 Sept. Jan. June

Evaluation Key

U = Usually

G = Good Progress

W = Working on Skill

NA = Not Applicable

Social and Emotional Skills

Sept.

Jan.

June

I respect and show concern for people and things around me.			
I accept and respond to my teacher's authority.			
I play and share with other children.			
I have a good self-image.			
I am happy and cheerful at school.			
I have appropriate control over my feelings.			

Work Habits

Sept.

Jan.

June

I get involved in and attend to activities.			
I can follow directions.			
I respond well to teacher's suggestions.			
I seek only my fair share of teacher's attention.			
I am a curious child.			
I ask questions.			
I can make choices.			

Fine Motor Skills**Sept.****Jan.****June**

Using crayons.			
Using scissors.			
Painting.			
Pasting.			
Puzzles.			
Building with blocks.			
Manipulating zippers.			
Manipulating buttons.			
Manipulating snaps.			

Gross Motor Skills**Sept.****Jan.****June**

Alternates feet on stairs.			
Gallops.			
Jump in place.			
Balance on: Left foot. Balance on: Right foot.	_____	_____	_____
Hop on: One foot. Hop on: Two feet.	_____	_____	_____
Throw a ball forward. Kick a ball forward.	_____	_____	_____
I know some colors.			
I know some shapes.			
I know some body parts.			

Listening Skills**Sept.****Jan.****June**

I listen quietly to stories.			
My attention span is lengthening.			
I respond to a story by recalling specific details.			

Speaking Skills**Sept.****Jan.****June**

I speak clearly.			
I communicate in sentences.			
I can answer some questions.			
I wait for my turn when speaking in a group.			
I can use language to communicate my wants and ideas.			
I am expanding my vocabulary.			

Self-Reliance Skills**Sept.****Jan.****June**

I can go to the bathroom by myself.			
I am learning to dress myself.			
I am learning to brush my teeth.			
I make good use of free time.			

Music Skills**Sept.****Jan.****June**

I participate in group singing.			
I enjoy doing musical activities.			
I am learning to repeat rhythmic patterns.			

<i>Art Skills</i>	Sept.	Jan.	June
I participate in art activities.			
I can use my art materials properly.			
I help clean up messes after my art projects.			

Pre-Writing Skills you can work on now!

Holding crayon:

- Level 1 – thumb position down, using entire arm and shoulder to scribble.
- Level 2 – thumb position up, using entire arm and shoulder to scribble.
- Level 3 – thumb position up, using from elbow of arm and down to fingers to scribble then progressing to drawing purposeful lines.
- Level 4 – correctly holding crayon between fingers (like writing) using from elbow of arm and down to fingers to draw lines and circles.
- Level 5 – correctly holding crayon between fingers (like writing) using from wrist to fingers to draw lines and circles.

Pre-letter writing:

- Level 1 – Go from point A to point B (horizontal lines).
- Level 2 – Go from point A to point B (vertical lines).
- Level 3 – Go from point A to point B (intersecting lines = + shape).
- Level 4 – Go from point A to point B (diagonal lines = triangle shape).

Pre-word writing:

- Level 1 – using 4 boxes in horizontal line, have child put a sticker in each box. This gets child used to going from left to right and spacing.
- Level 2 – using 4 boxes in horizontal line, have child draw a shape like a circle or a + in each box. This gets the child used to going from left to right, spacing and lifting pencil to end one letter to start another letter in the word.
- Level 3 – using 8 boxes in 2 horizontal lines of 4 boxes, have child draw a shape like a circle or a + in each box of the first line of boxes going from left to right. Next have the child do the next row of boxes the same moving left to right. This helps the mind and hand connection of sequencing to start writing beginning words that are usually 3 – 4 letters. You are now using two rows, because when writing the child needs to understand that the words for a sentence will continue to the next line.