

Progress Report Twenty-four to Thirty-six Months



Child's Name:

Date of Birth:

Enrollment Date:

This guide provides information about your child's developmental progress. It is not a comprehensive evaluation of your child's development, but a small snapshot of your child's development as your child is observed while in our care.

Progress Report

Twenty-four to Thirty-six Months

Achievement Codes

CD—Consistently Demonstrates—The student acquires and applies the concept or skill consistently with minimal teacher support.

P—Progressing—The student acquires and applies the concept or skill frequently and needs additional teacher support at times.

N—Needs Development—The student acquires and applies the concept or skill rarely or does so with much teacher support. Additional practice is needed.

NO—Not Observed—This skill has not been observed while in our care.

| Personal & Social Development | 1 | 2 | 3 |
|---|---|---|---|
| Needs reassurance when trying something new | | | |
| Refuses help when offered, but asks for help when needed | | | |
| Shows more awareness of expectations | | | |
| Shows interest in toilet training | | | |
| Comforts self quickly after arriving | | | |
| Occasionally has temper tantrums | | | |
| May withdraw from activity for a short time when frustrated | | | |
| Shares feelings through talking and pretend play | | | |
| Continues to need adult approval, but shows more independence | | | |
| Shows more interest in unfamiliar adults, but still cautious | | | |
| Plays well beside two or three children, occasionally playing with them | | | |
| Shows more awareness of the feelings of others | | | |

| Personal and Social Development, cont'd | 1 | 2 | 3 |
|--|----------|----------|----------|
| Shows independence and confidence | | | |
| Shows feelings freely | | | |
| Easily asks for wants | | | |
| Begins to share one of several toys | | | |
| Demonstrates positive coping skills, such as using words to solve conflict | | | |
| Attends at circle time for longer periods | | | |
| Repeats words spoken by adults and other children | | | |
| Imitates adults in pretend play | | | |
| Desires to please caregivers | | | |
| Accepts a compromise proposed by another | | | |
| Begins to play cooperatively with other children | | | |
| Begins to understand the feelings of others | | | |
| Physical Development | 1 | 2 | 3 |
| Can run and jump with ease | | | |
| Dances and moves to music including songs that direct movement | | | |
| Puts together a puzzle with several pieces | | | |
| Coordinates finger movements to follow a simple finger play | | | |
| Enjoys doing things for self | | | |
| Uses riding toys with ease | | | |
| Moves body through space with balance and control | | | |
| Uses tools when playing with play dough | | | |
| Uses crayons and markers to draw, occasionally going off the edge of the paper | | | |
| Uses smaller manipulatives such as one inch blocks and stringing beads | | | |
| Feeds self with a fork | | | |
| Drinks from a cup with few spills | | | |



| Language Development and Emergent Literacy | 1 | 2 | 3 |
|---|---|---|---|
| Tries to initiate conversations with others | | | |
| Puts together three and four word sentences | | | |
| Uses words I, we, she, and he in sentences | | | |
| Uses plurals, often incorrectly, such as "foots" instead of "feet" | | | |
| Uses action words to describe what he is doing | | | |
| Speaks clearly enough to be understood by most people | | | |
| Expands vocabulary and use of language | | | |
| Holds a crayon or pencil with a whole fist grasp with little control | | | |
| Names scribbled pictures | | | |
| Know the beginning sound of his name | | | |
| Identifies animals by the sounds they make | | | |
| Identifies environmental sounds | | | |
| Recognizes symbols and their corresponding meanings (store logos, stop signs, writing on product boxes, etc.) | | | |
| Concentrates on a favorite story being read | | | |
| Asks and answers questions about a story being read | | | |
| Holds books properly | | | |
| Recognizes that drawings, paintings, and writing have meaning | | | |
| Understands and uses some positional words | | | |
| Understands questions and simple directions | | | |
| Listens for short periods of time | | | |

| Language and Emergent Literacy, cont'd | 1 | 2 | 3 |
|---|----------|----------|----------|
| Begins to ask questions | | | |
| Begins to enter into conversations, but is often not on topic | | | |
| Understands and responds to simple directions and requests | | | |
| Understands some abstract concepts, such as time, order, and position | | | |
| Asks and answers questions about a story | | | |
| Speech is easily understood | | | |
| Answers simple questions with a complete thought | | | |
| Retells parts of familiar story | | | |
| Uses personal pronouns such as he, she, we, and they with ease | | | |
| Uses more descriptive words such as squishy, soft, hard, etc | | | |
| Has more meaningful conversations with adults and peers | | | |
| Begins to ask questions to keep a conversation going | | | |
| Knows the beginning sound of his name | | | |
| Uses pictures to guess what the text says | | | |
| Turns pages of book one at a time from front to back | | | |
| Listens to fiction and non-fiction materials | | | |
| Cognitive Development | 1 | 2 | 3 |
| Names at least one color | | | |
| Can sort objects of same shape or color | | | |
| Puts toys away in correct bins or shelves—blocks with blocks, cars with cars, etc. | | | |
| Show interest in number and quantity relationships (may notice that another child has more cookies) | | | |
| Uses senses to observe and gather information | | | |
| Uses tools (magnifying glass, stick to dig ground, etc.) for investigation | | | |
| Associates words with correct objects | | | |
| Can plan actions in own mind without acting them out | | | |

| Cognitive Development, cont'd | 1 | 2 | 3 |
|--|----------|----------|----------|
| Begins to understand reasons for rules | | | |
| Begins to accept consequences for behavior—says "I'm sorry" when prompted | | | |
| Matches and sorts by color, size, use, and shape while playing or putting toys away | | | |
| Holds up fingers to show age | | | |
| Counts out two items (e.g. two cookies for snack) | | | |
| Shows an awareness of comparisons in quantity (may notice that another child has more) | | | |
| Explores new ways to do things | | | |
| Spiritual Development | 1 | 2 | 3 |
| Can say thank you to God | | | |
| Listens to Bible stories | | | |
| Can identify some Bible stories and people | | | |
| Understands that God, Jesus, the Bible, and church are special | | | |

| Assessment #1 Comments | |
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| Teacher Signature: | Date: |



Assessment #2 Comments

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Teacher Signature:

Date:

Assessment #3 Comments

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Teacher signature:

Date:



Middle River Baptist Church
Child Development Center

610 Middle River Road
Middle River, MD 21220

Phone: 410-682-6462

Fax: 410-682-8996

E-mail: cdc@middleriver.org