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| CLASSROOM TRACKING SUMMARY – Six Simple Ways to Assess Young Children  3 Year Old Classroom | 2015 | |
| DIRECTIONS for use with Six Simple Ways to Assess Young Children:   1. List all children in classroom on the left side. (Area used for children’s names can be cut out on first 3 pages and put children on the 4th page and stapled together). 2. Ratings - The categories (NY = Not Yet, IP = In Progress, and AA = Almost Always) reflect the degree to which children have acquired the skill, behavior and/or demonstrated the accomplishments required by each of the performance indicators listed.    1. **Not Yet** indicates that the child cannot perform this indicator or the child has not acquired.    2. **In Process** indicates that the child can perform intermittent or emergent and are not demonstrated reliably or consistently.    3. **Almost Always or Proficient** indicates that the child can reliably demonstrate the skills represented by this performance indicator.    4. If an indicator covers an area of the curriculum that is not included in this classroom or that has not yet been introduced to this student, write “NA” for “Not Applicable.” 3. This checklist is completed three times per year. Each block under an indicator is either a Fall completion, then Winter, followed by Spring. 4. The outcomes identified by this program are at the top of each sheet. They include:    1. Child has used appropriate behavior to meet needs. (Action to Meet Needs)    2. Child has gained positive social relationships    3. Child has acquired knowledge and skills.   **Note:** By using a systematic tracking system, the program can follow the movement of individual children or of all children in a classroom and be able to indicate whether the intended benefits or changes were experienced by the child(ren) which will help identify if progress has been made toward the specific outcome. It can also be used to inform the teacher about the progress the class is making as a whole and provide a picture of where additional supports are needed. | |  |

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| 3 Year Old Classroom | (Physical Growth/Motor Development) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NY = Not Yet | Brown sections indicate additional indicators from the Wisconsin Model Early Learning Standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IP = In Process | 1 | | | | | | | | | | | | 2 | | | | | | 3 | | | 4 | | | 5 | | | 6 | | | 7 | | | 8 | | |
| AA = Almost Always | Demonstrates age-appropriate behaviors to meet : | | | | | | | | | | | | Demonstrates age-appropriate behaviors to meet: | | | | | | Fine Motor: Copies Circles, Manipulates clay, puzzles, scissors | | | Large Motor skills:  Steers and pedals tricycle, jumps with two feet | | | Large Motor skills:  Runs round obstacles, walks on a line | | | Coordination and Balance:  Hops/balances on one foot | | | Motor Manipulation Skills: Throws ball overhand | | | Shows use of senses to take in, experience, integrate, and regulate responses to the environment | | |
| |  | | --- | | FALL Winter Spring | |
| CHILDREN | Sleeping | | | Eating | | | Toileting | | | Dressing | | | Safety Needs | | | Healthy Lifestyle | | |
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| 3 Year Old Classroom | (Social and Emotional Development) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NY = Not Yet | Emotional Development/Feelings | | | | | | | | | | | | | | | Social Personal Development | | | | | | | | | | | | | | | | | | | | |
| IP = In Process | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | 5 | | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | | 11 | | |
| AA = Almost Always | Developing self confidence | | | Expresses feelings in an appropriate manner | | | Accepts constructive feedback | | | Developing humor, may be silly | | | Can revert to toddler behavior of sucking thumb, crying etc., if unhappy | | | Tells name | | | May continue to play alongside others or join in play | | | Shares, takes turns | | | Identifies others | | | Sings | | | Accepts responsibility, demonstrates self-control | | | Begins dramatic play/pretend | | |
| |  | | --- | | FALL Winter Spring | |
| CHILDREN |
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| 3 Year Old Classroom | (Language and Communication Development) | | | | | | | | | | | | | | | | | | | | | | | | | | | (Approaches to Learning) | | | | | |  |  | |  |  | Other | | |  |  |  |
| NY = Not Yet | Listening | | | | | | Speaking | | | | | | | | | | | | | | | Writing | | | | | | Approaches to Learning | | | | | |  | | | | | | | | | | |
| IP = In Process | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | 7 | | | 9 | | | 11 | | | 13 | | | 14 | | |  | | | | | |  | | | | |
| AA = Almost Always | Listens attentively | | | Follows simple directions | | | Can express self verbally | | | Knows name, age | | | Talks in sentences | | | Refers to self as "I" or "me" | | | Speech is understandable, using sentences | | | Draws picture, can explain to adult | | | Completes tasks | | | Completes tasks | | | Has short attention span | | |  | | | | | |  | | | | |
| |  | | --- | | FALL Winter Spring | |
| CHILDREN |
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| 3 Year Old Classroom | (Cognition and General Knowledge Development) | | | | | | | | | | | | | | | | | | | | | Other | | | | | | | | | | | | | | | | | | | | |
| NY = Not Yet |  | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | |
| IP = In Process | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | | 11 | | | 12 | | | 13 | | | 14 | | |
| AA = Almost Always | Solves problems | | | Compares sizes | | | Counts | | | Recognized and matches colors | | | Asks "why" questions | | | Can group objects | | | Begins to understand time concepts | | |  | | |  | | |  | | |  | | |  | | |  | | |  | | |
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