

**Eaton County Early Childhood Benchmarks for Children**

*This is a working document – an attempt to identify benchmarks across all domains that all Eaton County early childhood programs and services agree upon.*

*Benchmarks are levels of child development that are generally accepted as obtainable by the time a child is the age specified in each column. The audience has been defined as parents, caregivers, childcare providers, and funding sources. This document will join the Early Childhood Priorities, and the future Great Start Assessment documents in helping to define the future of Early Childhood efforts in Eaton County. Since SAFETY and HEALTH are not child development benchmarks, but rather a community/parent expectation, it has been handled separately at the end.*

<b>DOMAIN</b>	<b>5 YRS OLD (Ready for K-garten)</b>	<b>4 YRS OLD</b>	<b>3 YRS OLD</b>	<b>2 YRS OLD</b>	<b>1 YR OLD</b>	<b>6 MOS. OLD</b>
<b>Adaptive - what they do for themselves, i.e. self-help, toileting/dressing</b>						
1.	Serves food to self with large spoon	Brushes own teeth	Feeds self with spoon with little spilling	Turns and twists lids and knobs	Assists with getting dressed	Tries to get to toy out of reach by scootching
2.	Uses toilet independently	Dresses and undresses with some help including buttoning and unbuttoning	Chooses clothing and is able to put on own coat, jacket or shirt	Drinks from cup or glass and begins to eat with fork	Has a regular bedtime and nap time routine	Normally goes to sleep at regular time
3.	Independently dresses and undresses including shoes	Makes simple snacks with supervision	May be able to go potty on his own.	Begins to do things for self – i.e. gets own shoes	Sleeps through the night	Able to roll over and attempts to sit up
4.	Completes snack and lunch routines with little or no assistance	Chooses own clothing with guidance	Able to wash hands	May begin to show interest in potty training	Drinks independently from a sippy cup	Responds to caregivers presence
5.	Able to bathe with supervision, washes hands and face independently	Able to bathe with supervision and limited instruction	Able to make simple food choices	Likes to explore new foods, and choose what he likes	Able to feed self finger foods	Cries when distressed (wet or hungry)
6.	Able to help with simple household tasks like setting table	Uses a napkin	Able to wash most of self when bathing, will need help.	Makes simple choices of what clothes to wear	Attempts to wash tummy while bathing	Holds wash cloth while bathing
<b>Cognitive - ability to think and problem solve, brain development, i.e. verbal/performance, self regulation</b>						
1	Identifies smallest of three objects	Follows directions such as “between” and “middle”	Knows 7 body parts	Draws line or circle in single direction when shown	Claps toys together	Turns head if drops toy and turns to see where loud sounds come from

2	Counts to 25 without mistakes and recognizes numbers 1-10	Counts 5 objects	Play acts/pretends to be someone else	Gets something to stand on to reach objects	Finds hidden toy	Passes toy from hand to hand – holds and lets go
3	Names 10 colors	Recognizes at least 6 basic shapes	Imitates another's block structure	Pretends objects are something else; copies adult activities	Scribbles when shown	Bangs toy on table
4	Follows multi-step directions	Learns basic school readiness skills like sorting, counting letters, numbers	Answers correctly when asked, "Are you a girl or a boy?"	Stacks and lines up 4 objects	Plays with shape sorter	Picks up toy and puts in mouth
5	Recognizes letters of the alphabet	Asks questions to find out information	Copies adult activities – uses tools, sweeps, etc	Pushes cart around objects/navigates	Seeks out source of sounds	Looks for caregiver
6	Focuses on an activity for 10-15 minutes	Attempts to solve a "problem" by manipulating environment.	Asks simple questions	Answers when asked "Who's in the mirror?" with "me" or name	Turns over container to dump out items	Responds to familiar objects

Communication - ability to make wants known and ability to understand what's told to them, i.e. speech and language, hearing, vocabulary

1	Uses 4 and 5 word sentences	Categorizes and describes characteristics of common objects	Points to seven body parts	Says two or three word phrases and has a vocabulary of at least 20 words.	Shakes head yes and no	Makes high-pitched squeals, grunts and growls.
2	Answers questions – "What do you do when....?"	Follows three unrelated directions	Uses three to five word sentences	Follows simple directions	Plays at least one nursery game	Expresses pleasure - smiles
3	Repeats sentences without mistakes	Answers with full name when requested	Follows on, under, up, and down directions	Names one picture in book when asked	Follows one simple command without gestures	Looks toward voices and loud sounds
4	Able to wait turn before speaking	Communicates needs and wants to others	Identifies action in picture books	Starts to use "me", "mine", "you"	Says one or two word besides "MAMA" or "DADA" and tries to copy words you say.	Fusses or cries when uncomfortable
5	Begins to explain or justify own behavior	Is easily understood and uses complete sentences	Able to make wants known	Points to familiar objects and facial parts when asked	Points when wants something	Says "ah", "eh", "uh", "da", "ka", "ga" and "ba"

6	Communicates appropriately and relevantly in a group discussion	Asks and answers questions about a variety of situations	Answers with first and last names	Says “no” or turns away when doesn’t like something	Understands at least 20 words.	Repeats sounds
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Literacy - exposure to print, awareness of print materials, i.e. pre/early literacy, alphabetic principles, phonemic awareness, concept of print, phonological, comprehension

1	Names 4 letters in own name	Begins to recognize some letters and writes first name	Turns pages of a book one at a time	Makes a circle with a crayon	Makes mark on paper with crayon	Responds to music and rhythm with movement and participates in rhythmic language games
2	Pretends to write and attaches meaning to it	Understand the literal meaning of the story and recalls information about the story	Copies a line from top to bottom of the paper	Plays rhyming games	Identifies objects in natural environment and in books.	Attends to simple, bright, contrasting shapes in pictures
3	Writes first and last name and most letters	Begins to predict what will happen next	Sings ABC song	Sits and enjoys listening to short story.	Predicts and anticipates familiar rhymes and songs	Responds to tone of voice, facial expressions
4	Understand front, back, beginning and end in relation to story or book.	Makes up simple stories about pictures	Recognizes and matches shapes	Retells parts of the story.	Holds book and explores it visually	Explores books visually, manually, and orally
5	Follows print with finger and “reads” – turn pages at correct time.	Locates front of book	Listens to stories, understanding most words and simple story lines.	Reads the pictures in the story – pretends to read words.	Turns pages of board books	Tracks objects visually
6	Begins to understand the functional meaning of reading – grocery lists, signs, etc	Enjoys the reading process and shows sense of pride in pretending to read.	Fills in blanks or missing words in a story	Hold book right side up and turns pages in order from front to back	Initiates reading by taking a book to an adult.	Finds reading time pleasurable, a bonding time.

Physical - gross and fine motor skills, i.e. balance, hand-eye coordination

1	Copies 4 letters and prints name	Catches and throws large ball with both hands	Snips paper with child size scissors	Walk up or down two steps on own, or holding on to rail and is able to run	Walks with one hand held, or holding on to furniture	Brings hands together in front of body
2	Uses scissors and glue stick correctly	Able to copy shapes such as cross,	Walks up stairs with one foot on	Kicks ball and jumps with both feet leaving	Lowers self to floor with control while	Picks up one toy in one hand, and

		triangle and square	each step	floor	standing	another toy in the other hand
3	Hops on one foot for 4-6 feet	Hops up and down on either foot, and stands on 1 foot for 5 seconds	Manipulates a shapes puzzle	Squats and stands back up without falling	Sits alone	Picks up cereal such as Cheerio with raking grasp
4	Skips- alternating feet	Is able to gallop	Throw ball overhand	Threads 1 inch wooden beads or threads shoelace through eyelet of shoe	Uses finger and thumb to pick up string or cereal	Sits alone on floor for a few seconds
5	Able to trace a line, and draw shapes	Able to manipulate a six piece puzzle	Holds pencil, copies lines and circles	Stacks 5-6 blocks	Turns pages in book with assistance	Balances and bares weight when hands are held
6	Uses crayons, pencil and markers with control	Able to cut paper in half and color in lines	Rides a tricycle	Uses a hand twisting motion to open door	Throws ball with forward hand motion	Holds chest up when on tummy and rolls from back to tummy

Social/Emotional - attachment, bonding, ability to get along with others, self regulation, mental illness

1	Participates successfully in groups and demonstrates a sense of belonging and awareness of role as a member of family, classroom, community	Uses people's names	Waits for short time	Is safe and secure in loving relationships	Has a special relationship with caregiver, and trusts that needs will be met.	Prefers to look at human face
2	Begins to develop and practice negotiation, problem-solving and conflict resolution skills	Learns to name and communicate needs and feelings but sometimes may find it hard to control strong feelings of anger or frustration	Uses pretend play	Protests and says "no!"	Enjoys a daily routine	Seeks comfort from a caregiver
3	Adapts to different environments	Wants to please parents and caregivers, likes affection	Initiates play and is able to play independently	Is curious and likes to explore people, places and things	Comforts self by sucking thumb or holding a special toy or blanket	Cries, smiles, and coos to communicate
4	Seeks help from an adult or peer	Shares and takes turns	Separates easily from caregiver in	Reacts to change in daily routine	Is able to be happy, mad, sad	Comforts self in some way – sucks

			familiar places but may be shy in unfamiliar places		and shows affection	thumb, fingers or pacifier
5	Follows simple, clear, and consistent directions and rules and manage transitions most of the time	Separates easily from parents for a while, doesn't cling, explores new places	Expresses many feelings, sad, happy, frightened, angry	Plays beside other children but is not quite ready to share toys – parallel play	May get upset when separated from familiar persons, and may be uncomfortable around unfamiliar persons.	Smiles, makes sounds, or waves arms and legs spoken to by someone familiar
6	Identifies a variety of feelings and moods in self and others	Focuses on an activity he likes for at least 10 minutes and changes activities with short notice	Enjoys daily routine and doing things for self.	Begins to pretend	Shows sense of humor, giggles and plays games like peek-a-boo	Responds to attention and affection, quiets when picked up
7	Recognizes and has positive feelings about self and others	Follows simple directions and rules but sometimes tests limits	Interacts with adults and children, playful, sharing	Gets scared of things like the dark, big dogs, monsters, etc.	Wants to be near family, especially during activities, and initiates interactions.	Smiles at self in mirror
8	Manages negative feelings a majority of the time.	Calms self after excitement or when upset	Follows three to five simple rules	Begins to show empathy - wants to comfort others e.g. hugs, pats on the back, gives a toy	Expresses likes and dislikes	Responds to caregiver talking and making noises

Health - immunizations, illness, awareness of unhealthy situations, chronic health issues, nutrition, exercise, childhood obesity, i.e. second hand smoke, toxic substance exposure, accessibility to healthcare

1	Immunizations are up to date
2	Resides in an environment free of second hand smoke
3	Plays outdoors at least __ hour per day, weather and health permitting.
4	Is within the height and weight recommendations for age
5	Is free of chronic health issues, or is under the care of a physician
6	Has had annual visit with pediatrician or family physician

Safety - All children deserve to live in an environment characterized by lack of abuse and neglect; a safe and secure home environment; and a community environment that supports safe playgrounds, quality childcare, car seat safety, and safe sleep.

1	<p>A safe home/family environment is maintained.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Housing is lead free</li> <li><input type="checkbox"/> Electrical plug protectors are in all outlets</li> <li><input type="checkbox"/> Protectors/latches are on cabinets, drawers, etc.</li> <li><input type="checkbox"/> Medications, cleaning supplies, and poisons are out of reach</li> <li><input type="checkbox"/> Home is free of domestic and family violence</li> <li><input type="checkbox"/> Home is free of media violence</li> <li><input type="checkbox"/> Child sleeps according to safe sleep recommendations</li> <li><input type="checkbox"/> Child has constant adequate supervision</li> <li><input type="checkbox"/> Child has safe age appropriate outdoor play area</li> <li><input type="checkbox"/> An adequate level of home cleanliness is maintained</li> <li><input type="checkbox"/> Level of home maintenance provides safe environment for child</li> <li><input type="checkbox"/> Child discipline is conducted with love and logic</li> <li><input type="checkbox"/> Transportation of child is done according to child safety seat standards and recommendations</li> </ul>
2	<p>Child has access to safe childcare.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All health and safety standards of state licensing are met for childcare facility.</li> </ul>
3	<p>Child has a safe community.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community is drug and violence free</li> <li><input type="checkbox"/> Child has access to safe and age appropriate playgrounds or outdoor areas</li> <li><input type="checkbox"/> Constant adequate supervision is provided</li> <li><input type="checkbox"/> Child's community is characterized by caring and safe adults</li> </ul>
4	<p>Children ages 3-5 should be taught simple safety rules including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safe touch</li> <li><input type="checkbox"/> Initiating and seeking help from safe adults</li> <li><input type="checkbox"/> 911</li> <li><input type="checkbox"/> Basic personal safety issues</li> </ul>

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