Preschool report card comments, by skill

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72 plain-words preschool report card comments for twos, threes and fours, by skill and area, with how to say what a child is working on. No grades, no scores.

Good preschool report card comments say what the child does, in plain words, then what they're working on next: "Maya counts a few things, touching each one. Maya is working on: sorts by color or shape." Below are 72 comments, one for each skill on Peabody's own checklist, for twos, threes and fours in six areas. Peabody's observations tool writes these comments for you from what you noticed, and prints the report card, free through the end of 2026.

Report card season is when a lot of preschool teachers sit down with a blank page and a list of twenty children. The comments don't have to be clever. Families want to know two things: what their child does now, and what comes next. This post gives you the words for both.

How a comment is built

Each comment has two halves.

1. What you've seen. One sentence, in the present tense, starting with the child's name: "Sam asks who, what and where questions." That is something you have actually watched happen.
2. What they're working on. "Sam is working on: follows a two-step direction." This is the skill you've seen starting to show, not yet steady.

That is exactly how Peabody's report card writes each area. When you note a skill as seen, it goes in the first sentence; emerging goes in the "working on" sentence. Not yet stays out of the comment: it is for your own planning, not for the card.

What to leave out

- Grades and scores. A preschool report card isn't a test. Peabody's has no numbers on it anywhere.
- Comparisons. Never "ahead of the class" or "behind the others." Each comment is about one child.
- Labels. "Shy", "bossy", "a bit slow" are judgments. Write what happened instead: "Watched the block corner for a few minutes, then joined in when invited."
- Diagnoses. A report card isn't a screening. If you or a family have a question about development, the family's doctor or their state's early intervention program (Child Find) is the place to ask.

Every Peabody report card ends with that last line in print: These are things a grown-up has

noticed, not a test or a screening.

The comment bank

Swap in the child's first name. Each line works as written for "seen"; for "emerging", start with "[Name] is working on:" and use the same words.

Social and emotional

Twos

- [Name] plays beside other children.
- [Name] shows a feeling with words or a face.
- [Name] lets a grown-up comfort them.
- [Name] joins a short routine, like washing hands.

Threes

- [Name] takes turns with a little help.
- [Name] plays with another child.
- [Name] names their own feelings.
- [Name] says goodbye and settles in.

Fours

- [Name] shares and takes turns on their own.
- [Name] solves a small disagreement with words.
- [Name] follows the room's routines.
- [Name] shows care for another child.

Language

Twos

- [Name] says two-word phrases.
- [Name] points to and names familiar things.
- [Name] follows a one-step direction.
- [Name] joins in a song or rhyme.

Threes

- [Name] speaks in short sentences.
- [Name] asks who, what and where questions.
- [Name] follows a two-step direction.
- [Name] tells about something that happened.

Fours

- [Name] tells a story with a beginning and an end.

- [Name] uses describing words.
- [Name] answers questions about a story.
- [Name] plays with rhyming words.

Early literacy

Twos

- [Name] turns the pages of a board book.
- [Name] points at pictures in a book.
- [Name] fills in a word in a familiar book.
- [Name] scribbles with a crayon.

Threes

- [Name] listens to a short story.
- [Name] knows a book is read front to back.
- [Name] recognizes some letters, often in their name.
- [Name] draws and says what it is.

Fours

- [Name] recognizes their own written name.
- [Name] names many letters.
- [Name] hears the first sound in a word.
- [Name] writes some letters, often their name.

Early math

Twos

- [Name] says some number words.
- [Name] matches two things that are the same.
- [Name] fits shapes into a simple sorter.
- [Name] notices big and little.

Threes

- [Name] counts a few things, touching each one.
- [Name] sorts by color or shape.
- [Name] names a circle, square and triangle.
- [Name] uses words like more and less.

Fours

- [Name] counts to 10 or more, one for each thing.
- [Name] knows which group has more.
- [Name] makes and continues a pattern.

- [Name] uses words like first, next and last.

Moving

Twos

- [Name] walks and runs.
- [Name] climbs onto low things.
- [Name] kicks a ball.
- [Name] stacks a few blocks.

Threes

- [Name] jumps with both feet.
- [Name] pedals or pushes a riding toy.
- [Name] uses child scissors with help.
- [Name] holds a crayon with fingers.

Fours

- [Name] hops on one foot.
- [Name] catches a big ball.
- [Name] cuts along a line.
- [Name] dresses with little help.

Thinking and exploring

Twos

- [Name] explores new things with hands and eyes.
- [Name] pretends with a toy (feeds a doll).
- [Name] looks for a hidden toy.
- [Name] tries more than one way to make something work.

Threes

- [Name] asks why.
- [Name] plays make-believe with others.
- [Name] notices what is the same and different.
- [Name] finishes a simple puzzle.

Fours

- [Name] makes a guess and checks it.
- [Name] plans and builds something.
- [Name] sticks with a task.
- [Name] talks about cause and effect.

Making the comments sound like the child

The bank gives you the skeleton. One detail from your notes makes it theirs: "Maya counts a few things, touching each one: at snack on Tuesday she counted seven apple slices out loud." If you keep observations through the term, the detail is already written.

Two or three areas with a real detail each beat six areas of bank lines. Families read the detail first.

How to make the card in Peabody

1. In the observations tool, pick the age (twos, threes or fours) and a child's first name or initials.
2. Through the term, tap an area and a skill, mark it seen, emerging or not yet, and add a line about what happened.
3. Before conferences, choose Report card and print. Each area's comment is written from the latest marks.
4. At the end of the year, choose Portfolio for a cover page, the year's observations and a "next steps at home" page.

Everything stays on the device you use. A full name is refused, private details are cut from notes, and nothing is sent to Peabody. There's a guide to portfolios and observations with examples of observations that say what happened.

At the conference

Hand the family the card and start with what their child does. Then the "working on" line, and one idea for home that goes with it: a skill like "hears the first sound in a word" becomes a car game ("what starts with b?"). Reading a short book together every night works for nearly every line in the literacy area; the open library has free stories to start with.

Free at peabody.kids/blog/preschool-report-card-comments