

Older Toddlers Assessment Child's

Name (Legal Name):

Date of Birth:

Assessment Date: Teacher's

Name:

English/ Language Arts	Yes	No	Comments
Demonstrate continual growth in understanding increasingly complex and varied vocabulary			
Respond to simple sentences, phrases, gestures, and/or actions			
Follow simple one-step directions			
Demonstrate continual growth in increasingly varied and complex vocabulary			
Use gestures and actions to communicate			
Use simple phrases or simple sentences			
Talk about past, present, and future events			
Take turns in a conversation			
Respond to a request for clarification			

Recognize and identify some frequently occurring letters in context			
Recognize symbols have meaning			
Begin to engage in word and sound play with adults			
Distinguish between words that contain similar- sounding phonemes (pig-jig, cat- mat)			
Recognize familiar books by cover			
Recite parts of well- known stories, rhymes, and songs			
Hold books with two hands and turns pages			
Show preference for familiar stories and report phrases of the story			
Answer simple questions about a story			
Tell a story from pictures in the book			
Make scribbles or shapes to convey meaning			
Imitate simple lines and shapes			

Experiment with a variety of writing tools, materials, and surfaces			
Draw pictures and scribble to generate and express ideas			
Dictate a story for an adult to write			

Math			
Count the number sequence 1-5			
Begin to apply verbal counting sequence to objects in order to develop one- to- one correspondence			
Begin to recognize that number symbols indicate quantity			
Begin to recognize different number symbols indicate different quantities			
Visually identify sets of quantities of large differences (using terms more and/ or fewer)			
Begin to identify first and last			
Give some when asked			
Give the rest when asked			

Communicate that something is split in half			
Understand the basic concept of none			
Describe that something was taken away			
Identify that an object has been added to a group			
Begin to make reasonable estimates related to quantity			

Recognize natural patterns in the environment			
Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects			
Show greater recognition of daily routines			
Identify similarities and differences in objects			
Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance			

Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes			
Follow steps in a simple routine			
Sort objects into two categories based on attributes			
Explore measurement using nonstandard tools			
Social Emotional Skills			
Uses gestures and actions to reference self in conversation			
Demonstrate use of personal pronouns			

Show sense of self satisfaction with own abilities and preferences			
Begin to show independence by occasionally resisting adult control			
Express both positive and negative feelings about participant in activities			
Observe a peer's emotion and approach a familiar adult to communicate concern			

Demonstrate empathy to another child			
Begin to use words to express feelings			
Follow simple routines with adult support			
Self- soothe independently			
Regulate some impulses with adult support			
Engage in simple conflict resolution strategies with adult support			
Begin to use language skills instead of physical force to resolve conflicts			
Stay connected with familiar adults			

Separate from familiar adults in a familiar setting with minimal distress			
Ask for adult assistance when having difficulty in a social situation			
Imitate and model friendship skills			
Engage in parallel play			

Begin to exhibit skills in associative play			
Approaches to Play and Learning			
At times, initiate a new task			
Verbally express a desire to complete task by self			
Independently select and use materials			
Ask questions about novel objects, people, and experiences			
Demonstrate enthusiasm for new learning (may be with familiar context)			
Use active exploration to solve a problem			
Substitute one object for another in pretend play or pretend with objects that may or may not be present			

Show creativity, inventiveness, and flexibility in approach to play with adult guidance			
Attend to a book for longer periods of time (jointly or independently)			

Focus on an activity for short periods of time despite distractions			
Repeat an activity many times in order to master it even if setbacks occur			
Engage in parallel play			
Begin to exhibit skills in associative play			
Participate in play activities with a small group of children for short periods of time			
Science			
Use simple words to describe sensory experiences, objects, and how objects move			
Identify and solve problems in the environment through active exploration			
Describe physical properties using simple words			
Notice own shadow			

Name objects in the sky			
Use tools to explore various earth materials			

Communicate awareness that the environment, weather, and seasons change			
Name different kinds of weather			
Name characteristic of living organisms			
Name more complex body parts			
Use tools to serve a purpose or solve a problem			
Notice whether the solution was successful			
Use complex motions to play with simple machines			
Demonstrate curiosity and ask for more information			
Use tools to explore the environment			
Social Studies			
Participate in and imitate celebrations and other cultural events for family, peers, and community if observed			
Begin to demonstrate a sense of belonging to a group by engaging in associate play			

Begin to gesture and ask simple questions regarding differences and/or similarities between self and others			
Begin to recognize the sequence of events as part of a daily routine			
Begin to recall information from recent experiences			
Begin to recognize familiar aspects of community or cultural symbols			
Begin to demonstrate an understanding of rules			
Begin to use simple location terms			
Experiment with materials to represent objects in play			
Describe the characteristics of home and surroundings			
Know the location of objects and places in familiar environments			
Explore characteristics and ask questions about aspect of the environment			
Use props related to buying and selling items during play			

Communicate wants and needs			
Recognize various familiar workers in the community			
Begin to role play different jobs			
Participate in simple routines with adult support			
Identify preferences			
Creative Arts			
Respond to music by moving own body			
Experiment with vocalizations, sounds, and musical instruments			
Initiate singing a song repeatedly			
Produce rhythmic patterns to familiar songs			
Use dance for self-expression			
Enjoy repetition of materials and experiences			
Use a variety of media			
Communicate preferences while looking at pictures, photographs, and illustrations			
Compare and contrast own creations and those of others			

Engage in parallel play			
Begin to exhibit skills in associative play			
Spontaneously pretend to take on the characteristics of a person, character or animal			
Express self through dramatic play			
Physical Health and Growth			
Practice health and hygiene-related behaviors with reminders			
Imitate an experience of participating in a doctor or dentist visit			
Demonstrate awareness of danger			
Respond to adult guidance and direction regarding safety			
Express when hungry or full			
Make simple food choices depending on personal and cultural preference			
Communicate about various characteristics of food			

Feed self with minimal assistance			
Test objects to determine their purpose			
Identify basic body parts			
Demonstrate awareness of own body in space and in relationship to objects			
Participate in active physical play and structured activities requiring spontaneous and instructed body movements			
Use hand-eye coordination to manipulate smaller objects with increasing control			
Develop coordination and balance			
Develop gross motor control for a range of physical activities			
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control			
Participate with adult support in personal body care practices			

Participate with adult support in dressing and undressing self			
Communicate toileting needs			

The purpose of this assessment is to inform planning for overall program improvements. This assessment should be done individually during center time or free play by the director, lead teacher or assistant teacher in this particular classroom.

Individualized Activity Plan

Name: _____

Age: _____

Week of:

Area(s) of

Strengths: _____

Area(s) of

Improvement: _____

Activities to help improve:

- 1.
2. 3.

Procedures:

- 1.
- 2.
- 3.

IN Standards and Foundations:

Comments: