

Young 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 statements, request, and/ or gestures			
Uses gestures to clarify communication			
Use single words or simple phrases			
Demonstrate intent of communicating with others			
Distinguish words from pictures			
Begin to engage in word and sound play with adults			
Distinguish between words that contain similar- sounding phonemes (pig-jig, cat- mat)			
Bring a book to adult to read			
Look at a book independently			
Pretend to read familiar books			
Attend to pictures and text for several minutes			
Show preference for familiar stories			
With adult support, respond to simple			

questions about a story			
Explore drawing, painting, and writing as a way of communicating			
Imitate drawing marks or scribbling			
Math			
Imitate verbal counting sequence not necessarily in order			
Line up or organize objects			
Identify numerals as different from letters or other symbols			
Identify which is more			
Begin to develop the concepts of more and less			
Give all objects when asked			
Separate a whole quantity of something into parts			
Take away objects or combine groups when asked			
Attend to a new object in a group of objects			
Follow along and imitate patterns of sounds and movement			
Clap or move to a beat			
Identify attributes of objects with adult support			
Begin to combine shapes to make new shape			
Hide behind or between objects for			

play			
Match identical simple shapes			
Follow a daily schedule			
Use any basic measurement word or gesture to express measurable attributes, such as big/little, hot/cold			
Social Emotional Skills			
Identify image of self			
Say own name			
Show knowledge of own abilities			
Communicate feelings and emotions			
Express emotion toward a familiar person			
Imitate comforting behaviors of caregivers			
Use sounds, gestures, and actions to express feelings			
Follow simple routines with adult support			
Self-soothe with minimal adult support			
Demonstrate the beginnings of impulse control with adult support			
Engage in conflict with peers regarding possession of items			
Imitate how others solve conflicts			
Experiment with trial and error approaches to solve simple problems			

and conflicts			
Engages in social interactions with familiar adults			
Show feelings of security with familiar adults			
Seek adult assistance with challenges, but may refuse help and may say no			
Use social referencing when encountering new experiences			
Observe friendship skills in the environments			
Engage in solitary play			
Begin to exhibit skills in parallel play			
Approaches to Play and Learning			
Show interest in what others are doing			
Select desired object from several options			
Begin to show curiosity/ interest in new objects, experiences, and people			
Ask questions about familiar objects, people, and experiences			
Begin to show curiosity and interest in new objects, experiences, and people			
Explore and manipulate familiar objects in the environment			
Use objects for real or imagined purposes			
Jointly attend to books for several			

minutes			
Engages and persist with an activity, toy, or object, but is easily distracted			
Engage for longer periods of time when trying to work through tasks			
Engage in solitary play			
Begin to exhibit skills in parallel play			
Show preference for certain peers over time although these preferences may shift			
Science			
Notice and react to cause and effect within the physical environment			
Use tools to explore the physical environment			
Begin to identify physical attributes of objects			
Imitate the actions of others as they explore objects			
Copy patterns and rhythms with objects			
Notice and gesture to different objects in the sky			
Explore the natural environment			
Observe and investigate environment, nature, and climate/ weather			
Identify living organisms by name			
Name basic body parts			

Test limits of the environment			
Begin to construct and deconstruct using readily available materials			
Demonstrate curiosity			
Actively explore the environment			
Solve problems using trial and error			
Social Studies			
Participate in celebrations and other cultural events if observed			
Begin to demonstrate a sense of belonging to a group by engaging in parallel play			
Begin to notice differences in others			
Use simple words to show recognition of family members and familiar adults			
Adapt to changes in routine and/ or schedule			
Anticipate events			
Respond to stories about time and age			
Begin to understand and follow basic guidance			
Begin to respond to simple location terms			
Use a variety of materials to represent familiar objects			
Recognize parts surroundings			

Look toward location where familiar objects are stored with the expectation of finding them			
Show interest in various aspects of the environment			
Communicate desire for objects and/or persons that are in the classroom or home			
Imitate familiar roles and routines			
Observe others carrying out routines and responsibilities and begin to imitate			
Make choices Known			
Creative Arts			
Respond to music by moving own body			
Imitate sounds using voice or objects			
Sing along to familiar songs			
Make rhythmic patterns with objects			
Participate in diverse musical genres and styles			
Use whole body to respond to music			
Use simple art materials			
Express preferences for certain art materials			
Explore a variety of media			
Express likes or dislikes of certain colors or patterns			

Look at pictures, photographs, and illustrations			
Engage in solitary play			
Begin to exhibit skills in parallel play			
Use objects as symbols for other things			
Demonstrate simple character/ animal sounds with motions			
Physical Health and Growth			
Participate with adult support in health and hygiene- related behaviors			
Imitate personal health practices			
Demonstrate awareness of danger			
Respond to adult direction to change behavior in order to avoid danger or prevent injuries			
Express when hungry or full			
Try new foods			
Follow a regular eating routine			
Feed self with some assistance			
Try a new action with a familiar object			
Identify basic body parts			
Use trial and error to discover how the body and objects move through space			

Use simple movement skills to participate in active physical play.			
Gain control of hands and fingers			
Begin to develop coordination and balance, requiring less support			
Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control.			
Show interest in assisting with personal body care practices			
Show interest in assisting with dressing and undressing self			
Exhibit beginning awareness of 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.