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| **St. Luke’s Day School (ADDED ASSESSMENT)**  **Individual Assessment: OLDER TODDLER**  **(18-24 months)** **as of September 1** |
| **SOCIAL/EMOTIONAL**  **Teachers and staff are attentive to infants’ social interactions and attend to them when they are looking, touching or vocalizing (pg24).Provide opportunities for children to explore the wide range of feelings and emotions and how to appropriately express them (pg25).** |
| 1. Watches or copies another child’s behavior or activity  (pg44) |
| 2. Initiates separation from significant adults during play  A toddler will wander off from the caregiver to explore or attempt to communicate with her peers (pg25). Looks for “home base” or significant adult; Even though he is exercising autonomy and independence, a toddler still needs to know that caregivers are close by so that he can venture out and retreat as often as necessary (pg25). Check back with caregiver often when playing or exploring (pg37). |
| 3. Brings a familiar toy or blanket during transitions  Take a familiar toy or blanket along on a trip or visit to a new place (pg37). |
| 4. Shows attachment to significant adults  Caregivers are extremely important to toddlers as sources of affection and safety. Evidence of secure attachment may be observed when a nurturing and caring caregiver leaves the room and the toddler cries or when the caregiver moves close to the toddler and he leans in to the caregiver to be held (pg25). Reach for familiar caregivers when unfamiliar adults approach (pg37). Look for familiar caregivers after falling down or getting hurt (pg37). Express affection for familiar caregivers, such as telling a caregiver “love you” or greeting a caregiver excitedly (pg37). |
| 5. Begins to show comfort in familiar settings  Begin to show comfort in a greater variety of familiar settings important to family, such as church, local library, or neighborhood park (pg39). Also school library, music class, etc. |
| 6. Successfully separates from family members |
| 7. Offers or shows a toy to another child  At this stage, play is mostly solitary but can include interactions with other toddlers to claim a toy or to make a physical contact as if to say, “hi!” (pg25). |
| 8. Beginning to find own play area or activity  Choose areas to play in or activities they prefer (pg39). |
| 9. Begins to express feelings and wants with or without words  Begins to express feelings with words- the toddler uses words such as sad, ouch, and mad to verbally express herself. “Me sad” or “Eva so mad” are examples of a toddler’s first attempts to affirm her feelings to let herself and others know (pg26). Uses words to obtain things they want (pg42). Begin to use various emotion words, such as “I’m mad” (pg42). |
| 10. Uses the word “no” to express themselves  NO! is such a powerful word. Toddlers use it to attempt to regulate their world and themselves (pg33). Say “no” or shake head when they don’t want to do something or don’t like something (pg42). |
| 11. Begins to show interest in being independent  Place their own items in their cubby or area (pg39) or throws trash/napkin away, etc. |
| 12. Moving from parallel play to interacting with others  Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive (pg44). |
| 13. Reaffirms reflection in mirror  A toddler will smile, pat the mirror, and visit it many times as if to reaffirm it is a reflection of himself (pg27). |
| 14. Beginning to express opinions on food choices  Make personal food choices among several healthy options (“Want apple.”) pg.25. |
| 15. Shows pride in own accomplishments  By smiling, clapping, cheering for themselves, or saying, “I did it!” (pg39). |
| 16. Begins to show interest/concern for others  Show interest or concern for another child who is hurt or has fallen (pg44). |
| 17. Begins to understand and follow classroom routines  Listen to and begin to follow rules (pg42). |
| 18. Anticipates and participates in transitions  Change to new or different activities with adult support (pg42). |
| 19. Indicates when wet or has soiled pants  Use body language, sign, or say “wet” to indicate wet or soiled pants (pg25). |
| 20. Begins to participate in self-help activities  Such as- handing diaper to caregiver, feeding food, etc. |
| 21. Begins simple symbolic play (often with adult support) |
| 22. Recovers from emotional outbursts with adult support  Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support (pg42). |

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| **INTELLECTUAL/COGNITIVE** |
| **Language and Communication**  **Children engage in multiple and varied activities focused on developing verbal and non-verbal communication skills (pg28). Teachers and staff encourage the development and use of language by infants through such ways as talking, verbalizing and making sounds, eye contact, smiling and physical interactions (pg31). Teachers sit with them in conversations with adults and other children (pg28).** |
| 1. Names familiar objects (cup, coat, blanket) |
| 2. Laughs after familiar adult says something funny  (pg52) |
| 3. Quiets and listens when adults say they have something to say (pg52) |
| 4. Moves to the correct location for a familiar activity  Go to the correct location for familiar activity (goes to bathroom when caregiver says “it’s time for your bath”) pg70. Example- put your back against the wall |
| 5. Responds with words or body language to simple questions |
| 6. Identifies main parts of the body when asked (such as: head, hands, arms, feet, nose, ears…)  In front of mirror, point to and name many body parts (pg39). |
| 7. Identifies self and others in a photograph |
| 8. Begins to respond to verbal safety warnings  (“Danger. Hot.”) pg25 |
| 9. Imitate adult’s different vocal sounds and body language  (pg52) |
| 10. Names and makes sounds of familiar animals  Know what sounds animals make and can make the sounds (pg70). |
| 11. Uses words to obtain things they want  Uses words to obtain things they want (pg42). |
| 12. Uses words and phrases that familiar adults use  Says “hi,” “bye,” and “uh-oh”-The toddler has an expressive vocabulary that usually gets attention, approval, or praise from significant adults (pg26). Use words and phrases that familiar caregivers use “Be right back” or “see you later” (pg70). |
| 13. Uses 2 to 3 word phrases  Older toddlers are becoming skilled at putting words together that make sense to them and at getting their needs met in the presence of adults. “Eat now!” and “We go home” are examples of early expressions (pg27). Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”) pg55 |
| 14. Uses approximately ~~20~~ 50\* to 300 words in home language \*updated by SLDS 2021  Uses new words in everyday experiences (pg55). |
| **Exploration and Discovery**  **Teachers and staff foster children’s independence in exploring (pg23). Infants and Toddlers/twos are provided numerous and varied opportunities to explore their environment using their senses to discover their ability to make things happen and solve simple problems (pg33). Focused on developing positive dispositions toward their own learning. These dispositions include persistence, discovery, and mastery (pg26). Infants and Toddlers/twos are provided numerous and varied opportunities to explore their environment using their senses to discover their ability to make things happen and solve simple problems (pg33).** |
| 1. Can place objects into a container  Enjoys container play- the toddler enjoys placing objects into containers and using nesting toys (pg27). |
| 2. Picks up rocks, sticks, or other objects when outdoors  (pg66) |
| 3. Notices, points at, or talks about animals or insects  (pg66) |
| 4. Pours, scoops, and explores sand and water  (pg66) |
| 5. Pushes and pulls riding toys in order to make them move  (pg66) |
| 6. Scribbles with more control |
| 7. Identifies between a large and small object |
| 8. Tries different ways to grip crayons or paintbrushes  Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes (pg57) |
| 9. Begins to imitate adult actions  Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone (pg72). Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished (pg72). Often with adult prompt. |
| 10. Experiments with new toys to see how they work  (pg68) |
| 11. Begins to recognize basic colors: red, yellow, blue, green, orange, brown, white, purple…  Begins to recognize colors- the toddler can identify the colors of objects by pointing or touching before she is able to say the names of the colors (pg27). |
| 12. Initiates problem-solving to reach an object  Climb on a stool to reach an object (beginning of problem-solving) pg68 |
| 13. Engages in imitation play using real objects  example: pretending to talk to mom on classroom phone; moving toward symbolic play (a piece of playdough is food) |

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| **Early Literacy**  **Infants and toddlers/twos interact within an environment that is rich with exposure to books, songs, rhymes and routine games that include rhymes, songs, and finger plays, as well as multiple and varied opportunities to hear stories and have books read to them (pg29).** |
| 1. Enjoys familiar songs and fingerplays with or without adult assistance  Enjoy singing familiar songs or saying rhymes with and without adult assistance (pg57). |
| 2. Brings favorite book to adult to have it read to them  Bring favorite book to caregiver to have it read to them (pg70). Ask to be read to and has favorite books (pg57). |
| 3. Shows understanding by pointing or touching a picture in a book  Show understanding by pointing to or touching a picture in a book talking about some part of a book (pg52). |
| 4. Names familiar objects and characters in books  Name and describe familiar characters, pictures, or photographs in books with adult assistance (pg57). |
| 5. Begins to recall events or phrases in familiar stories  Recall characters or events in familiar books (pg57). |
| 6. Begins to recognize familiar images in their surroundings  Recognize some print or symbols in their surroundings (stop sign, local store sign)(pg57). |
| **SPIRITUAL** |
| 1. Responds to a warm, loving environment |
| 2. Beginning to participate in prayer at meal & snack times |
| 3. Listens to stories and songs about God and Jesus |
| 4. Uses body language or words to identify objects in God’s world |
| **PHYSICAL** |
| **Gross Motor** |
| 1. Walks easily or runs from place to place  Runs reasonably well- A toddler may be a bit wobbly, but he soon masters running (with occasional falling) (pg24). Walk easily or run from place to place (pg26). |
| 2. Moves on “ride-on” toy without pedals  Rides four-wheeled toys with ease- a toddler can propel himself backward and forward on riding toys (pg29). |
| 3. Walks on uneven surfaces  (With help) Sand, pebbles, sloping surfaces, and uneven carpets enable toddlers to gain greater balance with the caregiver’s help. Falling down is natural, and within a few weeks, her control will increase as she walks without assistance (pg24). |
| 4. Climbs on chairs, stools, and playground equipment  (pg26) |
| 5. Begins to crawl and /or walk upstairs with adult supervision  Walks up and down stairs with help-A toddler begins to gain motor control and has better coordination as he places one hand on the railing and the other hand in the caregiver’s hand (pg24). |
| 6. Begins crawl and/or walk downstairs with adult supervision |
| 7. Throws or rolls a large ball  Throws a ball- The toddler throws underhanded at first and then progresses to over-handed throwing (pg24). Throws a large ball toward another child or adult (pg26). |
| 8. Beginning to kick a large stationary ball |
| 9. Experiments jumping with two feet  Jump into puddles, piles of leaves, or sandboxes (pg26). |
| **Fine Motor** |
| 1. Holds & drinks from a cup with some spilling |
| 2. Can feed self with or without utensils  Finger foods and food that can be spooned are of interest toddlers. Grasping and pinching are preskills to holding tools for writing and other activities as they grow (pg24). |
| 3. Rolls wheeled toys such as trains, cars, and trucks with ease  Toddlers prefer toys that roll and that are easy to grasp when playing. Even or smooth and flat or inclined surfaces are interesting playscapes for toddlers (pg24). |
| 4. Attempts to put on or take off clothing (includes dress-up)  Begins to dress self- At the end of this year, the toddler can usually put on her shoes, socks, and hat (pg24). |
| 5. Turns pages of sturdy books |
| 6. Beginning to dig with object or shovel |
| 7. Stacks 2 or more cube blocks  Build a small tower with toy blocks (pg28). |
| 8. Completes multi-piece shape sorter |
| 9. Fits objects together by stacking, pressing and/or turning  (peg in small hole, ring onto pole, nesting, etc.) pg28. |
| 10. Completes simple wooden puzzles (often with pegs)  Play with and complete simple puzzles (pg28). Turn puzzle pieces many different ways to complete a puzzle (pg68). |