

Individual Assessment Criteria for Two Year Olds

The following skills are typical of developmental stages for children two to three years of age. As your child accomplishes these skills, the teachers will provide appropriate experiences to extend your child's learning.

SOCIAL/EMOTIONAL

- Successfully separates from significant adults
- Expresses affection for significant adults
- Explores classroom and makes own play choices
- Listens to and begins to follow rules
- Engages in parallel play; moving to cooperative play
- Understands routines and transitions, yet may not follow them consistently
- Cares for classroom materials; helps put things away
- Learning self-help skills with or without teacher assistance
- Beginning to express/insert own opinions
- Beginning to recognize emotions/feelings in themselves
- Can identify and talk about the feelings of others
- Begins to understand the concept of "taking turns"
- Identifies own gender
- Begins to use words to describe themselves
- Begins to show persistence in completing a task with or without teacher guidance
- Interested in anatomy
- Shows interest in toilet training
- Learning to independently recover from emotional outbursts
- Begins to show signs of self-control
- Asks questions (such as who?, what?, where?, and why?)
- Knows own age when asked
- Gives first name and last when asked
- Uses short sentences to convey simple ideas
- Answers simple questions
- Begins to follow 2 step directions that are related
- Begins to converse with others during play
- Recalls past experiences
- Let's others know when they want a turn to talk
- Uses approximately 400 to 1,000 words in home language
- Begins to experiment with words that sound alike

Emergent Literacy Skills

- Shows an interest in print and books
- Listens to simple stories and songs
- Pretends to read
- Repeats parts of songs, rhymes, and fingerplays
- Describes characters and events in stories
- Beginning to recognize first letter in name
- Recognizes environmental print or images in their surroundings
- Relates stories/books to real events
- Begins to dramatize adult-authored stories
- Beginning to verbalize own stories

Emergent Writing Skills

- Shows an interest in writing/drawing
- Paints with large brush using large strokes
- Makes circular scribbles, line marks, or begins letter-like forms
- Holds writing utensil with fist grip or beginning to use pencil grip
- Beginning to communicate meaning through drawings

Mathematics

- Rote counting... (1,2,3..)
- Places and matches simple objects to their outlines

INTELLECTUAL/COGNITIVE

Language and Communication

- Recognizes and names familiar people and common objects
- Understands and responds to simple verbal directions
- Speaks clearly enough to be understood most of the time
- Begins to use different volumes when speaking
- Names basic colors: red, yellow, blue, green, orange, brown, black, white, purple...

- Understands things/objects that are alike and different
- Groups objects together by color (all red, all blue, all green)
- Groups objects together by size (big things, little things)
- Groups objects together by shape (all triangles, all circles, all squares)
- Can nestle cups sequentially
- Rational counting... (to count objects)
- Shows an interest in and may identify shapes
- Understands different activities go on at different times of the day
- Begins to understand positional terms (such as- in, on, beside, and under)

- Can stand or pull up on tip toes
- Engages in exercise play
- Begins to jump with two feet together

Fine Motor

- Creates a tower using 4 cube blocks
- Turns the pages of a book one at a time
- Pounds and squeezes play dough
- Enjoys hammering objects
- Digs with object or shovel
- Begins to dress self
- Completes simple wooden puzzles
- Tears paper
- Begins to use scissors to snip
- Strings five 1" beads
- Has developed a hand preference

Exploring Their World

- Shows curiosity and interest in surroundings
- Explores sensory materials in a variety of ways
- Begins to explore blocks
- Shows interest in mixing colors of water or paint
- Understands the process of gluing
- Pretends that a doll or stuffed animal has feelings
- Imitates adult actions
- Builds by stacking blocks on top of each other
- Builds by laying blocks end-to-end
- Shows simple symbolic play (such as- play dough is food)

SPIRITUAL

- Participates in weekly Chapel
- Participates in group prayer during Chapel, meal, and snack times
- Sings Chapel songs and begins to use hand motions
- Listens to simple Bible stories
- Begins to talk about God and Jesus
- Showing an interest in God's beautiful world

PHYSICAL

Gross Motor

- Runs with ease
- Catches a rolled ball and rolls it forward
- Climbs on playground equipment
- Enjoys playing on slides
- Able to swing self
- Uses feet to propel and begins to use pedals on a tricycle
- Throws a ball
- Kicks a large stationary ball
- Walks up and downstairs with adult help/supervision
- Stands on one foot at a time with adult support