



## 2.5 to 3 Years Assessment

Each child will have one assessment form per school year. The child's teachers will assess the child in the fall and the spring by filling out the appropriate semester boxes on this form and including any additional information following the objective section.

These assessments will be discussed at the child's family-teacher conference. A copy of the child's assessment will be provided to the family at both the fall and spring conference. The original will be signed by both the teacher and a parent or guardian of the child and kept in the child's school file.

### Child's Information

Child's Name \_\_\_\_\_

Child's Classroom \_\_\_\_\_

Child's Lead Teacher \_\_\_\_\_

Child's Assistant Teacher \_\_\_\_\_

### Child's Age at Time of Assessments

Fall: \_\_\_\_\_ yrs \_\_\_\_\_ mths

Spring: \_\_\_\_\_ yrs \_\_\_\_\_ mths

### Dates of Assessments

Fall: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

Spring: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

### Dates of Family-Teacher Conferences and Signatures

Fall: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

Family Signature \_\_\_\_\_ Date \_\_\_\_\_

Lead Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Spring: \_\_\_\_\_ day \_\_\_\_\_ month \_\_\_\_\_ year

Family Signature \_\_\_\_\_ Date \_\_\_\_\_

Lead Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

# Key Developmental Goals

## Cognitive

### Abbreviation Key

**NA** – *Not Applicable*

This topic has yet to be addressed.

**SD** – *Still Developing*

The child is still developing in this area.

**D** – *Developed*

The child has developed in this area.

### Literacy

Fall	Spring	Goal
		Begins to produce real or nonsense words that sound alike.
		Enjoys being read to and exploring books and reading materials on their own.
		Pretends to read familiar books.
		Names and describes familiar characters, pictures, or photographs in books with adult assistance.
		Recognizes some print or symbols in their surroundings (stop sign, local store sign).
		Tries different ways to grip or use writing and drawing tools, such as crayons or paintbrushes.
		Identifies some letters (the first letter in their name) without assistance.
		Identifies their name without assistance.
		Asks for the names of new objects or people ("What's that?" or "Who's that?").
		Knows familiar words and complete sentences in their favorite books.
		Recognizes and name people and animals.
		Uses words and phrases that familiar caregivers use ("Be right back." or "See you later.").

### Mathematics

Fall	Spring	Goal
		Matches colors and shapes.
		Sorts objects by a certain attribute (color, size, shape).
		Counts objects while pointing to each one and saying the number (one-to-one correspondence).
		Turns puzzle pieces many different ways to complete a puzzle.
		Understands relational concepts of size ("That box is bigger than that box").
		Begins to understand that one item added to another makes "two," and that one item taken away or subtracted from "two" makes "one."
		Begins to understand words representing physical relations or positions (e.g., over, under, above, on, beside, next to, in front, behind, inside, outside, between, up, down, top, bottom, front, back, near, far, left, right).

		Notices patterns in the environment (e.g., day follows night, patterns in carpeting or clothing, etc.). They also use the terms, "tomorrow," and "yesterday."
--	--	---

### Culture/Language Studies

Fall	Spring	Goal
		Becomes familiar with customs, cultures and celebrations celebrated at home.
		Names things related to family's culture ("menorah", "Christmas tree", "sari").
		Able to recall classroom rules.
		Goes to the correct location for familiar activity (goes to bathroom when caregiver says "It's time for your bath").
		Plays with stuffed animals one day to play "veterinarian" and then to play "farmer" another day and understands they are representing human jobs.

### Spanish Language and Culture

Fall	Spring	Goal
		Develops an understanding of basic vocabulary in Spanish.
		Develops an understanding and appreciation of Spanish-speaking cultures.

### Mandarin Language and Culture

Fall	Spring	Goal
		Develops an understanding of basic vocabulary in Mandarin.
		Develops an understanding and appreciation of Mandarin-speaking cultures.

### Science

#### Senses

Fall	Spring	Goal
		Uses all five senses (touching, tasting, hearing, seeing, and smelling) to collect information about the world. Develops an understanding of basic vocabulary in Mandarin.

#### Inquiry, Observations and Investigations

Fall	Spring	Goal
		Develops a sense of inquiry.
		Identifies various properties (e.g., hard v. soft, sweet v. salty, heavy v. light) of objects and materials while exploring immediate environment.
		Experiments with how objects move by pushing, pulling, dropping, sinking, etc. He or she also notices the movement of people and things in everyday life.

### *Cooking*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Assists in preparing food by cutting, mixing, measuring, etc.

### *Nature Discovery*

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Participates in planting, composting and harvesting.
		Enjoys playing with water (e.g., pouring, splashing). Repeats actions, noticing their effect. Notices variations in liquids (e.g., soap is thicker than water, apple juice is yellow).
		Experiences changes in weather, and may develop associations with particular weather conditions (e.g., needs boots when there is snow on the ground).
		Identifies the basic characteristics (e.g., color, size, shape) of a variety of plants and animals.
		Thinks about the external features of the human body and what each does (e.g., mouth is for eating, ears are for hearing).
		Becomes aware that living things have needs. May attribute his or her own needs to other animals (e.g., may say that a frog needs a mommy, a bed or a toilet).
		Has observational experience with parts of the life cycle. Makes generalizations, such as the smaller worm is "the baby" and the bigger one is "the daddy." May wonder where babies come from. May also associate a characteristic with age (e.g., gray hair means a person is very old).

### **Technology**

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Knows how to turn tablet on and off.
		Starts and exits programs on a tablet.
		Understands the use of fingers to manipulate programs on a tablet.

## **Social/Emotional**

### **Interpersonal Skills**

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Follows 2 step requests.
		Responds and listens when teachers ask for attention.
		Combines words into simple sentences.
		Uses 3 to 4 word sentences with a noun and a verb.
		Uses new words in everyday experiences.
		Offers to trade toys with other children.
		Begins to talk or converse with other toddlers during play.

		Pretends objects are other things, such as a banana for a phone or a block for a car.
		Understands the importance of manners and using polite words.

### Intrapersonal Skills

Fall	Spring	Goal
		Recognizes and begins naming their own emotions.
		Points to and can name many body parts in front of the mirror.
		Begins to describe themselves in words (“I run fast!”, “I strong”, “I have brown hair”).
		Shows pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, “I did it!”
		Says first and last name when asked.
		Uses words and actions to assert themselves.
		Places their own items in their own cubby or area.
		Recovers from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support.
		Uses words to obtain things they want.
		Shows beginnings of self-control and awareness, such as walking around rain puddles or sleeping classmates.
		Uses dramatic play actions to express and regulate feelings (e.g., rocks in a chair and hugs a doll to comfort self after mother leaves).
		Pretends that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad.

### Sense of Community

Fall	Spring	Goal
		Shows interest or concern for another child who is hurt or has fallen.
		Takes turns during play with other toddlers, with lots of adult assistance.
		Listens to and begins to follow rules.
		Imitates adult actions, such as pretending to wipe a dirty table or talking on the phone.
		Develops friendships at school.
		Develops a sense of belonging within the classroom.
		Develops a sense of belonging to the school.

## Creative

### Visual Arts

Fall	Spring	Goal
		Shows interest in mixing colors of water or paints.
		Creates nonrepresentational art (e.g., makes random marks and scribbles on paper using crayons, markers, pencil or chalk).
		Uses art media to manage feelings (e.g., enjoys making holes in clay when frustrated, scribbles on paper and part of the table top when excited).
		Shows a preference for "favorite" colors and styles of art (e.g., child chooses orange markers or paint at nearly every artistic opportunity).
		Uses a variety of art tools to draw, paint, sculpt and make collages, concentrating on the process rather than the product (e.g., scribble paints on butcher paper).

### Music

Fall	Spring	Goal
		Sings along with familiar songs, finger plays, or rhymes.
		Enjoys singing familiar songs or saying rhymes with and without adult assistance.
		Sings familiar songs repeatedly.
		Responds with body movements to changes in music's tempo, loudness, and style (e.g., starts flapping arms and stomping feet as music increases in loudness and pace).
		Understands that shaking, banging and plucking instruments causes them to make various musical sounds (e.g., bangs on piano keys repeatedly to make musical sounds).

## Physical

### Sensory/Body Awareness

Fall	Spring	Goal
		Develops an awareness of the senses.
		Develops an awareness of physical presence.
		Develops knowledge of names of the parts of the body.
		Develops an awareness of personal physical characteristics.

### Gross Motor Skills

Fall	Spring	Goal
		Pushes/pulls riding toys in order to make them move.
		Eats with spoon and fork and drinks from a cup with assistance.

		Dresses mostly independently.
		Participates in healthy care activities like washing hands and brushing teeth.
		Walks easily or runs from place to place.
		Jumps into puddles, piles of leaves, or sandboxes.
		Climbs on chairs, stools, and playground equipment.
		Enjoys playing on slides and swings.
		Kick or throw a large ball toward another child or adult.
		Climbs stairs one step at a time.

**Fine Motor Skills**

<b>Fall</b>	<b>Spring</b>	<b>Goal</b>
		Climbs stairs one step at a time.
		Builds a small tower with toy blocks.
		Fits objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.).
		Digs in sand with spoon or shovel.
		Tears paper.
		Puts on easy clothing (button and unbutton large buttons, unzip large zippers).
		Plays with and complete simple puzzles.
		Picks up and transfer objects with large tweezers.

## Strengths

Fall \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Spring \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Goals

Fall \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Spring \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Questions

Fall \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Spring \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_