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| Child  Child from Infant Toddler Program | | Age:  2 years 10 months (34 mths) | | | Date:  00.00.000 | | | Observer:  Team Summary | | | |
| List specific skills and age level of skill (or if AA, IF, F) observed | | | | | | | | | | | |
| Outcomes | Anchor from Parent/Teacher | |  | Observation | |  | Parent Input | |  | Evaluations |  |
| #1  Social Emotional | * Uses adult support to calm self * Accepts redirection * Seeks to do things for self * Manages separation without stress * Does not respond to emotional cues * Initiates, joins in, and sustains positive interactions with a small group of two to three children * Seeks a preferred playmate * Responds appropriately to others’ expressions and wants * Expresses feeling during a conflict | | IF/IF  AA/IF  AA/IF  AA/AA  F/F  AA/AA  IF/F  IF/IF  IF//IF |  | |  |  | |  |  |  |
| #2  Knowledge and Skills and Communication | * Identifies familiar people and objects when prompted. * Follows directions of 2 or more steps * Names familiar people, animals, and objects * Uses some words and word-like sounds and is understood by most familiar people * Uses one – or two-word sentences or phrases * Makes simple statements about recent events and familiar people and objects that are no present * Does not yet engage in simple back and forth exchanges with others * Responds to speech by looking at the speaker; watches for signs of being understood when communicating * Pays attention to sights and sounds * Repeats actions to obtain similar results * Reacts to problem; seeks to achieve a specific goal * Explores and investigates ways to make something happen * Imitates others in using objects in new and/.or unanticipated ways * Recognizes familiar people places and objects * Looks for familiar person when they are named * Does not yet match similar objects * Recognizes people, objects, and animals in pictures * Acts out familiar or imaginary scenarios; may use props to stand for something else * Does not yet join in rhyming songs * Does not sing songs or recites rhymes * Does not yet recognize and names a few letters in her own name * Orients book correctly, turns pages and recognizes familiar books by their covers * Does not yet understand that text is meaningful and can be read * Does not yet contribute particular language from the book * Does not yet pretend to read a familiar book * Does not yet retell some events from a familiar story * Does not yet scribble or make marks to write name * Scribbles and makes marks * Verbally counts but not in order * Does not demonstrate understanding of concepts of one, two, or more * Does not recognize and name numerals * Follows simple direction related to position in and on * Matches two shapes * Does not make simple comparisons between objects * Does not show interest in simple patterns | | AA/AA  AA/AA  AA/AA  AA/AA  AA/AA  F/F  F/F  IF/IF  IF/IF  IF/IF  AA/AA  AA/AA  AA/AA  AA/AA  IF/IF  AA/AA  AA/AA  F/F  IF/IF  IF/IF  AA/AA  IF/IF  IF/IF  IF/IF  IF/IF  IF/IF  AA/AA  AA/AA  F/F  IF/IF  AA/AA  AA/AA  IF/IF  IF/IF |  | |  |  | |  |  |  |
| #3  Meeting Own Needs | * Moves purposefully from place to place with control * Walks steadily without support * Does not yet run * Does not yet gallop and skip * Experiments with different ways of balancing * Reaches for a toy without falling over while sitting; stands unsupported * Does not yet walk on a line on the ground * Does not yet jump off floor with both feel * Manipulates balls or similar objects with stiff body movement * Throws a ball or other objects by pushing it with both hands or by flinging it. * Grasps a rolled ball or other object by using two hands * Pushes against ball with foot * Grips drawing and writing tools with whole hand | | AA/AA  IF/IF  F/F  IF/IF  AA/AA  IF/IF  F/F  IF/IF  AA/AA  AA/AA  AA/AA  AA/AA  AA/AA |  | |  |  | |  |  |  |