

**Pretoddler Assessment - Individualizing Goals and Objectives**

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
 Name(s) of Caregivers: \_\_\_\_\_ Room #: \_\_\_\_\_

<b>Goal 1: To learn about themselves</b>			
<b>Objectives</b>	<b>Observations (Dates)</b> <i>Reference Anecdotal Cards</i>	<b>Plans/Activities (Dates)</b> <i>Reference Lesson Plans</i>	<b>Parent Conference (Dates and Notes)</b>
<b>1.1 To feel valued and secure in their relationships</b> <b>Examples:</b> ❖ looks at, goes over to touch familiar adults while playing ❖ imitates parent(s) and caregiver(s) ❖ points to pictures of family			
<b>1.2 To feel competent and proud about what they can do</b> <b>Examples:</b> ❖ fits a triangle into shape box and claps ❖ climbs up the slide and proudly looks around for caregiver ❖ refers to self by name			
<b>1.3 To express their independence</b> <b>Examples:</b> ❖ moves away the hand of an adult who is helping with a puzzle ❖ finds it difficult to share ❖ says "Me do!" when adult offers help in dressing			
<b>Goal 2: To learn about their feelings</b>			
<b>2.1 To communicate a broad range of emotions through gestures, sounds, and words</b> <b>Examples:</b> ❖ watches self making happy, sad, or angry faces in mirror ❖ pushes aside unwanted food ❖ clings to parents as they say good-bye			
<b>2.2 To express their feelings in appropriate ways</b> <b>Examples:</b> ❖ helps caregiver comfort a crying child ❖ says "No!" instead of hitting when another child takes his toy ❖ looks to an adult for help when frustrated			

**Pretoddler Assessment - Individualizing Goals and Objectives**

<b>Goal 3: To learn about others</b>			
<b>Objectives</b>	<b>Observations (Dates)</b> <i>Reference Anecdotal Cards</i>	<b>Plans/Activities (Dates)</b> <i>Reference Lesson Plans</i>	<b>Parent Conference (Dates and Notes)</b>
<b>3.1 To develop trusting relationships with nurturing adults</b> <b>Examples:</b> ❖ brings adult a book to read ❖ enjoys helping with chores (carrying paper towels) ❖ grabs onto caregiver's hand or leg when frightened			
<b>3.2 To show interest in peers</b> <b>Examples:</b> ❖ identifies family members and possessions of others ❖ joins other children in rocking rowboat ❖ knows names of other children			
<b>3.3 To demonstrate caring and cooperation</b> <b>Examples:</b> ❖ helps caregiver hold young infant's bottle ❖ joins in search for a child's missing sweater ❖ gives adults and peers a big hug			
<b>3.4 To try out roles and relationships through imitation and pretend play</b> <b>Examples:</b> ❖ enacts familiar events (puts on hat/looks in the mirror) ❖ interest in "caring" for dolls (feeds, puts to bed) ❖ pretends to call parents on the phone			
<b>Goal 4: To learn about communicating</b>			
<b>4.1 To express needs &amp; thoughts without using words</b> <b>Examples:</b> ❖ points to ask for an out-of-reach toy ❖ shakes head "No" when asked if hungry ❖ catches eye of an adult to ask for help			
<b>4.2 To identify with a home language</b> <b>Examples:</b> ❖ looks at a doll on hearing the word <i>doll</i> spoken ❖ uses same sounds and intonations as parents do ❖ says several words in home language clearly			
<b>4.3 To respond to verbal and nonverbal commands</b> <b>Examples:</b> ❖ reacts to facial expressions and words of adult ❖ follows simple directions ❖ pushes foot into boot as adult pulls it up			
<b>4.4 To communicate through language</b> <b>Examples:</b> ❖ creates long babble sentences ❖ repeats familiar words ("hi" or "bye") ❖ calls caregiver by name			

Adapted, with permission, from The Creative Curriculum for Infants & Toddlers, Teaching Strategies, Inc., Washington DC, 1999

**Pretoddler Assessment - Individualizing Goals and Objectives**

<b>Goal 5: To learn about moving and doing</b>			
<b>Objectives</b>	<b>Observations (Dates)</b> <i>Reference Anecdotal Cards</i>	<b>Plans/Activities (Dates)</b> <i>Reference Lesson Plans</i>	<b>Parent Conference (Dates and Notes)</b>
<b>5.1 To develop gross motor skills</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ bends over easily to pick up items</li> <li>❖ walks, runs, climbs</li> <li>❖ seats self in small chair</li> </ul>			
<b>5.2 To develop fine motor skills</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ zips/unzips a large zipper</li> <li>❖ turns pages of a book</li> <li>❖ stacks several blocks, one on top of other</li> </ul>			
<b>5.3 To coordinate eye and hand movements</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ stirs ingredients when helping to make playdough</li> <li>❖ puts toy in a bucket</li> <li>❖ uses marker on paper</li> </ul>			
<b>5.4 To develop self-help skills</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ uses spoon and cup, with minimal spills</li> <li>❖ pushes arm through jacket sleeve</li> <li>❖ undresses self</li> </ul>			
<b>Goal 6: To acquire thinking skills</b>			
<b>6.1 To gain an understanding of basic concepts and relationships</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ points to one or more body parts</li> <li>❖ asks for wooden spoon to bang on homemade drum</li> <li>❖ pretends to open door using a toy key</li> </ul>			
<b>6.2 To apply knowledge to new situations</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ blows on food when adult says "hot"</li> <li>❖ attempts to put familiar objects away</li> <li>❖ turns pages of a book one by one</li> </ul>			
<b>6.3 To develop problem-solving strategies</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>❖ points to picture in a storybook and looks to adult for name of that object</li> <li>❖ brings over a stool to help reach a toy</li> <li>❖ tries various pieces in shape-sorting box until one fits</li> </ul>			