

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

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| <b>Goal 3: To learn about others</b>   |   |  |  |
|--|---|--|--|
| <b>Objectives</b>  | <b>Observations (Dates)</b><br><i>Reference Anecdotal Cards</i> | <b>Plans/Activities (Dates)</b><br><i>Reference Lesson Plans</i> | <b>Parent Conference (Dates and Notes)</b> |
| <b>3.1 To develop trusting relationships with nurturing adults</b><br><b>Examples:</b><br>❖ brings adult a book to read<br>❖ enjoys helping with chores (carrying paper towels)<br>❖ grabs onto caregiver's hand or leg when frightened                                |   |  |  |
| <b>3.2 To show interest in peers</b><br><b>Examples:</b><br>❖ identifies family members and possessions of others<br>❖ joins other children in rocking rowboat<br>❖ knows names of other children  |   |  |  |
| <b>3.3 To demonstrate caring and cooperation</b><br><b>Examples:</b><br>❖ helps caregiver hold young infant's bottle<br>❖ joins in search for a child's missing sweater<br>❖ gives adults and peers a big hug  |   |  |  |
| <b>3.4 To try out roles and relationships through imitation and pretend play</b><br><b>Examples:</b><br>❖ enacts familiar events (puts on hat/looks in the mirror)<br>❖ interest in "caring" for dolls (feeds, puts to bed)<br>❖ 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><br><b>Examples:</b><br>❖ points to ask for an out-of-reach toy<br>❖ shakes head "No" when asked if hungry<br>❖ catches eye of an adult to ask for help  |   |  |  |
| <b>4.2 To identify with a home language</b><br><b>Examples:</b><br>❖ looks at a doll on hearing the word <i>doll</i> spoken<br>❖ uses same sounds and intonations as parents do<br>❖ says several words in home language clearly                                       |   |  |  |
| <b>4.3 To respond to verbal and nonverbal commands</b><br><b>Examples:</b><br>❖ reacts to facial expressions and words of adult<br>❖ follows simple directions<br>❖ pushes foot into boot as adult pulls it up   |   |  |  |
| <b>4.4 To communicate through language</b><br><b>Examples:</b><br>❖ creates long babble sentences<br>❖ repeats familiar words ("hi" or "bye")<br>❖ calls caregiver by name   |   |  |  |

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

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| <b>Goal 5: To learn about moving and doing</b>  |   |  |  |
|---|---|--|--|
| <b>Objectives</b>   | <b>Observations (Dates)</b><br><i>Reference Anecdotal Cards</i> | <b>Plans/Activities (Dates)</b><br><i>Reference Lesson Plans</i> | <b>Parent Conference (Dates and Notes)</b> |
| <b>5.1 To develop gross motor skills</b><br><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><br><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><br><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><br><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><br><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><br><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><br><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> |   |  |  |