

Toddler Assessment - Individualizing Goals and Objectives

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

Goal 1: To learn about themselves			
Objectives	Observations (Dates) <i>Reference Anecdotal Cards</i>	Plans/Activities (Dates) <i>Reference Lesson Plans</i>	Parent Conference (Dates and Notes)
1.1 To feel valued and secure in their relationships Examples: ❖ points out family picture in a scrapbook ❖ knows which child is out for the day after seeing who is there ❖ looks to caregivers for comfort and at times may comfort caregiver			
1.2 To feel competent and proud about what they can do Examples: ❖ pours own juice and says "I did it." ❖ helps another child find the crayons ❖ stands on one foot and calls, "Look at me!"			
1.3 To express their independence Examples: ❖ insists on putting on own jacket ❖ willingly joins in a new activity ❖ cheerfully says "good-bye" to parents and goes to play			
Goal 2: To learn about their feelings			
2.1 To communicate a broad range of emotions through gestures, sounds, and words Examples: ❖ says, "I did it!" after using the potty successfully ❖ hugs a doll and lovingly feeds it a bottle ❖ raises hand to make a high-five			
2.2 To express their feelings in appropriate ways Examples: ❖ roars like a lion when angry instead of pushing or biting ❖ recognizes feelings in others (e.g. "Camilla sad.") ❖ bites on a soft toy when has the urge to			

Toddler Assessment - Individualizing Goals and Objectives

bite			
Goal 3: To learn about others			
Objectives	Observations (Dates) <i>Reference Anecdotal Cards</i>	Plans/Activities (Dates) <i>Reference Lesson Plans</i>	Parent Conference (Dates and Notes)
3.1 To develop trusting relationships with adults Examples: ❖ imitates adult activities (e.g. setting table or reading) ❖ eager to help with chores ❖ calls adult over to show an accomplishment			
3.2 To show interest in peers Examples: ❖ enjoys including other children in pretend play ❖ refers to other children by name ❖ comments on who is a girl and who is a boy			
3.3 To demonstrate caring and cooperation Examples: ❖ responds to emotions of other children ❖ works with another children to complete a task ❖ feeds and puts doll to bed			
3.4 To try out roles and relationships through imitation and pretend play Examples: ❖ acts out simple life scenes (e.g. making dinner) ❖ puts hat on and says "I'm going to work." ❖ uses object to represent something else			
Goal 4: To learn about communicating			
4.1 To express needs and thoughts without using words Examples: ❖ uses facial expressions to show excitement ❖ catches adult's eye for attention and reassurance ❖ tugs on pants to indicate need to use the bathroom			
4.2 To identify with a home language Examples: ❖ speaks in home language with family and others ❖ uses main language spoken in child care ❖ recognizes tapes of stories and songs from culture			
4.3 To respond to verbal and nonverbal commands Examples: ❖ follows simple directions ❖ responds to adult's facial expression ❖ goes over to cot when lights are dimmed for naptime			
4.4 To communicate through language Examples: ❖ tells a story ❖ tells about what happened over the weekend ❖ talks with other children while playing together			

Toddler Assessment - Individualizing Goals and Objectives

Goal 5: To learn about moving and doing			
Objectives	Observations (Dates) <i>Reference Anecdotal Cards</i>	Plans/Activities (Dates) <i>Reference Lesson Plans</i>	Parent Conference (Dates and Notes)
5.1 To develop gross motor skills Examples: ❖ walks up stairs ❖ throws a ball ❖ runs			
5.2 To develop fine motor skills Examples: ❖ threads large beads ❖ scribbles with markers or crayons ❖ pastes papers together			
5.3 To coordinate eye and hand movements Examples: ❖ places pieces in a simple pattern ❖ closes Velcro fasteners ❖ pours juice into cup			
5.4 To develop self-help skills Examples: ❖ uses the potty and washes hands ❖ pours own drink from small pitcher ❖ puts on own jacket and hat			
Goal 6: To acquire thinking skills			
6.1 To gain an understanding of basic concepts and relationships Examples: ❖ experiments with mixing colors with paint ❖ tells another child, "Your mommy comes back after nap." ❖ Runs to the tree and says "I run fast."			
6.2 To apply knowledge to new situations Examples: ❖ sees a picture of a zebra and calls it horse ❖ paints on side of building with water after painting at easel ❖ completes new puzzle using familiar strategy of turning pieces fill fit			
6.3 To develop problem-solving strategies Examples: ❖ cooperates with others in implementing a plan ❖ asks "Why?" questions ❖ dips paintbrush in water to clean it			

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