

PHYSICAL DEVELOPMENT	November	March	May	Additional Comments
Kicks ball forward				
Squats in play – feet on floor – about to come back to standing without support				
Stands from supine by rolling to side				
Stands on tip toes – 2/3 seconds (should not be a typical posture)				
Imitates 1 foot standing on one foot without support				
Imitates simple bilateral movements – arms up, down, out to side, cross and front				
Runs, stops without holding				
Walks backward (can face forward)				
Jumps 14-16 inches				
Puts tiny objects into a tiny bottle/container (using pincher)				
Scribbles spontaneously				
Builds tower by 3 cubes				
Put shapes into the puzzle – round, square and triangular				
Applies glue to paper				
Only put paint on paper				

24 months assessment

KEY: 0 = not taught yet/not expected to know • 1 = can do/does with much assistance

2 = can do/does with little assistance • 3= can do independently/mastered

Turn page – one page at a time				
Using pincher grip to put pegs in board,				
String bead				
Use squeezeie scissors				
Be able to manipulate and flatten Playdough				

ADAPTIVE BEHAVIOR	Novemb er	March	May	Additional Comments
Dressing: pulls off own socks, puts shoes on partway, attempts to unzip zippers, cooperates in undressing/dressing				
Feeding: drinks from open cup or glass, feeds self- finger foods, chews textured foods, sips liquid from cup using straw, can engage in spoon feeding with some spilling				
Sleeping: Building strong relations between parent and school regarding sleep habits and routines, Stays on cot during nap time, Sleeps through the night –take one nap				
Moving: Helps with simple household tasks, walks upstairs, one hand held, Gest up to adult chair unaided				
Toileting: Fusses when diaper needs to be changed				

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TEMPERAMENT	November	March	May	Additional Comments
Soothability				
Attachment Style				

SOCIAL/EMOTIONAL DEVELOPMENT	November	March	May	Additional Comments
Separates from parents in a familiar setting				
Meets other people with hugging or other				
Can put away objects in their place				
Comforts others in distress				
Insists on trying to do many things without help				
Show pride in accomplishments				
Tantrums common: Starting to regulate and learn ways to regulate				
Expresses affection				
Imitates facial expressions				
Can they name rules which exist in the classroom?				
Use please and thank you appropriately (may need to be reminded)				
Shows preference for toys				
Plays simple games (peek a boo, patty cake)				
Repeats activities that cause laughter				

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Brings toys to share with caregiver				
Plays well in groups of 2-3 children, at least some interaction with children				
Make believe play- the doll is a baby, a stuffed animal is an animal				

COGNITIVE DEVELOPMENT	Novem ber	March	May	Additional Comments
Uses symbolic play props (napkin as blanket, etc.)				
Follow sound with eyes and body				
Follow hidden object when they see it hidden				
Solving simple problems – getting a stool to get something up on counter, opens doors to get into the room				
Activates a mechanical toy				
Rotates a picture right side up when presented upside down				
Understands concept of 1				
Sorts objects into three piles				
Put the stacking blocks in order from large to small				
Uses size words such a big and little				
Matches sounds of pictures to animals –				

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“what does a cow say?”				
Demonstrates use of objects such as “phone” “shoe” etc.				
Understands the concepts of same and different				
Completes a puzzle that has 9-12 pieces				

RECEPTIVE LANGUAGE SKILLS	November	March	May	Additional Comments
Responds to gestures for up, bye buy				
Moves to music				
Briefly stops activity when told “no”				
Will “Give mommy the cup”				
Responds to where questions – may point, state location or get ball				
When asked, will point to 5 or more locations or toys				
Follows direction about placing an object “in” and “on”				
Indicates yes or no – by appropriate head movement				
Points to three body parts				
Points to pictures in a book				
Follows two related directions				

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EXPRESSIVE LANGUAGE SKILLS	Nov embe r	Marc h	May	Additional Comments
Speaks twenty words				
Refers to self by name				
Uses pronouns – not always correctly				
Uses nouns, verbs and modifiers such as “go”, “open”, “up”, “dirty”				
Interacts with others – pushing, pulling, grabbing				
Tells experience using jargon and words - if a car breaks, the child can say “wheel off car”				
Can name familiar characters seen on TV (big bird)				
Knows names of two or more friends				
Ask for food when hungry or thirsty				
Echos language used – especially 3-4 phrases				
Spontaneously produces two or three word phrases “more juice”				
Uses past tense—but may use it incorrectly (runned, or goed)				
Tells experience using jargon and words - if a car breaks, the child can say “wheel off car”				

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