



## SCHOOL READINESS PROGRAM ASSESSMENT TWO YEAR OLDS

Center	Staff	Reviewed By	Date

### STAFF/CHILD INTERACTION

          
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**1. Staff/child interaction encourages the LANGUAGE DEVELOPMENT of two year olds throughout the day's activities in a warm, nurturing and positive environment.**

- |   |   |   |   |
|---|---|---|---|
| 0 | 3 | 6 | a. Staff speaks with two year olds in a friendly, positive and courteous manner at their eye level, responding to their comments and suggestions. Responses are soothing and tender. Talk about things toddlers see. Loud harsh voices are not used.  |
| 0 | 3 | 6 | b. One-to-one staff/child interaction occurs during the course of the child's day including speaking individually to children (as opposed to the whole group most of the time).   |
| 0 | 3 | 6 | c. Staff encourages language development by reading age-appropriate books to children individually or in a small group (circle time, transitions, etc.). Evidence can be done through observation. Children are read to for at least <b>30 minutes</b> throughout the day.                                |
| 0 | 3 | 6 | d. Staff share genuine conversation with children, encouraging them to express themselves verbally.   |
| 0 | 3 | 6 | e. Staff provides musical experiences daily. Assessor observes staff engaging in musical opportunities as they interact with children such as singing with children, staff dancing with children and/or staff using musical instruments with children.  |
| 0 | 3 | 6 | f. Staff ask open-ended questions spontaneously of individual children continuously and throughout all parts of the daily routine regarding the subject or activity the child has chosen. Daily routine consists of and is not limited to small group, free play, story time, outside time and lunchtime. |
| 0 | 3 | 6 | g. Staff listen to children with attention and respect using eye contact and individual responses.  |

**COMMENTS:**

**2. Staff encourages the COGNITIVE AND PHYSICAL DEVELOPMENT of two year olds throughout the day's activities in a warm, nurturing and positive environment.**

- 0 3 6 a. Children are encouraged by staff to solve problems, initiate activities, explore, experiment and learn by doing. There is adequate play time with staff sitting on the floor with children, speaking to them in a conversational way and encouraging their natural curiosity.
- 0 3 6 b. While children are awake, staff talk with, smile at and play with them. Children are held when appropriate. When diapering, staff engages in meaningful conversation with each child.
- 0 3 6 c. Staff play with children throughout the day modeling different types of play. (For example, adults and children play "tea party" where the adult pretends to drink from a cup and exclaims how good it tastes and then the child might model the adult; adults and two year olds build with blocks talking about what they are doing; adults and two year olds work puzzles together as the adult models for and talks with the two year old.)
- 0 3 6 d. Two year olds play interests are respected. Staff responds to children's cues for direction of activity.
- 0 3 6 e. Staff support two year olds attempts at becoming increasingly independent. Staff encourage two year olds to self-feed, dress and undress themselves and to use equipment by themselves and proper social skills.
- 0 3 6 f. When toileting, staff assist the child using only positive techniques. Staff never embarrass, shame, or punish child in relation to toilet training.

**COMMENTS:**

**3. Staff encourages the SOCIAL AND EMOTIONAL DEVELOPMENT of two year olds throughout the day's activities in a warm, nurturing and loving environment.**

- 0 3 6 a. Staff is available and responds quickly to the individual needs of the two-year-old.
- 0 3 6 b. The sound of the play environment is primarily marked by pleasant conversation, spontaneous laughter and exclamations of excitement rather than harsh, stressful noise or enforced quiet.
- 0 3 6 c. Staff encourages positive behaviors in children such as helping each other and talking to solve problems. Staff to staff interactions also model appropriate social behavior.

**COMMENTS:**

**4. Staff uses positive techniques in GUIDING THE CHILDREN'S BEHAVIOR throughout the day. Points are given if there is no evidence of the contrary.**

- 0 3 6 a. Redirection – An example of redirection is guiding children to new activities when they are fighting over a toy or directing them to another play activity when they are engaged in socially unacceptable behavior.
- 0 3 6 b. Positive encouragement, rather than criticism, of children's appropriate behavior. Techniques can be verbal and/or non-verbal such as facial expressions, nodding and positive language. Children are encouraged to model appropriate behavior.
- 0 3 6 c. Planning ahead to help prevent potential problems. Staff evaluates the environment and daily schedule. Staff position themselves strategically for optimum supervision.
- 0 3 6 d. Clear, consistent expectations are visually displayed as well as explained in positive terms to children and are understood by adults. They are developed in conjunction with children and are discussed with them to make sure they understand.

**COMMENTS:**

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**DEVELOPMENTAL PROGRAM**

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**5. The DAILY ROUTINE encourages play, exploration and learning.**

- 0 3 6 a. A flexible daily program is planned, posted and readily available to provide a balance of activities in the following dimensions:  
1. Indoor 4. Active 7. Large Motor  
2. Outdoor 5. Individual 8. Fine Motor  
3. Quiet 6. Small Groups 9. Child-Initiated 10. Staff-Initiated  
*An alternative plan offering large motor activities indoors is posted in the classroom for inclement weather days.*
- 0 3 6 b. There is evidence that the daily program is being followed. However, staff are flexible enough to change the planned program activities as well as the room arrangement according to the needs of the children. Staff follow the children's lead, taking advantage of those "teachable moments".
- 0 3 6 c. Activities are available for individual or small groups while other two year olds continue to play. Staff provide for individual and small sub-group participation in active learning/play opportunities which could include reading books, movement activities, creative expression, reading to children individually or in small groups, singing, doing finger plays, telling stories, etc. Children are encouraged but not forced to join in.
- 0 3 6 d. Transitions between activities are conducted smoothly.

**COMMENTS:**

**6. LESSON PLANS reflect developmentally appropriate activities which are based on the children's interests and abilities.**

- 0 3 6 a. The weekly lesson plan is current, visible, being followed and accessible for use. Plans for the last six weeks are different, available and dated in ink. Plans can be modified to provide for spontaneity. Staff follow the children's lead taking advantage of "teachable moments".
- 0 3 6 b. The lesson plan is an expression of the child's activities throughout the day and is not the same as the schedule. Evidence of planned activities is observed.
- 0 3 6 c. The written lesson plan reflects developmentally appropriate activities and includes but is not limited to:
- gross and fine motor
  - music and movement
  - creative expression
  - language activities
  - list books to be read
  - sensory experiences
  - nutrition/food experience (with one food preparation experience monthly)
  - classical music (30 minute block, list music to be played)
- Some activities may extend more than one day.

**COMMENTS:**

**7. The CURRICULUM encourages children to be actively involved as they experience developmentally appropriate activities.**

- 0 3 6 a. There is evidence that the provider is utilizing a Coalition-approved curriculum.
- 0 3 6 b. Two year olds have the opportunity to learn through their own experiences, trial and error, repetition, imitation and identification. Experiences are introduced through play.
- 0 3 6 c. Staff prepare the environment for children to learn through active exploration of developmentally appropriate materials and hands-on activities and materials which provide for creativity and exploration.
- 0 3 6 d. There is evidence of daily use of creative materials by observation of equipment, lesson plans and/or children's art work which is on appropriately sized paper (11" x 17" or larger).
- 0 3 6 e. Quiet opportunities are provided for non-napping children or as they wake up, such as books, puzzles, drawing, one-on-one time with staff, etc. These activities are available in the same room.
- 0 3 6 f. There is no TV set in use in the classroom.

**COMMENTS:**

## PHYSICAL ENVIRONMENT

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### 8. The CLASSROOM ENVIRONMENT promotes the interaction of children with materials, other children and adults.

- |   |   |   |    |  |
|---|---|---|----|--|
| 0 | 3 | 6 | a. | Toys and manipulatives are readily accessible to children and organized to promote independent use. They are stored on low shelves so children can clearly see choices. Additional toys for rotation may be stored elsewhere.  |
| 0 | 3 | 6 | b. | Room items, play equipment and shelves are labeled with pictures.  |
| 0 | 3 | 6 | c. | The indoor area contains a full-length unbreakable mirror located at the child's eye level which is accessible at all times. It should reflect a realistic image of the child's entire body.   |
| 0 | 3 | 6 | d. | The environment includes culturally diverse materials providing items such as dolls which reflect different ethnic backgrounds and doll clothes, pretend food, dress-up clothing, posters and pictures, books, tapes and/or records, puppets, flannel board accessories, cooking experiences, creative materials, etc. |
| 0 | 3 | 6 | e. | There is evidence of gender, ethnic or disability acceptance. Dress-up clothes include male and female clothing and accessories. Picture books include people with disabilities and show non-traditional roles.  |
| 0 | 3 | 6 | f. | Age appropriate artwork is displayed at child's level in the classroom.  |
| 0 | 3 | 6 | g. | The diaper area is equipped with a stimulating item which includes but is not limited to a mirror, a mobile, a picture, etc.   |
| 0 | 3 | 6 | h. | A process is in place (soft music, low conversational tones) for providing a quiet soothing atmosphere during nap time.  |
| 0 | 3 | 6 | i. | The napping area has less than normal lighting. Dimmed lighting during nap must be bright enough for all children to be visible.   |
| 0 | 3 | 6 | j. | When napping, an appropriate covering (such as blanket, towel, sheet, etc.) is available for each child. Mats and/or cots are covered with appropriate covering.   |
| 0 | 3 | 6 | k. | Coverings must be stored in a sanitary manner.   |

#### COMMENTS:

**The INDOOR LEARNING ENVIRONMENT provides developmentally appropriate materials and equipment which are available and accessible to the two year olds.**

### 9. GROSS MOTOR

*At least one (1) item per ratio group of children (i.e., 1:11, 2:22) is provided and accessible for each of the categories listed below. Each item may only count for one category. An apparatus with multiple categories that is large enough for more than one toddler to use at a time may be counted for more than one category.*

- |   |   |   |    |   |
|---|---|---|----|---|
| 0 | 3 | 6 | a. | Climbing – stairs, small gym, step stool, etc.                              |
| 0 | 3 | 6 | b. | Pushing – doll carriage, shopping cart, mowers, etc.                        |
| 0 | 3 | 6 | c. | Pulling – pull toys, wagons, etc.   |
| 0 | 3 | 6 | d. | Crawling through/under – boxes, tunnels, table, etc.                        |
| 0 | 3 | 6 | e. | Stacking – boxes, cardboard blocks, large plastic blocks, unit blocks, etc. |
| 0 | 3 | 6 | f. | Rocking – rocking horse, rocking chair, rocking boat, etc.                  |

#### COMMENTS:

## 10. FINE MOTOR

*At least three (3) items are provided for each of these categories and is accessible for use. Each item may only count for one category.*

- |   |   |   |    |  |
|---|---|---|----|--|
| 0 | 3 | 6 | a. | Pounding – pounding bench with hammer, dishes with spoons, xylophone, pots and pans with spoons, etc.  |
| 0 | 3 | 6 | b. | Turning – Telephone dial, toys with turning knobs, toy radio, and containers with screw lids, etc.   |
| 0 | 3 | 6 | c. | Fitting Together – puzzle, pop beads, etc.   |
| 0 | 3 | 6 | d. | Filling and dumping – sand and water, containers with objects, bucket of balls/beanbags, etc.  |
| 0 | 3 | 6 | e. | Cause and effect – busy box, jack-in-the box, etc .  |
| 0 | 3 | 6 | f. | Eye-Hand Coordination – shape sorter, stacking rings, pegs and peg board, etc.   |
| 0 | 3 | 6 | g. | Stacking/Nesting – stacking toys, nesting toys, rings, boxes, etc.   |
| 0 | 3 | 6 | h. | Matching – colors, shapes, size, (any set of objects that can be matched by characteristics), etc.   |
| 0 | 3 | 6 | i. | Self-help – dress-up clothes, boards or dolls that provide experiences for buttoning, zipping, snapping, etc. ( <i>Two dress-up dolls with multiple self- help functions can be counted.</i> ) |

### COMMENTS:

## 11. LANGUAGE DEVELOPMENT

*At least three (3) different items are provided for each of the categories and are accessible for use. Each item may only count for one category.*

- |   |   |   |    |  |
|---|---|---|----|--|
| 0 | 3 | 6 | a. | The classroom has a minimum of two (2) age-appropriate books per child and are accessible to children displayed in an inviting manner so children can see their covers. An additional six (6) books are available to staff in the room. There is a minimum of two (2) types of books, which could include but are not limited to cloth books, hard cardboard books, plastic books, teacher-made books, etc.  |
| 0 | 3 | 6 | b. | Looking –pictures, bright colorful wall hangings within eye contact of the children, magazines, flannel boards, pets, photographs, etc.  |
| 0 | 3 | 6 | c. | Talking – dolls, telephones, puppets, photographs, flannel boards with accessories, etc.   |
| 0 | 3 | 6 | d. | Listening – records/tapes/CDs with record/tape/CD player, music boxes, musical instruments, etc.<br><i>One of the three listening items is a variety of at least six (6) appropriate records and /or Tapes/CDs and a record/tape/CD player which is in good working order and is part of the classroom equipment. In open-classroom settings, where two adjacent classrooms are separated by half of a wall, the two classrooms may share a record/tape/CD player.</i> |

### COMMENTS:

## 12. IMAGINATIVE PLAY

*At least six (6) dolls are accessible in the classroom. If a classroom has less than six (6) two year olds, there will need to be one (1) doll accessible for each child. At least three (3) different items are accessible for each of the other categories. Each item may count for only one category.*

- |   |   |   |    |   |
|---|---|---|----|---|
| 0 | 3 | 6 | a. | Nurturing – soft bodied or washable rubber/vinyl multi-cultural baby dolls as well as simple removable doll clothes and simple accessories for caretaking, feeding, diapering, sleeping, etc. |
| 0 | 3 | 6 | b. | Cooking – items could include, but are not limited to a stove, a sink, a refrigerator with appropriate accessories, etc.  |
| 0 | 3 | 6 | c. | Family Living – items could include, but are not limited to doll furniture, table and chairs, cleaning equipment, ironing board, telephone, etc.  |
| 0 | 3 | 6 | d. | Dress-up-clothes – items could include, but is not limited to hats, purses, shoes, accessories, etc. for men and women. (neckties, necklaces, high heels are not appropriate for this age.)   |
| 0 | 3 | 6 | e. | Creating scenes – people/animal figures, with simple supporting materials (vehicles, barn), etc. to make familiar scenes.   |

### COMMENTS:

## 13. CREATIVE EXPRESSION

*At least two (2) items/experiences are available for each category. Each item may count for one category. Items for creative expression are available to staff in the classroom.*

- |   |   |   |    |  |
|---|---|---|----|--|
| 0 | 3 | 6 | a. | Scribbling – LARGE chalk, LARGE crayons, LARGE markers, etc.   |
| 0 | 3 | 6 | b. | Smearing – non-toxic shaving cream, paint, paste, finger paint, etc .  |
| 0 | 3 | 6 | c. | Stroking – items/experiences that support the stroking motion. For example large bristle brushes, foam brushes, chalk, etc.  |
| 0 | 3 | 6 | d. | Molding/Squishing – play dough, non-toxic shaving cream, sponges, goop, wet sand, etc.   |
| 0 | 3 | 6 | e. | Sifting/Pouring – one fluid play experience, such as sand, grits, cornmeal, water, etc. with appropriate sifters, containers, measuring cups, funnels, etc.  |
| 0 | 3 | 6 | f. | Paper – an assortment, with a minimum of at least three (3) types of appropriately sized, at least 11"x17" paper, which could include but is not limited to construction paper, drawing paper, easel paper, newspaper, wall paper, paper bags, etc. is available to staff in the classroom for creative activities. Reminder, the smaller the child, the BIGGER the paper! |

### COMMENTS:

## 14. The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials for the children using it.

- |   |   |   |    |   |
|---|---|---|----|---|
| 0 | 3 | 6 | a. | There is a minimum of two (2) outdoor surfaces, which could include soil, grass, and a hard surface, etc. |
|---|---|---|----|---|

- 0 3 6 b. There is a minimum of two (2) developmentally appropriate play experiences per child.
- 0 3 6 c. Climbing – there is at least one experience which is appropriately sized and observed by the assessor.
- 0 3 6 d. Swing or low slide – at least one experience which is appropriately sized and observed by the assessor.
- 0 3 6 e. Creative expression – fence or easel painting, large sidewalk chalk, water painting, sand or water play, staff and children blowing bubbles, music and/or dancing with accessories such as scarves or instruments, outdoor gardening, etc.
- 0 3 6 f. At least six (6) outdoor play toys or accessories from at least three (3) of the different categories:
  1. Pushing/pulling – wagons, carts, strollers, push/pull toys, etc.
  2. Crawling through/under – boxes, tunnels, etc.
  3. Stacking – large cardboard blocks, boxes, etc.
  4. Throwing – bouncing, rolling balls, beanbags, ring toss, etc.
  5. Riding – tricycles, wagons, riding toys, etc.

**COMMENTS:**

**HEALTH**

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**15. The physical environment promotes good health for each child.**

- 0 3 6 a. Mouthed toys are picked up immediately and put aside in a marked container for sanitizing throughout the day.
- 0 3 6 b. The environment is free from noxious odors. Soiled items are placed in a plastic bag and closed securely.
- 0 3 6 c. Staff and children wash their hands with soap and running water immediately before meals and after toileting. Staff wash their hands after nose wiping. Paper towels or air dryers are used to dry hands.
- 0 3 6 d. The diaper changing area is used only for changing diapers. Food, bottles and other items are not placed in this area.
- 0 3 6 e. Gloves are worn while diaper changing. (New gloves are used for each diaper change and are disposed of properly.)
- 0 3 6 f. Diaper changing area is cleaned and sanitized after each diaper change.
- 0 3 6 g. Drinking water is available at all times, including outdoors, and is offered throughout the day.

**COMMENTS:**

## NUTRITION

30

### 16. Mealtime is a pleasant social and learning experience for the toddlers.

- |   |   |   |    |  |
|---|---|---|----|--|
| 0 | 3 | 6 | a. | Food and allergy lists of all children enrolled in the center are posted in the classroom and are readily visible and followed. If no allergies, list "NONE KNOWN".  |
| 0 | 3 | 6 | b. | Mealtime is a relaxed and pleasant social experience. Children are not rushed while eating. Staff closely supervise and encourage their skills.  |
| 0 | 3 | 6 | c. | When two year olds sit down, food is ready to be served.   |
| 0 | 3 | 6 | d. | Children sit at tables for meals and snacks. Food and drink are served together during the meal. Appropriate eating and drinking utensils are introduced and used. Food is never served on a bare table, but in a sanitary way such as paper plates, place mats or paper towels. |
| 0 | 3 | 6 | e. | Tables are washed before and after meals and snacks in a timely manner. Floors are also cleaned and free of debris.  |

### COMMENTS: