

Assessment|Toddler

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	1 or 2	3	4 or 5	
<p>1. Daily and Visual Schedules</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Daily Schedule is not posted <input type="checkbox"/> Daily Schedule does not balance between structure and flexibility <input type="checkbox"/> Visual Schedule is not accessible. 	<p>Daily Schedule is posted that indicates time is planned for:</p> <ul style="list-style-type: none"> <input type="radio"/> Outdoor play <input type="checkbox"/> Indoor play <input type="checkbox"/> Child and Staff initiated learning experiences <input type="checkbox"/> Time to meet children's physical needs <input type="checkbox"/> Photographs in Visual Schedule include children in the program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Alternate arrangements are indicated on the Daily Schedule <input type="checkbox"/> Daily Schedule is seasonally adjusted <input type="checkbox"/> Visual Schedule is seasonally adjusted <input type="checkbox"/> Daily Visual Schedule is referred to. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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2. Program Plan	<ul style="list-style-type: none"> <input type="checkbox"/> A current program plan is not posted <input type="checkbox"/> Program plan does not cover the entire time children are in attendance <input type="checkbox"/> Each room does not have its own program plan. 	<p>The following learning areas are planned and/or documented:</p> <ul style="list-style-type: none"> <input type="checkbox"/> One sensory daily <input type="checkbox"/> One art daily <input type="checkbox"/> One cognitive daily <input type="checkbox"/> One language and literacy daily <input type="checkbox"/> One science and nature weekly <input type="checkbox"/> One block weekly <input type="checkbox"/> One music and movement weekly <input type="checkbox"/> One pretend play weekly <ul style="list-style-type: none"> <input type="checkbox"/> Current program plan includes descriptions of the learning opportunities <input type="checkbox"/> Evidence that individual goals of children are incorporated into the program plan <input type="checkbox"/> External agencies/professionals attend meetings to plan appropriately for children with individual support needs <p><input type="radio"/> Children who do not nap or who wake early are provided with play materials which are documented.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of formal programming time given to staff <input type="checkbox"/> Supervisor reviews program plans and signs them weekly <input type="checkbox"/> Information is accessible to parents on curriculum model. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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3. Learning Experiences	<ul style="list-style-type: none"> <input type="checkbox"/> Learning experiences offered are not developmentally-appropriate <input type="checkbox"/> Learning experiences do not promote choice for children <input type="checkbox"/> There is no current documentation which demonstrates that observations of children are used in the development of learning experiences <input type="checkbox"/> The play environment is not arranged into learning areas that are open and accessible throughout the day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standardized Developmental Screening tool is completed for all children <input type="checkbox"/> Evidence of opportunities to discuss developmental progress with families <input type="checkbox"/> Photo documentation of learning experiences available <input type="checkbox"/> Two or more educational play materials reflecting people with disabilities are accessible in two areas <input type="checkbox"/> Two or more educational play materials reflecting diverse people/cultures are accessible in two areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Activity resources accessible for families <input type="checkbox"/> Portfolios regarding each child's development are accessible to families <input type="checkbox"/> Enrichment program, in addition to regular program, is included monthly <input type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of learning experiences. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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4. Displays	<ul style="list-style-type: none"> <input type="checkbox"/> Less than two displays include cultures/races <input type="checkbox"/> More than half of the children's art work is product-oriented, not process-oriented <input type="checkbox"/> Less than three displays include children's own artwork as well as adult-made and/or commercial materials <p>Displays are not:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflective of children's recent activities <input type="checkbox"/> Developmentally-appropriate <input type="checkbox"/> Culturally-appropriate and free of bias <input type="checkbox"/> Displays are not at child's eye level, as much as possible <input type="checkbox"/> Displays are arranged in a segregated manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Displays include children in the room participating in learning experiences <input type="checkbox"/> Two or more displays include people with disabilities <input type="checkbox"/> Displays promote inclusion in daily living. 	<ul style="list-style-type: none"> <input type="checkbox"/> Two or more displays are in more than one language <input type="checkbox"/> Two or more displays include family structures <input type="checkbox"/> Displays include family involvement in activities and/or events. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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<p>5. Sensory, Science & Nature</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No materials for science and nature learning experiences <input type="checkbox"/> No materials for sensory learning experiences <input type="checkbox"/> Sensory opportunities are not available throughout the day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Permanent sensory equipment is accessible to children in the play environment <input type="checkbox"/> Three or more developmentally-appropriate science and nature equipment and/or materials are accessible <input type="checkbox"/> Opportunities to experience natural objects and/or events. 	<ul style="list-style-type: none"> <input type="checkbox"/> Two or more planned and/or documented sensory learning experiences occur daily <input type="checkbox"/> Sensory learning experiences are planned and/or documented weekly to reflect different senses <input type="checkbox"/> Two or more science and nature learning experiences planned and/or documented weekly <input type="checkbox"/> Science and nature learning experiences planned and/or documented daily. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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6. Art	<ul style="list-style-type: none"> <input type="checkbox"/> No equipment for art learning experiences <input type="checkbox"/> No materials for art learning experiences <input type="checkbox"/> Art opportunities not available throughout the day. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use <input type="checkbox"/> Three or more art materials include diverse skin tones. 	<ul style="list-style-type: none"> <input type="checkbox"/> Two or more art learning experiences planned and/or documented daily <input type="checkbox"/> Three or more art mediums are used in planned/or documented learning experiences. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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7. Language and Literacy	<ul style="list-style-type: none"> <input type="checkbox"/> Books are not accessible for independent use <input type="checkbox"/> Books for rotation are not available <input type="checkbox"/> Staff do not read to children daily <input type="checkbox"/> Staff do not verbally label object and actions <input type="checkbox"/> Area does not include soft seating and/or cushions for sitting <input type="checkbox"/> Less than two language and literacy toys or puzzles are accessible <input type="checkbox"/> Less than three books contain real images of people and/or objects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Two or more developmentally-appropriate books for each child enrolled are accessible <input type="checkbox"/> Three or more books which include diverse people/cultures are accessible <input type="checkbox"/> Language and literacy opportunities are integrated into one other area <input type="checkbox"/> Two or more book accessories are accessible in the room. <input type="checkbox"/> Children have exposure to different languages <input type="checkbox"/> Two or more books which include people with disabilities are accessible. 	<ul style="list-style-type: none"> <input type="checkbox"/> Homemade books are accessible <input type="checkbox"/> Three or more books which include people with disabilities are accessible <input type="checkbox"/> Toy bins and shelves are labelled with words and pictures <input type="checkbox"/> Books are incorporated into three or more other learning areas. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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<p>8. Music and Accessories</p> <ul style="list-style-type: none"> <input type="checkbox"/> Music is not appropriate for the age group <input type="checkbox"/> Staff do not sing to children daily <input type="radio"/> Audio playlists are not available <input type="checkbox"/> Musical instruments are not in good condition <input type="checkbox"/> Radio is played when children are present. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more different types of music are available to be played to children <input type="checkbox"/> Three or more different types of musical instruments are accessible to children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Two or more music and movement learning experiences are planned and/or documented weekly <input type="checkbox"/> Staff sing/play songs from different cultures <input type="checkbox"/> Props are used to enhance music experiences. 	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p> <p style="text-align: center;">5</p>	

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<p>9. Physical Play Learning Experiences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No planned and/or documented physical play learning experiences <input type="checkbox"/> Staff are not engaged in planned and/or documented physical play learning experiences with the children <input type="checkbox"/> No designated safe space for indoor physical play. 	<ul style="list-style-type: none"> <input type="checkbox"/> Physical play learning experiences are planned and/or documented for both the morning and afternoon <input type="checkbox"/> Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon <input type="checkbox"/> Two or more types of gross motor equipment are accessible to children in the room. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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<p>10. Cognitive & Manipulative and Blocks & Construction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive and manipulative materials are not accessible <input type="checkbox"/> Block and construction materials are not accessible <input type="checkbox"/> Block and construction accessories are not accessible <input type="checkbox"/> Materials are not available for rotation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more different types of developmentally-appropriate cognitive and manipulative materials are accessible <input type="checkbox"/> Three or more developmentally-appropriate block and construction materials are accessible <input type="checkbox"/> Three or more developmentally-appropriate block and construction accessories are accessible <input type="checkbox"/> Two complete toys for each child enrolled are accessible. 	<ul style="list-style-type: none"> <input type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly <input type="checkbox"/> One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts <input type="checkbox"/> Block and construction materials include three or more textures <input type="checkbox"/> Two or more block and construction learning experiences are planned and/or documented weekly. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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11. Pretend Play	<ul style="list-style-type: none"> <input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled <input type="checkbox"/> Accessories and equipment are in poor condition <input type="checkbox"/> Accessories and equipment are not developmentally-appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pretend play area includes real items that are developmentally-appropriate <input type="checkbox"/> Mirror is accessible in the pretend play area <input type="checkbox"/> Accessories and equipment reflect cultural diversity <input type="checkbox"/> Accessories and equipment encourage three or more pretend play possibilities that reflect the program plan focus. 	<ul style="list-style-type: none"> <input type="checkbox"/> Three or more accessories are culturally diverse <input type="checkbox"/> Child's full body-length mirror is accessible in the room. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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12. Routine Care Practices	<input type="checkbox"/> Daily information chart is not completed for each child	<input type="checkbox"/> Evidence of documentation for each child's interactions and/or learning experiences during the day	<input type="checkbox"/> Daily information chart is available to be taken home	1
	<input type="checkbox"/> Daily information chart is not reviewed with parent/guardian	<input type="checkbox"/> Staff are following children's physical cues.	<input type="checkbox"/> Children's individual schedules are reviewed with parent/guardian based on the child's cues and stages of development	2
	<input type="checkbox"/> Children's individual schedules are not available		<input type="checkbox"/> Children's individual schedules are followed by staff.	3
	<input type="checkbox"/> Staff repeatedly do not follow children's physical cues.			4
				5

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13. Toileting and Diapering Routines	<input type="checkbox"/> No change table	<input type="radio"/> Current Regional Public Health toileting routine is posted	<input type="checkbox"/> Child-size sink is accessible in the washroom	1
	<input type="checkbox"/> Change table is not in good condition	<input type="checkbox"/> Current Regional Public Health diapering routine is posted	<input type="checkbox"/> Toileting and diapering is viewed as an opportunity to encourage self-help skills	2
	<input type="checkbox"/> Children are not given notice of upcoming diaper change	<input type="radio"/> Current Regional Public Health potty routine is posted	<input type="checkbox"/> Picture symbol schedule depicting diapering and/or toileting routine is visually accessible at child's eye level.	3
	<input type="checkbox"/> Washroom is not adapted for use by all children	<input type="checkbox"/> Posted procedures for toileting/potty and diapering are followed by staff		4
	<input type="checkbox"/> Separate covered garbage is not being used for sanitary disposal of soiled diapers.	<input type="checkbox"/> Washroom area includes a mirror at child's eye level <input type="checkbox"/> Toileting and diapering is viewed as an opportunity to interact with children.		5

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14. Meals and/or Snack Time	<input type="checkbox"/> Individual children's needs are not met during meal and/or snack times	<input type="checkbox"/> Meal and/or snack times are viewed as a time for socialization and conversation	<input type="checkbox"/> Food preparation area in the room is not used for other uses	1
	<input type="checkbox"/> Children do not sit in small groups	<input type="checkbox"/> Equipment required for seating is appropriate for the size, ability and developmental level of the children	<input type="checkbox"/> Staff use meal and/or snack times as opportunities for enhanced language learning	2
	<input type="checkbox"/> No conversations and/or interactions occur during meal and/or snack times	<input type="checkbox"/> Adult seating is accessible	<input type="checkbox"/> Children are encouraged to serve themselves	3
	<input type="checkbox"/> Food is not served on dishes or napkins	<input type="checkbox"/> Staff serve food while sitting with children during meal and/or snack times.		4
	<input type="checkbox"/> Food is used as a reward or punishment.			5

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<p>15. Cots and Bedding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra bedding is not available <input type="checkbox"/> Cots in poor condition <input type="checkbox"/> Cot set-up interferes with the program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sheets are changed once a week or sooner if needed <input type="checkbox"/> Cots are disinfected weekly <input type="checkbox"/> Resting environment includes soft music and dimmed lighting <input type="checkbox"/> Cots are designated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Areas above cots are free of storage <input type="checkbox"/> Cots are not used for storage. 	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p> <p style="text-align: center;">5</p>	

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<p>16. Health & Safety and Toys & Play Equipment Washing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule for toy washing does not meet Regional Public Health guidelines <input type="checkbox"/> No schedule for toy washing <input type="checkbox"/> Playground toys are not washed a minimum of two times a year <input type="checkbox"/> First aid kit is not available in the room <input type="checkbox"/> All areas are not kept in a state of good repair <input type="checkbox"/> All areas are not maintained in a hygienic condition <input type="checkbox"/> Play equipment, toys and materials are disorganized. 	<ul style="list-style-type: none"> <input type="checkbox"/> Health-related resources are accessible to families <input type="checkbox"/> Toys and play equipment washing schedule is signed and/or initialled and dated by staff <input type="checkbox"/> All areas are safe <input type="checkbox"/> Toys and play equipment are washed as they become soiled. <input type="checkbox"/> Floor space with suitable floor coverings is available <input type="checkbox"/> Safe storage space available for equipment/toys and materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety-related resources are accessible to families <input type="radio"/> Transitional toys used prior to meal and/or snack times are washed after each use <input type="checkbox"/> Safety/health resources are accessible to families in their preferred language. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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<p>17. Staff and Children's Hand Hygiene</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Current Regional Public Health hand-washing procedures are not posted <input type="checkbox"/> Current Regional Public Health hand-washing procedures are not followed <input type="checkbox"/> Sufficient supplies are not accessible to ensure hand-washing is conducted in a hygienic manner. 	<ul style="list-style-type: none"> <input type="radio"/> Current Regional Public Health hand-sanitizing procedures are posted <input type="checkbox"/> Evidence Supervisor reviews hand hygiene expectations with staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> A sink is accessible in the room <input type="checkbox"/> Child-size sink is accessible in the room <input type="checkbox"/> Real photographs are used for visual hand-washing procedure. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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18. Transitions and Attendance Verification	<input type="checkbox"/> Staff are not the recorders of the children's arrival and departure times	<input type="checkbox"/> Arrival and departure times are completed in pen	<input type="checkbox"/> Written verification of attendance after each staff change	1
	<input type="checkbox"/> Children's arrival and departure times are not recorded on the Main Attendance Record	<input type="checkbox"/> Transitions are conducted in a smooth and seamless manner	<input type="checkbox"/> Transition play materials are available.	2
	<input type="checkbox"/> Positive interactions do not occur between staff and children during transitions	<input type="checkbox"/> Attendance is verbally verified after staff transitions		3
	<input type="checkbox"/> Extended waiting during transitions	<input type="radio"/> Portable attendance travels with each group		4
	<input type="checkbox"/> Staff do not prepare children prior to transitions.	<input type="radio"/> Small groups of children who have left the room are reflected on the Main Attendance Record.		5

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19. Positive Atmosphere	<input type="checkbox"/> Staff shout at children	<input type="checkbox"/> Staff maintain a positive tone of voice	<input type="checkbox"/> Staff model positive non-verbal communication skills	1
	<input type="checkbox"/> Staff use sarcasm, mocking or harsh words	<input type="checkbox"/> Staff are patient	<input type="checkbox"/> Staff use teachable moments to further develop positive social behaviours	2
	<input type="checkbox"/> Staff are repeatedly not welcoming	<input type="checkbox"/> Staff direct positive attention to all children.	<input type="checkbox"/> Staff display empathy.	3
	<input type="checkbox"/> Staff repeatedly do not model appropriate positive social behavior.			4
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20. Supervision of Children	<ul style="list-style-type: none"> <input type="checkbox"/> Staff unaware of the number of children in the room <input type="checkbox"/> Staff unaware of the location of the children <input type="checkbox"/> Staff are repeatedly unable to balance supervision with interactions <input type="checkbox"/> Staff repeatedly position themselves with their back to the children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff work as a team to position themselves so all children are supervised <input type="checkbox"/> Staff anticipate situations to support children's interactions and activities <input type="checkbox"/> Staff scan the room at all times. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff communicate with each other about the location of children <input type="checkbox"/> Staff are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision <input type="checkbox"/> Supervision is conducted in a non-disruptive manner. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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21. Foster Children's Independence	<input type="checkbox"/> Staff repeatedly do not provide time for children to complete tasks	<input type="checkbox"/> Children are provided with choices	<input type="checkbox"/> Children are provided with choices within their interests	1
	<input type="checkbox"/> Staff repeatedly do not allow children to make their own decisions	<input type="checkbox"/> Staff consistently follow the children's cues.	<input type="checkbox"/> Staff respond to children`s interests	2
	<input type="checkbox"/> Staff repeatedly do not encourage developmentally-appropriate self-help skills.		<input type="checkbox"/> Staff create opportunities for enhancing self-help skills through play.	3
				4
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22. Supporting the Development of Self-Esteem	<input type="checkbox"/> Staff do not demonstrate inclusive practice	<input type="checkbox"/> Staff demonstrate encouragement	<input type="checkbox"/> Staff assist children to process their own emotions	1
	<input type="checkbox"/> Staff repeatedly give too many directions for a child to follow successfully	<input type="checkbox"/> Staff role-model how to accomplish tasks	<input type="checkbox"/> Staff encourage children to identify the emotions of others.	2
	<input type="checkbox"/> Staff repeatedly do not acknowledge children's emotions appropriately	<input type="checkbox"/> Staff address children by their real name.		3
	<input type="checkbox"/> Staff repeatedly do not focus encouragement on how the tasks are completed.			4
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23. Behaviour Guidance	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are physically abrupt with children <input type="checkbox"/> Staff repeatedly do not explain consequences in a calm manner <input type="checkbox"/> Staff repeatedly do not reinforce positive behaviour <input type="checkbox"/> Staff repeatedly do not follow through with strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff use appropriate behaviour guidance strategies <input type="checkbox"/> Staff use developmentally-appropriate re-direction strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff respond to all children involved in an incident, to resolve the issue in a calm manner <input type="checkbox"/> Staff model turn taking/sharing. <input type="checkbox"/> Staff adapt expectations based on the individual needs of the children. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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24. Supporting Communication and Extending Children's Learning	<input type="checkbox"/> Staff repeatedly solve the children's problems immediately	<input type="checkbox"/> Staff support the children's learning	<input type="checkbox"/> Staff recall past experiences to extend current learning opportunities	1
	<input type="checkbox"/> Staff repeatedly miss opportunities to build children's knowledge	<input type="checkbox"/> Staff extend verbal/non-verbal interactions with materials	<input type="checkbox"/> Staff extend children's vocabulary.	2
	<input type="checkbox"/> Staff repeatedly do not support children to follow through with strategies.	<input type="checkbox"/> Staff are observed participating in play with children.		3
				4
				5