

Toddler/Two Progress Report

Name: _____ Teacher: _____ Class: _____ Date: _____

Level	Description
Not Applicable (N/A)	Has not been introduced
Introduced (I)	Has been introduced, no opportunity to observe
Progressing (P)	Needs help to perform
Performing with help (W)	Can perform with minimal help
Mastered (M)	Can perform regularly without help

	Level	Comments/Observations
Fine Motor/Preceded Life Development		
Drives without aid		
Uses utensils without eating		
Removes pins		
Uses scissors with control		
Cleaves with scissor		
Cuts out paper		
Scissors/paper		
Traces cube		
Draws liquid without spilling		
Ability to use drawing frames		
Wipes face, checks/changes nose		
Place objects inside of container		
Checks items (eggs, etc.)		
Sorts/separates work tag		
Social Development		
Properly uses work tag		
Verbally communicates important information		
Shows own choice when presented with options		
Recognizes gender		
Appropriately gives teacher's attention		
Understands "up"/"down"/"inside"/"outside"		
Searches		
Shares with others		
Follows directions		
Works in a small group		
Works by self without direct guidance		
Recognizes emotions of others		
Helps others complete tasks		
Shows interest in a task/job without being engaged		
Sings with group or by self		
Classroom Development		

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Ontario. Department of Education



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Marshall,National Association for Mental Health (Great Britain),1967 **Child Life** ,1912 **Report of the President**
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The Delineator R. S. O'Loughlin,H. F. Montgomery,Charles Dwyer,1913 **A Manual of Child Psychology** George
Dinsmore Stoddard,Beth Lucy Wellman,1936 *The Praeger Handbook of Education and Psychology* Joe L.
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