

FOR TRAINING PURPOSES
PLEASE RETURN TO TRAINER



CHILD DEVELOPMENT TOOL FOR OBSERVATION AND PLANNING
TOP

TODDLER 18 TO 36 MONTHS

PRESCHOOLER 3 TO 4 YEARS

4 TO 5 YEARS

5 TO 6 YEARS

Preschooler

Child's Name LUKE

Child's Date of Birth Age - 36 MONTHS

Caregiver/Teacher's Name _____

Assistant Caregiver/Teacher's Name _____

Program Year _____

Caregiver/Teacher's Name _____

Assistant Caregiver/Teacher's Name _____

Program Year _____

Caregiver/Teacher's Name _____

Assistant Caregiver/Teacher's Name _____

Program Year _____

Directions for Use

1. Start your assessment observation using the age range that most closely matches your group of children. For example, if you have a toddler room with children between 18 to 36 months, use the 18 to 36 months' assessment items. However, developmentally some children will fall into the age range below (9 to 18 months) and some might move beyond to the 3 to 4 year section. The TOP gives you the flexibility to move back and forth between the age ranges in each developmental area for each child.
2. Complete the front cover of the Individual TOP for each child. Include the child's name, date of birth and the caregiver/teacher's name and program year.
3. When scoring the observation form, use the observation code found in the upper right hand corner of the TOP.
(✓) = always or consistently
(O) = occasionally
(N) = cannot do/not observed
4. In the Observation Dates column, next to the number, record the date of the observation. There are four opportunities for observations during a program year. Use a different colored pen for each observation period for easier viewing.
5. At the bottom of each assessment page is a space for comments. Use this space to record specific information about an assessment item or record an anecdotal note.
6. The Child Planning and Family Partnership Document and the Weekly Planning Form are found in the back of each TOP. These forms are reproducible. Refer to the Users Guide for more information about these forms.

CODE:

- Always or consistently (✓)
- Occasionally (○)
- Cannot do/not observed (N)

Communication/Language/Literacy

Mark date and code

Strands

Things to Consider

		OBSERVATION	
		Dates	Code
Communication	1 Indicates needs with words, sounds or gestures: toileting, hunger, hurt	1	○
		2	
		3	
		4	
	2 Uses size words (big, little, small) to get more or describe things	1	N
		2	
		3	
		4	
	3 Laughs at silly remarks and actions	1	○
		2	
		3	
		4	
Speech & Language	4 Uses two-or three-word phrases	1	○
		2	
		3	
		4	
5 Uses about 50 words or sign language gestures	1	○	
	2		
	3		
	4		
6 Uses regular plurals	1	○	
	2		
	3		
	4		

Comment:

Model the correct ways to say things so that the child hears the right use of word plurals and endings.

CODE:

- Always or consistently (✓)
- Occasionally (O)
- Cannot do/not observed (N)

Communication/Language/Literacy

Mark date and code

Strands

Things to Consider

	OBSERVATION Dates	Code
Early Reading	1	✓
	2	
	3	
	4	
7 Finds and matches objects that are the same	1	✓
	2	
	3	
	4	
8 Finds specific book upon request and listens to story for 5-8 minutes	1	
	2	
	3	
	4	
9 Tells about the action in picture books	1	N
	2	
	3	
	4	

Matching requires discrimination, a skill needed for reading and writing.

Children enjoy repetition of favorite stories. Her attention span is gradually increasing.

With story familiarity, child has the words and information to describe what's happening in a story.

Comment:

Social Emotional Development

CODE:
 Always or consistently (✓)
 Occasionally (O)
 Cannot do/not observed (N)
 Mark date and code

Strands

Things to Consider

Relationships	10	11	12	13	OBSERVATION Dates	Code	
Explores humor by acting silly to get attention	He enjoys your response, so he tries to keep it going. He will laugh at slap stick behaviors.	Tries out different behaviors to test caregiver's responses and limits	She is struggling to understand the rules and needs consistency.	Does actions or shows products for caregiver approval	It is important for the child to get approval from those she loves and looks up to.	1 2 3 4	O
				Separates easily from parent in familiar surroundings	The child is now sure of himself in familiar settings and likes the independence of exploring. Provide many new experiences within the safety of your company.	1 2 3 4	 ✓

Comment:

CODE:

- Always or consistently (✓)
- Occasionally (○)
- Cannot do/not observed (N)

Social Emotional Development

Mark date and code

Strands

Things to Consider

Emotional Response	Things to Consider	OBSERVATION Dates	Code
14 Reacts with crying or tantrum when frustrated	He resorts to tantrums because he has so few words to express himself. Small annoyances could kick off a tantrum.	1	○
		2	
		3	
		4	
15 Shows self-control by following simple rules (eats at the table)	Children want to please and fit in. Routines and simple rules help the child know what is expected.	1	✓
		2	
		3	
		4	
16 Demonstrates caution in dangerous situations, avoids common hazards	Using words to describe dangers can help children become more aware of their environment, <i>That's a big step down, or Remember the stove is hot.</i>	1	✓
		2	
		3	
		4	
17 Motivated to do many things independently (wipes nose, dresses, eats, toilets)	She is taking more responsibility for herself. Reflects the natural drive toward autonomy and mastery of new skills.	1	✓
		2	
		3	
		4	
18 Explores unfamiliar places or people with caregiver present	The baby may have differing reactions to new people. Give the child many opportunities to enjoy the company of new people in the presence of a familiar caregiver.	1	✓
		2	
		3	
		4	
19 Takes turns in activities and conversation, with guidance or family member	Comments like <i>Now it's Sue's turn or Who goes next?</i> will help children understand rules and turn taking.	1	✓
		2	
		3	
		4	

Comment:

CODE:

- Always or consistently (✓)
- Occasionally (○)
- Cannot do/not observed (N)

Social Emotional Development

Mark date and code

Strands

Things to Consider

		OBSERVATION	
		Dates	Code
Social Play Development	20	Plays near other children; each doing separate activities.	Side by side play is typical for this age. The child begins to use objects in pretend play.
	1		<input checked="" type="checkbox"/>
	2		
	3		
Creative Self-Expression	21	Imitates other's behaviors in play, e.g., pretends to cook, or eat a snack	Children are developing a greater interest in other children. Play is not organized, but they will take cues from each other in play.
	1		<input checked="" type="checkbox"/>
	2		
	3		
	22	Explores properties of various art media and building materials e.g., paint, play dough or blocks and Legos	At first exposure, the child wants to find out how the paint or play dough feels or what it does, before he uses it correctly.
	1		<input checked="" type="checkbox"/>
	2		
	3		
Comment:	23	Responds to music, clapping, dancing or clanging two objects together	Toddlers are constantly on the move. Allow creative expression through the use of music.
	1		<input checked="" type="checkbox"/>
	2		
	3		
4			

Exploration/Approaches to Learning

CODE:
 Always or consistently (✓)
 Occasionally (○)
 Cannot do/not observed (N)
 Mark date and code

Strands

Things to Consider

Strand	Things to Consider	OBSERVATION Dates	Code
Perceptual Development	24 Uses one object to represent another in make-believe play with adult prompts	1	✓
		2	
		3	
		4	
25 Matches and compares similar shapes	Use the environment to extend the concepts of shapes, <i>How many round items can you find in the room?</i>	1	✓
		2	
		3	
		4	
26 Use fine finger movements to align objects, put small objects into openings or turn pages	Child can manipulate small pieces such as Duplos, puzzles, sets of farm or food toys and can see how the parts fit or go together.	1	✓
		2	
		3	
		4	

Comment:

CODE:

Always or consistently (✓)
Occasionally (O)
Cannot do/not observed (N)

Exploration/Approaches to Learning

Mark date and code

Strands	Things to Consider	OBSERVATION	
		Dates	Code
Critical Thinking	27 Understands two or more category words	1	O
		2	
		3	
		4	
	28 Tells the sequence of two familiar activities	1	O
		2	
		3	
		4	
	29 Is aware of consequences of actions in familiar settings	1	✓
		2	
		3	
		4	
30 Uses individual proper-ties of toys and materials in play	1	✓	
	2		
	3		
	4		
Early Math	31 Gives <i>one more</i> when asked	1	✓
		2	
	32 Touches and counts 1-3 objects	1	✓
		2	
		3	
		4	

Comment:

Purposeful Motor Activity

CODE:
 Always or consistently (✓)
 Occasionally (O)
 Cannot do/not observed (N)
 Mark date and code

Strands	Things to Consider	OBSERVATION Dates	Code
Large Motor	33 Throws ball from standing or sitting position in desired direction	1	O
		2	
		3	
		4	
	34 Climbs into adult chair, turns, sits	1	✓
		2	
		3	
		4	
	35 Stoops or squats to pick up toy from floor without falling	1	✓
		2	
		3	
		4	
36 Walks upstairs with both feet on each step	1	✓	
	2		
	3		
	4		
37 Jumps in place, two feet together	1	✓	
	2		
	3		
	4		
38 Walks up and down stairs alternating feet, holding the handrail or with help	1	✓	
	2		
	3		
	4		

Comment:

CODE:

Always or consistently (✓)
Occasionally (O)
Cannot do/not observed (N)

Purposeful Motor Activity

Mark date and code

Strands

Things to Consider

		OBSERVATION	
		Dates	Code
Small Motor	39 Manipulates objects with hands in a coordinated way	1	✓
		2	
		3	
		4	
Independence/ Self-Care	40 Follows along with fingerplays or other action songs	1	✓
		2	
		3	
		4	
Independence/ Self-Care	41 Indicate toileting needs during day	1	O
		2	
		3	
		4	
Early Writing	42 Brushes teeth with help	1	✓
		2	
		3	
		4	
Early Writing	43 Washes and dries hands with assistance	1	✓
		2	
		3	
		4	
Early Writing	44 Does simple dressing tasks	1	✓
		2	
		3	
		4	
Early Writing	45 Use toilet as needed, with assistance in wiping	1	O
		2	
		3	
		4	
Early Writing	46 Draws circles and vertical and horizontal lines	1	✓
		2	
		3	
		4	

Comment:

Child Development Tool for Observation and Planning (TOP)

Sensory Organization

CODE:
 Always or consistently (✓)
 Occasionally (O)
 Cannot do/not observed (N)
 Mark date and code

Strands

Things to Consider

	OBSERVATION Dates	Code			
Senses	47	Tolerates activities such as swinging, spinning, or rocking on play items (tolerates moving against gravity)	Enjoying these activities indicates the child's comfort with complex information from all the senses.	1	✓
	48	Listens to sounds or music at average volume without covering ears or showing distress	Encourage parents to consult their physician if the child is extremely sensitive to sounds.	2	
				3	
				4	
49		Eats foods of varied textures and flavors	Sensitivity to different textures and tastes varies with children. If a child has difficulty in this area watch for other areas of defensiveness.	1	✓
				2	
				3	
				4	
50		Plays in enclosed areas, e.g., cloth tunnel, boxes	Seeking enclosed spaces may indicate the need for more boundaries around the child's body to increase awareness of self in space.	1	✓
				2	
				3	
				4	
Self-Regulation	51	Makes transitions easily to new activity with adult guidance	Transitions are more difficult for children who have difficulty processing all their sensory input.	1	✓
				2	
				3	
				4	
52		Attends to an activity for at least 10-15 minutes without adult assistance	A child who sticks to one thing is able to filter out distractions. This is important to future learning.	1	✓
				2	
				3	
				4	
53		Waits a short time for needs to be met	The child can occupy self while waiting. Patience with waiting varies with the child's temperament.	1	✓
				2	
				3	
				4	

Comment:

CODE:

Always or consistently (✓)

Occasionally (O)

Cannot do/not observed (N)

Mark date and code

Communication/Language/Literacy

Strands

Things to Consider

Communication	Things to Consider	OBSERVATION Dates	Code
1 Names and talks about common objects, actions, immediate experiences or a familiar story	Talks about events or people not present, the action of others or calls attention to self e.g., <i>Watch me fly my airplane, Jason has a black dog.</i>	1	N
		2	
		3	
		4	
		1	O
		2	
		3	
2 Asks questions to satisfy curiosity and answers simple <i>who, how and what</i> questions	Children this age become more chatty and will ask questions to satisfy curiosity.	1	
		2	
		3	
		4	
3 Uses language to control and negotiate play with others, <i>It's my turn, Me first, No nap</i>	If he needs help give him the words to help negotiate. Observation will help with preventive action.	1	N
		2	
		3	
		4	
Speech & Language	The child's vocabulary and complexity of sentence is growing.	1	N
		2	
		3	
		4	
Early Reading	Leaving a word or phrase out as you read, helps you examine and track the child's listening and reading comprehension.	1	N
		2	
		3	
		4	
		1	N
		2	
		3	
7 Associates word sounds with the letter shapes, e.g., beginning sounds of <i>b</i> for ball or <i>d</i> for door	Children begin to understand there is a systematic relationship between letters and sounds.	1	N
		2	
		3	
		4	

Comment:

CODE:

Always or consistently (✓)
 Occasionally (O)
 Cannot do/not observed (N)

Social Emotional Development

Mark date and code

Strands	Things to Consider	OBSERVATION Dates	Code
Relationships	8 Cooperates with adult requests most of the time	1	✓
		2	
		3	
		4	
Emotional Response	9 Shows pride in doing things without adult help	1	O
		2	
		3	
		4	
Interactions with Others	10 Waits three to five minutes to get needs met	1	N
		2	
		3	
		4	
Interactions with Others	11 Shows affection, praise, empathic response to playmates or family members	1	O
		2	
		3	
		4	
Interactions with Others	12 Shares with other children, with support from adult	1	N
		2	
		3	
		4	
Interactions with Others	13 Participates in structured small group activities for 10-15 minutes	1	✓
		2	
		3	
		4	
Interactions with Others	14 Listens and contributes to adult conversation	1	N
		2	
		3	
		4	

Comment:

CODE:

Always or consistently (✓)

Occasionally (O)

Cannot do/not observed (N)

Mark date and code

Social Emotional Development

Strands

Things to Consider

OBSERVATION Dates	Code
1	N
2	
3	
4	
1	✓
2	
3	
4	
1	✓
2	
3	
4	
1	O
2	
3	
4	

Social Play Development

15 Plays briefly with 1-3 children, sharing materials

Children begin to act out roles that are familiar to them. Playing house, playing babies or animals are common themes.

16 Follows rules by imitating actions of other children

A set of clear expectations and the support of others in following rules help feelings of competence and trust.

Creative Self-Expression

17 Uses art or building materials for their own intended purposes

Child uses art media and other materials in a variety of ways for creative expression or representation.

18 Participates in musical games such as the *Hokey Pokey* or responds to a music beat

Development of child's coordination allows the child to express themselves through actions or movements in time to music.

Comment:

CODE:

- Always or consistently (✓)
- Occasionally (O)
- Cannot do/not observed (N)

Exploration/Approaches to Learning

Mark date and code

Strands

Things to Consider

Perceptual Development	Things to Consider	OBSERVATION Dates	Code
19	Groups things into categories	1	✓
		2	
		3	
		4	
20	Assembles a 5-10 piece interlocking puzzle	1	✓
		2	
		3	
		4	
Critical Thinking	21 Names or pairs items that go together upon request	1	N
		2	
		3	
		4	
22 Tells appropriate action for <i>If-What</i> questions	His growing ability to reason allows him to draw on his own experiences and to respond to problem situations.	1	N
		2	
		3	
		4	
23 Can tell what activity or routine comes next, e.g., <i>After we play outside, we wash hands and have lunch</i>	He has a greater understanding of the sequence of daily events, especially if there is consistency in routines.	1	✓
		2	
		3	
		4	

Comment:

CODE:

Always or consistently (✓)

Occasionally (O)

Cannot do/not observed (N)

Exploration/Approaches to Learning

3 to 4 years

Mark date and code

Strands

Things to Consider

Strand	Things to Consider	OBSERVATION	
		Dates	Code
Early Math	24 Recognizes numerals that label, i.e., room numbers, page numbers	1	N
		2	
		3	
		4	
Science	25 Touches and counts increasing number of objects (record the number below)	1	N
		2	
		3	
		4	
Science	26 Matches one-to-one, e.g., one plate, one spoon on each place mat	1	N
		2	
		3	
		4	
Science	27 Describes or shows what things do	1	N
		2	
		3	
		4	

Comment:

CODE:

Always or consistently (✓)

Occasionally (O)

Cannot do/not observed (N)

Mark date and code

Purposeful Motor Activity

Strands

Things to Consider

		OBSERVATION Dates	Code
Large Motor	28 Pedals tricycle or rides wheeled toy, using feet to push forward	1	N
		2	
		3	
		4	
29 Climbs at least two rungs of a jungle gym	This challenges balance and coordination. Some children will be more eager to try than others.	1	O
		2	
		3	
		4	
30 Jumps over objects or off a step/box	His coordination and confidence in what he can do with his body is improving.	1	O
		2	
		3	
		4	
31 Runs with longer stride and ease, arms swinging	Turning corners, avoiding obstacles while running indicates improved strength, maturity and confidence.	1	N
		2	
		3	
		4	
32 Catches an 8-10 inch ball with extended arms	Children will first catch the ball by bringing it to their chest and then they will catch with hands extended.	1	N
		2	
		3	
		4	
Small Motor	33 Uses scissors to cut paper in two	1	✓
		2	
		3	
		4	

Comment:

Child Development Tool for Observation and Planning (TOP)

Purposeful Motor Activity

CODE:
 Always or consistently (✓)
 Occasionally (O)
 Cannot do/not observed (N)
 Mark date and code

3 to 4 years

Strands

Things to Consider

Independence/ Self-Care	Things to Consider	OBSERVATION Dates	Code
34 Assists with simple chores 35 Prepares toothbrush and brushes teeth 36 Uses spoon, fork, and cup and begins to serve self at the table 37 Dresses and undresses self with some assistance 38 Places personal items in appropriate containers/spaces 39 Draws a square in imitation	Being able to accomplish real tasks, with an adult, builds feelings of <i>I can do it</i> and increases knowledge of functional skills.	1	✓
		2	
		3	
		4	
	Getting toothpaste on the brush and brushing teeth requires coordination and strength in hand muscles for little ones.	1	✓
		2	
		3	
		4	
	Eye-hand coordination necessary for pouring from a small pitcher or serving self requires lots of practice.	1	✓
		2	
		3	
		4	
Although he is very capable he may still need a little assistance with pullover garments.	1	✓	
	2		
	3		
	4		
He is capable of finding his special space and making sure things stay in cubbies, hooks or baskets.	1	O	
	2		
	3		
	4		
The progressive ability to see and draw shapes prepares the child for the stage of letter formation.	1	✓	
	2		
	3		
	4		

Comment:

Child Development Tool for Observation and Planning (TOP)

CODE:

Always or consistently (✓)

Occasionally (O)

Cannot do/not observed (N)

Mark date and code

Sensory Organization

Strands

Things to Consider

		OBSERVATION	
		Dates	Code
Senses	40 Tolerates and uses different textured media and surfaces (sand, finger-paint, glue) in activities	1	✓
		2	
		3	
		4	
Self-Regulation	41 Tolerates self-care activities (brushing teeth, combing hair, washing face and hands)	1	✓
		2	
		3	
		4	
Self-Regulation	42 Has predictable sleeping, eating and elimination patterns	1	✓
		2	
		3	
		4	
Self-Regulation	43 Able to fall asleep with minimal assistance	1	✓
		2	
		3	
		4	

Comment: