

# TODDLER

## Toddler Program Criteria

The overall program for Toddlers is comprised of the following components: structure of the day; activities and experiences planned and offered to the children; physical environment; play equipment; toys and materials; learning areas; physical needs; health and safety; and interactions.

The main emphasis of a toddler program is:

- to provide an inclusive program that respects individual abilities, needs and strengths
- to provide a language-rich environment that encourages communication through positive interactions
- to provide children with a rich, interesting environment that they can explore with all their senses
- to encourage children's feelings of competence by giving them opportunities to experiment and problem solve
- to foster a sense of autonomy by ensuring flexibility and choice
- to develop children's self esteem by ensuring that they feel valued and cared for as individuals
- to encourage the development of positive social skills.



Name of centre: \_\_\_\_\_ Loc #: \_\_\_\_\_  
 Room #: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
 D/M/Y

**Structure of the day**

Section 2	①	②	③	④	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>1. Daily and Visual Schedules Posted</b>	<input type="checkbox"/> Neither schedule posted	<input type="checkbox"/> One schedule posted	A daily schedule is posted that indicates time is planned for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Outdoor and Indoor play</li> <li><input type="checkbox"/> Quiet and Active play</li> <li><input type="checkbox"/> Individual and group time</li> <li><input type="checkbox"/> Child and staff initiated activities</li> <li><input type="checkbox"/> Time to meet children’s physical needs</li> <li><input type="checkbox"/> Visual schedule is accessible to the children</li> </ul>	<input type="checkbox"/> Daily schedule is flexible and/or seasonally adjusted <input type="checkbox"/> Visual Schedule is used	<b>1</b>  <b>2</b>  <b>3</b>  <b>4</b>

T o d d l e r   S c o r e   C h a r t

Section: <b>Structure of the day</b>	<b>A</b> Number of items scored from (1)	<b>B</b> Total Score (Sum of total indicators scored)

Structure of the day					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>2. Program Plan/ Outline of Activities Posted</b>	<input type="checkbox"/> Program plan/ outline of activities is not posted <input type="checkbox"/> Program plan/ outline of activities does not cover the entire time children are in attendance	<input type="checkbox"/> A current program plan/ outline of activities is posted	<input type="checkbox"/> Current program plan/ outline of activities reflects the centre's curriculum model ☞ <input type="checkbox"/> Current program plan/ outline of activities includes descriptions of the learning opportunities <input type="checkbox"/> Individual needs are incorporated into the program plan/outline of activities ☞	<input type="checkbox"/> Evidence of formal planning meetings held between staff responsible for planning ☞ <input type="checkbox"/> Outside agencies/ professionals attend meetings to plan appropriately for children with individual needs ☞	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

Structure of the day					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>3. Activities and Experiences Offered to Children</b>	<input type="checkbox"/> Activities and experiences offered do not reflect the current program plan/outline of activities  <input type="checkbox"/> Activities and experiences offered are not developmentally appropriate	<input type="checkbox"/> Daily small group activities are offered  <input type="checkbox"/> Activities promote choice for children	<input type="checkbox"/> Learning opportunities are based on children's interests  <input type="checkbox"/> Activities are adapted to meet any child's individual needs  <input type="checkbox"/> Developmental review completed for all toddlers	<input type="checkbox"/> There is documentation that observations of children are used in the development of activities	<b>1</b>  <b>2</b>  <b>3</b>  <b>4</b>
T o d d l e r   S c o r e   C h a r t					
Section: <b>Activities and Experiences Planned and Offered to Children</b>	<b>A</b> Number of items scored from (2 – 3)		<b>B</b> Total Score (Sum of total indicators scored)		

Environment – Indoor Play					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>4. Indoor Physical Environment</b>	<input type="checkbox"/> Play equipment, toys and materials are disorganized	<input type="checkbox"/> Toys are accessible on open shelves	<input type="checkbox"/> The play environment is designed to promote participation, peer interactions and independent use by children  <input type="checkbox"/> The play environment is arranged into learning areas that are open and accessible throughout the day. Similar areas may be combined  <input type="checkbox"/> Toys and equipment are in good condition and complete  <input type="checkbox"/> Floor space with suitable floor coverings is available	<input type="checkbox"/> Time is scheduled daily for staff to prepare materials in advance of activities	<b>1</b>  <b>2</b>  <b>3</b>  <b>4</b>

<b>Environment – Indoor Play</b>					
Section 2	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>5. Displays</b>	<input type="checkbox"/> No variety in displays	<input type="checkbox"/> More than half of the children’s art work is process-oriented, not product-oriented	<input type="checkbox"/> Variety of displays including children’s own art work and adult-made and/or commercial materials  Displays are: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflective of children’s recent activities</li> <li><input type="checkbox"/> Developmentally and culturally/ racially appropriate, free of bias and stereotypes</li> </ul> Displays represent a range of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Abilities/disabilities</li> <li><input type="checkbox"/> Cultures/Races</li> <li><input type="checkbox"/> Family structures</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> As much as possible, displays are at child’s eye level</li> <li><input type="checkbox"/> Photographs of current children and/or families displayed</li> </ul>	<input type="checkbox"/> Displays are throughout the environment	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>T o d d l e r S c o r e C h a r t</b>					
Section: <b>Environment – Indoor Play</b>	<b>A</b>		<b>B</b>		
	Number of items scored from (4 – 5)		Total Score (Sum of total indicators scored)		

Play Equipment, Toys and Materials					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>6. Diversity in Play Equipment/Toys</b>	<input type="checkbox"/> Play equipment, toys or materials are biased or stereotypical	<input type="checkbox"/> Play equipment, toys or materials are developmentally appropriate	Play equipment, toys and materials represent a diverse range of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures/Races</li> <li><input type="checkbox"/> Abilities and disabilities</li> </ul>	<input type="checkbox"/> Staff incorporate ethno-culturally relevant activities into the program	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
T o d d l e r   S c o r e   C h a r t					
Section: <b>Play Equipment, Toys and Materials</b>	<b>A</b> Number of items scored from (6)		<b>B</b> Total Score (Sum of total indicators scored)		

Learning Areas					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>7. Art/Sensory Activities, Equipment and Materials</b>	<input type="checkbox"/> No equipment for either art or sensory activities <input type="checkbox"/> Drawing tools do not include natural skin tones	<input type="checkbox"/> Equipment and materials for art and sensory activities	<input type="checkbox"/> Three art and/or sensory activities offered daily	<input type="checkbox"/> A variety of drawing tools, fabric, collage and modeling materials are in good condition and accessible for independent use	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>8. Books and Accessories</b>	<input type="checkbox"/> Less than 1.5 developmentally appropriate books for each child enrolled <input type="checkbox"/> Area does not include a comfortable place for sitting	<input type="checkbox"/> Books in good condition	<input type="checkbox"/> Books are bias free, and reflect a variety of topics <input type="checkbox"/> Some books emphasize early sound awareness (rhyming) and/or active involvement (flap books) <input type="checkbox"/> Includes at least one other accessory that is accessible in the room for children	<input type="checkbox"/> Books incorporated into one other learning area <input type="checkbox"/> Books relate to current program plan/outline of activities focus	<b>1</b> <b>2</b> <b>3</b> <b>4</b>


<b>Learning Areas</b>					
Section 2	<b>①</b>	<b>②</b>	<b>③</b>	<b>④</b>	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>9. Language and Listening</b>	<input type="checkbox"/> No planned language and listening activities	<input type="checkbox"/> Planned language and listening activities are offered to children weekly	<input type="checkbox"/> Language and listening activities are planned daily, during group and/or individual reading times <input type="checkbox"/> Staff read to children daily <input type="checkbox"/> Toy bins and/or shelves are labeled with words and/or pictures	<input type="checkbox"/> Staff provide opportunities to enhance language experiences into other program areas	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>10. Music and Accessories</b>	<input type="checkbox"/> Loud background music interferes with activities or is inappropriate	<input type="checkbox"/> Music is appropriate for age group	<input type="checkbox"/> Variety of music available to be played to children <input type="checkbox"/> Variety of musical instruments in good condition and accessible to children <input type="checkbox"/> Staff sing with children daily	<input type="checkbox"/> Planned music and movement activities are provided weekly	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

Learning Areas					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>11. Dramatic Play Activities and Accessories</b>	<input type="checkbox"/> Insufficient accessories for the number of children enrolled	<input type="checkbox"/> Accessories in good condition	<input type="checkbox"/> Accessories and equipment encourage a variety of role-playing possibilities <input type="checkbox"/> Accessories and activities reflect children's interests and the program plan/outline of activities <input type="checkbox"/> Area includes a mirror located at child's eye level	<input type="checkbox"/> Kits/prop boxes available for rotation	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>12. Construction/Block Activities and Accessories</b>	<input type="checkbox"/> No variety of construction/block materials	<input type="checkbox"/> Materials and toys in good condition	<input type="checkbox"/> Area includes a sufficient number and variety of appropriate construction materials and props	<input type="checkbox"/> Minimum of one planned activity documented weekly	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

Learning Areas					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>13. Cognitive/ Manipulative Activities and Accessories</b>	<input type="checkbox"/> No variety in cognitive materials	<input type="checkbox"/> Materials and toys in good condition	<input type="checkbox"/> A variety of cognitive/manipulative toys accessible to children	<input type="checkbox"/> One planned cognitive activity provided daily	<b>1</b>
			<input type="checkbox"/> Total of two complete toys for each child enrolled, including toys for rotation		<b>2</b>
			<input type="checkbox"/> One planned Science and Nature activity provided weekly		<b>3</b>
					<b>4</b>
<b>14. Physical Activities/Active Play Indoors or Outdoors</b>	<input type="checkbox"/> No planned physical activities	<input type="checkbox"/> Time is allocated for planned physical activities	<input type="checkbox"/> Planned active physical play is available daily, whether outside or inside	<input type="checkbox"/> Physical activities modified to meet the needs and interests of children	<b>1</b>
			<input type="checkbox"/> Activities are planned to ensure all children are able to participate		<b>2</b>
					<b>3</b>
					<b>4</b>
<b>T o d d l e r   S c o r e   C h a r t</b>					
Section: <b>Learning Areas</b>	<b>A</b> Number of items scored from (7 – 14)		<b>B</b> Total Score (Sum of total indicators scored)		

<b>Physical Needs</b>					
Section 2	<b>①</b>	<b>②</b>	<b>③</b>	<b>④</b>	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>15. Meals and/or Snack Time</b>	<input type="checkbox"/> Food is used as a reward or punishment	<input type="checkbox"/> Some conversations and interactions occur during meal and/or snack times	<input type="checkbox"/> Meal and/or snack times are viewed as an educational experience and a time for socialization and conversation <input type="checkbox"/> Individual children's needs are met during meal times <input type="checkbox"/> Adults sit with children and serve food at the table during mealtimes as much as possible <input type="checkbox"/> Children are encouraged to eat food, but are never forced	<input type="checkbox"/> Children are encouraged to taste and try new foods	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>16. Equipment Required for Eating/Seating</b>	<input type="checkbox"/> Insufficient number of chairs and/or tables for staff and children to sit together at meals/snack	<input type="checkbox"/> Furnishings are appropriate for the size, ability and developmental level of the children and are adapted as required	<input type="checkbox"/> There are sufficient serving/eating utensils and dishes available that are appropriate for the age and ability of the children enrolled <input type="checkbox"/> Food is served on dishes or napkins	<input type="checkbox"/> Seating arranged in small groups <input type="checkbox"/> Extra utensils and dishes available for easy access	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

Physical Needs					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>17. Toileting/ Diapering Routines and Supplies</b>	<input type="checkbox"/> Washroom not accessible or adapted for use by all children <input type="checkbox"/> Toileting and diapering procedures are not posted	<input type="checkbox"/> Sufficient supplies available to ensure toileting/diapering and hand washing can be conducted in a hygienic manner	<input type="checkbox"/> Toileting and diapering is unhurried and viewed as an opportunity to interact and engage children in conversation and to encourage self-help skills <input type="checkbox"/> Washroom facilities are accessible or adapted to meet the needs of all the children. <input type="checkbox"/> Washroom area includes a mirror at child's eye level <input type="checkbox"/> Washroom routines meet children's individual needs <input type="checkbox"/> Procedure for sanitary toileting and diapering is posted in each washroom/change area and followed by staff <input type="checkbox"/> Disposable gloves are used in addition to hand washing during outbreaks	<input type="checkbox"/> Picture symbol schedule depicting toileting routine is at child's eye level and is used as needed <input type="checkbox"/> Evidence of toilet training that is appropriate to the child's developmental needs	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

Physical Needs					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>18. Change Table/ Counter</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No change table/ counter</li> <li><input type="checkbox"/> No separate garbage container being used for soiled diapers</li> <li><input type="checkbox"/> No adaptations are made to the toilet to meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff ensures all necessary items needed for diapering are at the change table prior to starting</li> <li><input type="checkbox"/> Potties/toilets sometimes cleaned and sanitized appropriately</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is a change table/counter in good condition with access to running water</li> <li><input type="checkbox"/> Disinfectant is available in the toileting/change area</li> <li><input type="checkbox"/> Toileting products accommodate children's needs and sensitivities</li> <li><input type="checkbox"/> Sanitary disposal of diapers is evident</li> <li><input type="checkbox"/> Sanitized toilets/potties are available for children who are learning to use the toilet. If potties are used, they are sanitized immediately after each use</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Centre provides additional diapering supplies when required </li> </ul>	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

<b>Physical Needs</b>					
Section 2	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>19. Cots and Bedding</b>	<input type="checkbox"/> Cots are not designated <input type="checkbox"/> No alternative activity is provided	<input type="checkbox"/> Extra bedding is available <input type="checkbox"/> Sheets are changed bi-weekly	<input type="checkbox"/> Sheets are changed once a week or sooner if needed <input type="checkbox"/> Children who do not nap or wake early are permitted an alternative activity which is documented on the program plan/outline of activities or daily schedule <input type="checkbox"/> Cot set-up does not interfere with program	<input type="checkbox"/> Resting environment includes soft music and dimmed lighting <input type="checkbox"/> Children are allowed to bring a soft toy/bedding from home	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>20. Daily Information Chart</b>	<input type="checkbox"/> No information completed	<input type="checkbox"/> Some information completed	<input type="checkbox"/> A daily information chart is completed for each child and lists food eaten, sleep time, diaper changes, etc <input type="radio"/> A toilet training schedule, specific to individual children, is maintained	<input type="checkbox"/> Information also includes details of each child's interactions and/or activities during the day <input type="checkbox"/> Information reviewed with parents/guardians and/or available for them to take home	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

Physical Needs					
Section 2	①	②	③	④	Score
Toddler	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>21. Cloakroom Space and Storage</b>	<input type="checkbox"/> No cloakroom space	<input type="checkbox"/> Cloakroom space is available, with some storage for outdoor clothing and/or personal belongings	<input type="checkbox"/> Space is available for use as a cloakroom, with sufficient room for storing outdoor clothing and personal belongings  <input type="checkbox"/> Cloakroom is not overcrowded during dressing and undressing of children	<input type="checkbox"/> Visual schedule of cloakroom routine at child's eye level	<b>1</b>  <b>2</b>  <b>3</b>  <b>4</b>
<b>T o d d l e r   S c o r e   C h a r t</b>					
Section: <b>Physical Needs</b>	<b>A</b> Number of items scored from (15 – 21)		<b>B</b> Total Score (Sum of total indicators scored)		

<b>Health and Safety</b>					
Section 2	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>22. Health and Safety</b>	<input type="checkbox"/> Hazards observed	<input type="checkbox"/> Some area(s) in the room are in good repair and hygienic	All areas, including equipment and furnishings are: <ul style="list-style-type: none"> <li><input type="checkbox"/> Kept in good and safe repair</li> <li><input type="checkbox"/> Maintained in a hygienic condition</li> <li><input type="checkbox"/> Organized</li> </ul>	<input type="checkbox"/> On-site and/or on-call maintenance staff deal with physical plant issues promptly	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>23. Toys and Play Equipment Washing</b>	<input type="checkbox"/> Toys and play equipment are not washed as per Toronto Public Health guidelines  <input type="checkbox"/> No schedule for toy washing	<input type="checkbox"/> Some toys and play equipment are washed as they become soiled	<input type="checkbox"/> Toys and play equipment are washed as they become soiled in addition to as required on the weekly posted schedule	<input type="checkbox"/> Toy washing schedule identifies categories of toys and play equipment  <input type="checkbox"/> Toy and play equipment washing schedule is signed and dated by staff	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

<b>Health and Safety</b>					
Section 2	①	②	③	④	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>24. Children's Hand Washing/ Sanitizing Practices</b>	<input type="checkbox"/> Children do not wash/sanitize their hands	<input type="checkbox"/> Hand washing/ sanitizing practices are sometimes followed	<input type="checkbox"/> Children wash/sanitize their hands before eating, after toileting and if they wipe their nose	<input type="checkbox"/> Staff teach children proper hand washing/sanitizing procedures  <input type="checkbox"/> Visual hand washing procedure is posted at child's eye level and is used as needed	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>25. Staff Hand Washing/ Sanitizing Practices</b>	<input type="checkbox"/> Staff do not wash/sanitize their hands	<input type="checkbox"/> Staff hand washing/ sanitizing practices are sometimes followed	<input type="checkbox"/> Staff wash/sanitize their hands before eating, serving food, after toileting and if they wipe children's noses	<input type="checkbox"/> Proper hand washing/sanitizing procedure is posted and followed by staff ☞  <input type="checkbox"/> Supervisor monitors hand washing/ sanitizing practices and reviews expectations with staff ☞	<b>1</b> <b>2</b> <b>3</b> <b>4</b>

<b>Health and Safety</b>					
Section 2	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>26. Transitions</b>	<input type="checkbox"/> Extended waiting during transitions <input type="checkbox"/> Staff do not prepare children prior to transitions	<input type="checkbox"/> Children are sometimes transitioned in small groups	<input type="checkbox"/> Children are transitioned in small groups <input type="checkbox"/> Positive interactions occur between staff and children during transitions	<input type="checkbox"/> Staff facilitate transitions to meet individual children's needs	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>27. Attendance Verification</b>	<input type="checkbox"/> No system of attendance verification in place <input type="checkbox"/> Attendance records do not accurately reflect the number of children present	<input type="checkbox"/> Attendance verification system in place	<input type="checkbox"/> Children's arrival and departure times are always recorded on the main attendance record <input type="checkbox"/> Attendance is verified after staff and children's transitions <input type="checkbox"/> Portable attendance travels with each group	<input type="checkbox"/> Written verification of attendance after each staff change or transition	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>T o d d l e r   S c o r e   C h a r t</b>					
Section: <b>Health and Safety</b>	<b>A</b> Number of items scored from (22 – 27)		<b>B</b> Total Score (Sum of total indicators scored)		

<b>Interactions</b>					
Section 2	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>28. Positive Atmosphere</b> Maintains a positive voice tone	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
Responds to children's emotions appropriately	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Models positive social behaviour and interactions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Maintains a calm manner	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
<b>29. Supervision of Children</b> Balances checking and scanning the environment with child interactions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
Aware of the number and location of children	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	

<b>Interactions</b>					
Section 2	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>30. Fostering Children's Independence</b> Respecting children's decisions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
Supporting the development of self-help skills	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Providing time for children to complete tasks	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
<b>31. Supporting the Development of Self-Esteem</b> Addresses children by name	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
Shows respect for individual and ethno-racial diversity	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Responds to children's interests	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Breaks tasks into small steps to ensure a child's success	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	
Uses praise and encouragement	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	

<b>Interactions</b>					
Section 2	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Score
<b>Toddler</b>	Does Not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<b>32. Behaviour Guidance</b> Matches expectations with child's abilities and/or developmental level	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b>
Calmly explains consequences of behaviour	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>2</b>
Anticipates behaviour and provides alternatives and re-direction	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>3</b>
					<b>4</b>
<b>33. Supporting the Development of Communication Skills</b> Initiates and builds on conversations with and between children	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b>
Uses clear descriptions and directions	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>2</b>
					<b>3</b>
					<b>4</b>

<b>Interactions</b>					
Section 2	<b>1</b> Does Not Meet Expectations	<b>2</b> Needs Improvement	<b>3</b> Meets Expectations	<b>4</b> Exceeds Expectations	Score
<b>Toddler</b>					
<b>34. Extending Children's Learning</b> Responding to spontaneous learning opportunities	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>1</b>
Encouraging problem solving	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>2</b>
Following the children's lead	<input type="checkbox"/> Not at all	<input type="checkbox"/> Some-what	<input type="checkbox"/> Quite a bit	<input type="checkbox"/> Very much	<b>3</b>
					<b>4</b>
<b>T o d d l e r   S c o r e   C h a r t</b>					
Section: <b>Interactions</b>	<b>A</b> Number of items scored from (28– 34)		<b>B</b> Total Score (Sum of total indicators scored)		

## Toronto Operating Criteria Section Score Sheet:

Sections:	Score:
1. Structure of the Day: (1)	
2. Activities and Experiences Planned: (2 – 3)	
3. Physical Environment: (4 – 5)	
4. Play Equipment, Toys and Materials: (6)	
5. Learning Areas: (7 – 14)	
6. Physical Needs: (15 – 21)	
7. Health and Safety: (22 – 27)	
8. Interactions: (28 – 34)	
<b>Total</b> (All sections added together)	
<b>Average Score</b> (Total divided by number of sections scored)	



**Comments:** \_\_\_\_\_

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**Toddler Section  
Overall Average Score:** \_\_\_\_\_