	Does Not Meet Expectations **1** or **2**	Meets Expectations **3**	Exceeds Expectations **4** or **5**	Score
1. Daily and Visual/Auditory Schedules	❏ Daily Schedule is not posted ❏ Visual/Auditory Schedule is not accessible to the children ❏ Time is not planned for different learning experiences/learning periods.	Daily Schedule is posted that indicates time is planned for: ○ Outdoor play ❏ Indoor play ❏ Child and educator-initiated learning experiences ❏ Time to meet children's physical needs ❏ Visual/Auditory Schedule is accessible to the children ❏ Daily Schedule balances between structure and flexibility	❏ Alternate arrangements are indicated on the Daily Schedule ❏ Daily Schedule is seasonally adjusted ❏ Visual/Auditory Schedule is seasonally adjusted ❏ Photographs in Visual/Auditory Schedule include children in the program ❏ Daily Visual Schedule is referred to	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
2. Program Plan	❏ A current Program Plan is not posted ❏ Program Plan does not cover the entire time children are in attendance ❏ Each room does not have their own Program Plan.	The following learning areas are planned and/or documented: ❏ One sensory daily ❏ One art daily ❏ One cognitive daily ❏ One language and literacy daily ❏ Two science and nature weekly ❏ One block and construction weekly ❏ One music and movement weekly ❏ One dramatic weekly ❏ Current Program Plan includes descriptions of the learning opportunities ❏ Evidence that individual goals of children are incorporated into the Program Plan ❏ External agencies/professionals attend meetings to plan appropriately for children with individual support needs ❍ Children who do not nap or who wake early are provided with play materials which are documented	❏ Evidence of formal programming time given to educators ❏ Supervisor reviews Program Plans and signs them weekly ❏ Information is accessible to families on curriculum model	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
3. Learning Experiences	❏ Learning experiences offered do not reflect the current Program Plan ❏ Learning experiences offered are not responsive to the developmental needs of the children ❏ Learning experiences do not promote choice for children	❏ There is current documentation which demonstrates that observations of children are used in the development of learning experiences ❏ Learning experiences are adapted to meet any child's individual needs ❏ Learning experiences are based on children's interests	❏ Photo documentation of learning experiences available ❏ Activity resources accessible for families ❏ Portfolios regarding each child's development are accessible to families ❏ Enrichment program, in addition to regular program, is included monthly.	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
4. Indoor Physical Environment	❏ Play equipment, toys and materials are disorganized ❏ Toys are not accessible on open shelves to children ❏ Furnishings are in poor condition ❏ Room set-up does not allow for supervision of children	❏ The play environment is arranged into learning areas that are open and accessible throughout the day ❏ The play environment is designed to promote participation and peer interactions ❏ The play environment is designed to promote independent use by children ❏ Floor space with suitable floor coverings is available ❏ Safe storage space available for equipment/toys and materials ❏ Safe mirror at child's eye level in the playroom ❏ Two or more educational play materials reflecting people with a wide range of abilities and disabilities are accessible in two areas ❏ Two or more educational play materials reflecting sociocultural identities are accessible in two areas	❏ Organized storage space available ❏ Time is scheduled daily for educators to prepare materials in advance of learning experiences ❏ Environment adjusted to meet the needs of children ❏ Child height windows in doors/walls to see out ❏ Two or more educational play materials reflecting people with a wide range of abilities and disabilities are accessible in three areas ❏ Two or more educational play materials reflecting sociocultural identities are accessible in three areas	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
5. Displays	❏ No displays posted ❏ More than half of the children's artwork is product-oriented, not process-oriented ❏ Displays are arranged in a segregated manner	❏ At least three displays include children's own artwork as well as adult-made and/or commercial materials Displays are: ❏ Reflective of children's recent activities ❏ Responsive to the developmental needs of the children ❏ Socioculturally appropriate and free of bias ❏ Two or more displays include people with a wide range of abilities and disabilities ❏ Two or more displays include sociocultural identities ❏ Two or more displays include family structures ❏ As much as possible, displays are at child's eye level ❏ Photographs of current children and/or families are displayed.	❏ Additional displays are placed throughout the environment ❏ Displays include family involvement in activities and/or events ❏ Displays promote inclusion in daily living ❏ Displays include children in the room participating in activities and experiences ❏ Two or more displays are in more than one language ❏ Children's three-dimensional creations are on display	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
6. Sensory, Science and Nature	❑ No materials for science and nature learning experiences ❑ No materials for sensory learning experiences ❑ No equipment for sensory learning experiences	❑ Three or more science and nature equipment and/or materials that are responsive to the developmental needs of the children are accessible ❑ Three or more sensory equipment and/or materials that are responsive to the developmental needs of the children are accessible ❑ Sensory opportunities accessible throughout the day	○ Three or more science and/or nature learning experiences planned and/or documented weekly ○ One science and nature learning experience planned and/or documented daily ❑ Opportunities to experience natural objects and/or events ○ Two or more planned and/or documented sensory learning experiences daily ❑ Permanent sensory equipment accessible to children in the play environment ❑ Evidence of extended science and nature projects.	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
7. Art	❏ No equipment for art learning experiences ❏ No materials for art learning experiences ❏ Art equipment is in poor condition ❏ Art materials are in poor condition ❏ Children have access to toxic art materials	A sufficient number of the following art materials are accessible: ❏ Painting and drawing ❏ Modelling materials ❏ Collage materials ❏ Printmaking ❏ Three-dimensional materials ❏ Three or more art materials reflect sociocultural identities through a range of skin tones. ❏ Equipment for art learning experiences is accessible to children	❍ Two or more art learning experiences planned and/or documented daily ❏ Evidence of extended art projects ❏ Art projects are incorporated into other areas ❏ Three or more art mediums are used in planned and/or documented learning experiences.	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
8. Books	❏ Books are in poor condition ❏ Books are not accessible for independent use ❏ Less than two books are not responsive to the developmental needs for each child enrolled ❏ Area does not include soft seating and/or cushions for sitting	❏ Books reflect three or more topics ❏ Three or more books contain real images of people and/or objects ❏ Two or more books which include sociocultural identities are accessible ❏ Two or more books which include people with a wide range of abilities and disabilities are accessible ❏ One book accessory is accessible in the book area	❏ Books for rotation are available ❏ Books are incorporated into one other learning area ❏ Books are incorporated into three or more other learning areas ❏ Two or more books relate to current Program Plan ❏ Homemade books are accessible ❏ Three or more books which include people with a wide range of abilities and disabilities are accessible ❏ Three or more books which include diverse people from diverse sociocultural identities are accessible ❏ Two or more book accessories are accessible in the book area ❏ Two or more print materials are accessible	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
9. Language and Literacy	❏ Educators do not read to children daily ❏ Writing materials are not accessible ❏ Language and literacy toys/puzzles are not accessible	❏ Three or more writing materials are accessible ❏ Two or more language and literacy toys or puzzles are accessible ❏ Toy bins and/or shelves are labelled with words and/or pictures	❏ Language and literacy opportunities are integrated into one other area ❏ Toy bins and shelves are labelled with words and pictures ❍ Two or more language and literacy learning experiences are planned and/or documented daily ❏ Children have exposure to different languages ❏ Educators use more than one form of communication ❏ Educators provide opportunities for families to access literacy materials ❏ Community language and literacy experiences available to the children monthly	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
10. Music and Accessories	❏ Loud background music interferes with learning experiences ❏ Music is not appropriate for the age group ❏ Radio is played when children are present ❏ Educators do not sing to children daily	❏ Three or more different types of music are available to be played to children ❏ Three or more different types of musical instruments are accessible to children ❏ Musical instruments are in good condition.	❍ Two or more music and movement learning experiences are planned and/or documented weekly ❏ Educators sing/play songs from different cultures ❏ Props are used to enhance music experiences ❍ Audio playlists are available.	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
11. Physical Play Learning Experiences	❏ No planned and/or documented physical play learning experiences ❏ Physical play learning experiences are not offered during inclement weather ❏ Indoor gross motor equipment is not available	❏ Children are given a choice of two or more planned and/or documented physical play learning experiences daily ❏ Physical play learning experiences are planned to ensure all children are able to participate ❏ Educators are engaged in planned and/or documented physical play learning experiences with the children	❏ Children are given the opportunity to lead outdoor learning experiences ❏ Designated safe space for indoor physical play learning experiences available ❍ Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
12. Blocks and Construction	❏ Block and construction materials are not accessible ❏ Block and construction accessories are not accessible ❏ Block and construction materials are in poor condition ❏ Block and construction accessories are in poor condition ❏ Block and construction materials are incomplete ❏ Block and construction accessories are incomplete	❏ Three or more block and construction materials are accessible ❏ Three or more block and construction accessories are accessible ❏ Children are able to combine materials from other areas.	❏ Block and construction materials are available for rotation ❏ Block and construction materials include three or more textures ❍ Two or more block and construction learning experiences are planned and/or documented weekly ❏ On-going project work is saved	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
13. Cognitive and Manipulative	❑ Cognitive and manipulative materials are not accessible ❑ Cognitive and manipulative materials are in poor condition ❑ Cognitive and manipulative materials are incomplete.	❑ Three or more different types of cognitive and manipulative materials are accessible ❑ Two complete toys for each child enrolled are accessible ❑ Cognitive and manipulative materials are responsive to the developmental needs of the children	❑ Additional cognitive and manipulative materials are available for rotation ❑ One planned and/or documented cognitive and manipulative learning experience offered weekly to enhance knowledge of math concepts ❑ One planned and/or documented cause and effect learning experience offered weekly	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
14. Dramatic Play	❏ Insufficient accessories and equipment for the number of children enrolled ❏ Accessories and equipment are in poor condition ❏ Accessories and equipment are not responsive to the developmental needs of the children	❏ Accessories and equipment encourage three or more role-playing possibilities that reflect the Program Plan focus ❏ Accessories and equipment reflect sociocultural identities ❏ Mirror is accessible in the dramatic area	❏ Three or more dramatic prop boxes are available for rotation ❏ Dramatic play area includes real items that are responsive to the developmental needs of the children ❏ Three or more accessories reflect sociocultural identities ❏ Child's full body-length mirror is accessible in the room ❏ Literacy is incorporated into the dramatic play area ❏ Accessories are added and built upon daily ❏ Children create props and accessories for the dramatic play area	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
15. Electronic Media Usage	❍ TV/Movie watching is not documented on the Program Plan ❍ No planned and/or documented alternate learning experiences when TV/Movies are shown ❍ TV/Movie usage exceeds 45 minutes per week ❍ No guidelines in place for computer/electronic game usage ❍ Time is not limited or allocated equitably ❍ No guidelines in place for Internet usage	❍ Information, including the name and length of the TV/Movie is documented on the Program Plan ❍ Families/guardians are notified in advance of all TV/Movie watching ❍ TV/Movie content is rated "PG" with family consent ❍ Posted guidelines are followed for computer/electronic game usage ❍ Games are rated "E" for Everyone ❍ Evidence that families/guardians are notified of Internet usage	❍ Alternate activities are equally interesting to children ❑ Electronic media are used by educators and children to extend topics of interest ❑ Information is accessible to families/guardians on effective use of media for learning ❍ Three or more educational games and computer/electronic programs are available	1 2 3 4 5 N/A

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
16. Toileting and Diapering Routines	❏ Current Regional Public Health toileting routine not posted ❍ Current Regional Public Health diapering routine not posted ❍ Current Regional Public Health potty routine not posted ❍ No change table/mat available ❏ Sufficient supplies are not available to ensure toileting/potty and diapering procedures are followed ❍ Separate covered garbage is not being used for sanitary disposal of soiled diapers ❏ Washroom is not adapted for use by all children	❏ Posted procedures for toileting/potty and diapering are followed by educators ❍ Change table/mat in good condition ❏ Toileting and diapering is unhurried ❏ Toileting and diapering is viewed as an opportunity to interact with children ❏ Toileting and diapering is viewed as an opportunity to encourage self-help skills ❏ Washroom area includes a mirror at child's eye level	❏ Child-size sink is accessible in the washroom ❍ Centre provides additional diapering supplies when required ❏ Picture symbol schedule depicting toileting routine is visually accessible at child's eye level while using the toilet ❏ Toilets are accessible within the room	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
17. Meal and/or Snack Times	❏ Food is used as a reward or punishment ❏ No conversations and/or interactions occur during meal and/or snack times ❏ Individual children's needs are not met during meal and/or snack times	❏ Children are encouraged to eat food, but never forced ❏ Meal and/or snack times are viewed as a time for socialization and conversation ❏ Educators serve food while sitting with children during meal and/or snack times ❏ Children sit in small groups.	❏ Educators use meal and/or snack times as opportunities for enhanced language learning ❏ Children self-serve all foods ❏ Children assist with lunch/snack routines	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
18. Equipment Required for Eating and Seating	❏ Insufficient eating utensils and dishes ❏ Insufficient seating for children ❏ No adult seating	❏ Eating utensils and dishes are responsive to the developmental needs of the children and adapted as required ❏ Food is served on dishes or napkins ❏ Seating available to meet the developmental needs of the children enrolled	❏ Extra utensils and dishes are available for easy access ❏ All seating is washable, including cushioned seating ❏ Running water is located in the room	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
19. Cots and Bedding	❏ Cots are not designated ❏ Cots are used for storage ❏ Extra bedding is not available ❏ Cots are in poor condition	❏ The sleeping area has a cot designated for each child ❏ Areas around cots are hazard-free ❏ Bedding is changed once a week or sooner if needed ❏ Cots are disinfected weekly ❏ Cot set-up does not interfere with the program.	❏ Sleep routines meet the needs of the children ❏ Resting environment includes soft music and dimmed lighting ❏ Children are allowed to bring a soft toy and/or bedding from home	1 2 3 4 5 N/A

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
20. Health and Safety	❏ More than one area in the room is/are not in a state of good repair ❏ More than one area in the room is/are not hygienic ❏ More than one area in the room is/are not safe	❏ First aid kit is available in the room All areas accessible to children are: ❏ Kept in a state of good repair ❏ Safe ❏ Maintained in a hygienic condition ❏ Organized	❏ On-site and/or on-call maintenance staff deal with physical plant issues promptly ❏ Safety-related resources are accessible to families ❏ Health-related resources are accessible to families ❏ Safety/health resources are accessible to families in their preferred language	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
21. Toys and Play Equipment Washing	❏ No schedule for toy washing ❏ Schedule for toy washing does not meet Regional Public Health guidelines ❏ Toys and play equipment are not washed as they become soiled	❏ Schedule for toy washing meets Regional Public Health guidelines ❏ Toys and play equipment washing schedule is signed and/or initialed and dated by educators ❏ Toys and play equipment are consistently washed as they become soiled	❏ Toys and play equipment schedule identifies categories of toys and play equipment ❍ Transitional toys used prior to meal and/or snack times are washed after each use ❏ Playground and indoor gross motor toys are washed a minimum of two times a year	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
22. Educators and Children's Hand Hygiene	❏ Current Regional Public Health hand washing procedures are not posted ❏ Current Regional Public Health hand-washing procedures are not followed ❏ Sufficient supplies are not accessible to ensure hand washing is conducted in a hygienic manner	○ Current Regional Public Health hand sanitizing procedures are posted ❏ Evidence Supervisor reviews hand washing expectations with educators	❏ A sink is accessible in the room ❏ Child-size sink is accessible in the room ❏ Real photographs are used for visual and auditory hand-washing procedure	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
23. Transitions	❏ Extended waiting during transitions ❏ Children are not transitioned in small groups ❏ Educators do not prepare children prior to transitions.	❏ Children are consistently transitioned in small groups ❏ Positive interactions occur between educators and children during transitions ❏ Transitions are conducted in a smooth and seamless manner	❏ Educators facilitate transitions to meet individual children's needs ❏ Learning experiences are planned and/or documented for transitions ❏ Transition play materials are available	1 2 3 4 5

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score
	① or **②**	**③**	**④** or **⑤**	
24. Attendance Verification	❏ No system of attendance verification in place ❏ Attendance records do not accurately reflect the number of children present ❏ Arrival and departure times are not completed in pen	❏ Children's arrival and departure times are always recorded on the Main Attendance Record ❍ Small groups of children who have left the room are reflected on the Main Attendance Record ❍ Portable attendance travels with each group ❏ Attendance is verbally verified after educator transitions ❏ Attendance is verbally verified after children's transitions	❏ Educators are the recorders of the children's arrival and departure times ❏ Written verification of attendance after each educator change ❏ Written verification of attendance after each group transition ❏ Visual attendance used	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
25. Positive Atmosphere	❏ **Educators use sarcasm, mocking or harsh words** ❏ **Educators shout at children** ❏ Educators are repeatedly impatient ❏ Educators repeatedly interrupt while others are talking ❏ Educators are repeatedly disrespectful	❏ All educators are welcoming ❏ All educators maintain a positive tone of voice ❏ All educators are patient ❏ All educators model appropriate positive social behaviour ❏ All educators direct positive attention to all children	❏ All educators demonstrate flexibility ❏ All educators use teachable moments to further develop positive social behaviours ❏ All educators display empathy	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
26. Supervision of Children	❏ **Educators unaware of the number of children in the room** ❏ **Educators unaware of the location of the children** ❏ Educators repeatedly do not scan the room ❏ Educators repeatedly position themselves with their back to the children ❏ Educators are repeatedly unable to balance supervision with interactions	❏ All educators scan the room at all times ❏ All educators work as a team to position themselves so all children are supervised ❏ All educators consistently balance supervision with interactions ❏ All educators anticipate situations to support children's interactions and learning experiences	❏ All educators communicate with each other about the location of children ❏ All educators are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision ❏ Supervision is conducted in a non-disruptive manner	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
27. Foster Children's Independence	❏ **Educators do not follow the children's cues** ❏ Educators repeatedly do not allow children to make their own decisions ❏ Educators repeatedly do not encourage self-help skills that are responsive to the developmental needs of the children	❏ All educators consistently follow the children's cues ❏ All educators are provided with choices ❏ All educators provide time for children to complete tasks	❏ Children are provided with choices within their interests ❏ All educators provide spontaneous resources to allow the child to follow their own learning path ❏ All educators create opportunities for enhancing self-help skills through play	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
28. Supporting the Development of Self-Esteem	❏ **Educators do not demonstrate inclusive practice** ❏ Educators repeatedly only use terms of endearment ❏ Educators repeatedly give too many directions for a child to follow successfully ❏ Educators repeatedly do not show encouragement ❏ Educators repeatedly do not acknowledge children's emotions appropriately	❏ All educators address children by their real name ❏ All educators consistently demonstrate inclusive practices ❏ All educators break down directions into individual steps ❏ All educators focus encouragement on how the tasks are completed ❏ All educators role-model how to accomplish tasks	❏ All educators assist children to process their own emotions ❏ All educators encourage children to identify the emotions of others ❏ All educators use key words with children in their preferred language	1 2 3 4 5

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
29. Behaviour Guidance	❏ **Educators are physically abrupt with children** ❏ Educators expectations repeatedly do not match the developmental level of children ❏ Educators repeatedly explain consequences in an abrupt manner ❏ Educators repeatedly do not use appropriate behaviour guidance strategies ❏ Educators repeatedly do not follow through with strategies	❏ All educators consistently explain consequences in a calm manner ❏ Positive behaviour is reinforced ❏ All educators use redirection strategies that are responsive to the developmental needs of the children ❏ All educators consistently follow through with strategies ❏ All educators model turn taking/sharing	❏ All educators adapt expectations based on the individual needs of the children ❏ All educators respond to all children involved in the incident, to resolve the issue in a calm manner ❏ All educators monitor group dynamics to anticipate situations ❏ Children demonstrate awareness of classroom expectations ❏ All educators encourage children to problem solve to resolve peer conflict	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
30. Supporting Development of Communication Skills	❏ **Educators do not initiate verbal/non-verbal interactions** ❏ Educators repeatedly do not build on or expand on verbal/non-verbal interactions ❏ Educators repeatedly do not role-model developmentally-appropriate descriptions and directions ❏ Educators repeatedly do not ask open-ended questions	❏ Verbal/non-verbal interactions are a balance of teacher and child directed ❏ All educators model active listening skills ❏ All educators are observed participating in play with children	❏ All educators extend verbal/non-verbal interactions with materials ❏ All educators extend children's vocabulary ❏ All educators encourage verbal/non-verbal interactions between children	1 2 3 4 5

Assessment|Preschool

	Does Not Meet Expectations ❶ or ❷	Meets Expectations ❸	Exceeds Expectations ❹ or ❺	Score
31. Extending Children's Learning	❏ Educators repeatedly solve the children's problems immediately ❏ Educators repeatedly miss opportunities to build children's knowledge ❏ Educators repeatedly do not allow children to try for themselves	❏ All educators encourage children to find solutions ❏ All educators support children to follow through with strategies ❏ All educators support the children's learning.	❏ All educators balance the abilities of the child with the complexity of the learning outcomes ❏ All educators recall past experiences to extend current learning opportunities ❏ All educators are responsive to learning opportunities	1 2 3 4 5