

NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Social and Emotional Development**

Component	Outcomes	6 weeks-10 months	10-18 months	Toddler
		<b>Objective: By the end of the school year, the students will be able to...</b>		
Trust and Emotional Security	<p>Engages in behaviors that build relationships with familiar adults</p> <p>Shows preference for familiar adults</p> <p>Responds to unfamiliar adults cautiously</p> <p>Seeks to find comfort in new situations</p> <p>Shows emotional connection and attachment to others</p>	<p>Looks intently at familiar human faces</p> <p>Follows movement of caregiver about the room with eyes</p> <p>Accepts comfort by familiar caregiver when tired, hungry or upset</p> <p>Responds with smiles and cooing when picked up by familiar caregiver</p> <p>Avoids eye contact with unfamiliar adults</p> <p>Looks at caregiver’s face while being held for feeding</p> <p>Looks for familiar caregiver when tired, hungry or upset</p>	<p>Greets familiar caregiver with a smile, hug or kiss</p> <p>Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort</p> <p>Prefers comfort from familiar adult when tired or hungry</p> <p>Enjoys looking at, pointing to or naming familiar people in family photos</p> <p>Calls for “Mama” or familiar person when in a new situation.</p>	<p>Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room . Looks for or asks for “Mama” or familiar adult when falling down or getting hurt</p> <p>Greets familiar caregivers with enthusiasm when they return to the room</p> <p>Reaches for familiar caregiver when an unfamiliar adult approaches. Wants to take a familiar toy or blanket along on a trip or a visit to a new place</p> <p>Accepts reassurance in a telephone conversation with a member of the family.</p>
Self-Awareness	<p>Expresses feelings and emotions through facial expressions, sounds or gestures</p> <p>Develops awareness of self as separate from others</p> <p>Shows confidence in increasing abilities</p>	<p>Stares at own hands or feet as they move</p> <p>Expresses feelings of comfort, discomfort, enjoyment or unhappiness</p> <p>Looks at own reflection in the mirror</p> <p>Attends to other people’s faces and pictures or drawings of faces</p> <p>Looks for familiar caregiver when tired, hungry or upset.</p>	<p>Expresses emotions, such as sadness, happiness, anger and surprise</p> <p>Smiles at own reflection in mirror or makes sounds when looking at image in the mirror</p> <p>Shows likes and dislikes for particular toys, blankets or other objects</p> <p>Claps hands for self after running round and round the table.</p>	<p>Recognizes and identifies own emotions, such as, “I’m sad” or I’m happy”</p> <p>Shows recognition of self while looking in mirror and touching nose, head or some other body part that toddler can see only with a mirror</p> <p>Calls self by name and begins to use words, such as “I” or “me”</p> <p>Says or uses sign language for “mine” and holds toy or other object close when someone wants to take favorite possession</p>

<p>Self-Regulation</p>	<p>Begins to manage own behavior and show self-regulation</p> <p>Shows ability to cope with stress</p> <p>Shows increasing independence</p> <p>Understands simple routines, rules or limitations</p>	<p>Expects a response from a caregiver when crying or upset</p> <p>Stops crying when held and gently rocked or talked to by familiar caregiver</p> <p>Sucks fist, thumb or pacifier for calming down when upset</p> <p>Looks for familiar caregiver, favorite toy or blanket</p> <p>Opens mouth for spoon while being fed by caregiver.</p>	<p>Sucks on fingers or thumb to calm self when upset or in a new situation</p> <p>Moves arms, legs or body to get own bottle or toys</p> <p>Understands what “No” means and may tell self “No-No”</p> <p>Holds own bottle or feeds self with fingers</p> <p>Copes with stress by playing with familiar toys in a favorite spot</p> <p>Plays quietly with a toy while waiting to get up from a nap</p>	<p>Tries to clean up own spills or messes</p> <p>Wants to put on shoes or coat without help</p> <p>Claps hands and shows others after completing a puzzle and then waits for a response from others</p> <p>Says “No” or shakes head when doesn’t want to do something or doesn’t like something</p> <p>Waits for adult before going outside or crossing the street</p>
<p>Relationships with Other Children</p>	<p>Shows interest in and awareness of other children</p> <p>Responds to and interacts with other children</p> <p>Begins to recognize and respond to other children’s feelings and emotions</p> <p>Begins to show concern for others. Learns social skills and eventually uses words for expressing feelings, needs and wants</p> <p>Uses imitation or pretend play to learn new roles and relationships</p>	<p>Watches other children from a distance or listens to other children</p> <p>Quiets down and smiles when hears name spoken by familiar person</p> <p>Starts to cry when other children in the room are crying</p> <p>Vocalizes or gets excited when near other children</p> <p>Looks at and watches another child who is crying or upset Imitates facial expressions during games with other children and caregiver.</p>	<p>Reaches out to touch another child’s face or hair</p> <p>Sits next to and plays with same toys that other children have</p> <p>Squeals with joy or runs about when other children are happy and excited</p> <p>Offers a toy to another child who is crying or upset</p> <p>Points to or asks for cup, spoon or objects that other children have</p> <p>Pretends to talk on a toy telephone to a familiar person.</p>	<p>Knows the names of some other children</p> <p>Shows excitement when greeting other children</p> <p>Looks for an adult to help when another child is crying</p> <p>Shows interest or concern for another child who falls down by touching or talking to child Imitates tasks, such as wiping the table, that others do</p> <p>Watches other children and imitates feeding stuffed animals with pretend food.</p>

NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Approaches to Learning**

Component	Outcome	6 weeks-10 months	10-15 months	Toddler (15 to 36 months)
		<b>Objective: By the end of the school year, the students will be able to...</b>		
Persistence	<p>Begins noticing people, events, and things</p> <p>Pay attention briefly and try to reproduce interesting and pleasurable effects and events</p> <p>Watches what others do, begin to pretend, and use materials in new and different ways</p> <p>Developing confidence; trying new things and taking risks</p> <p>Develops likes and dislikes; with a growing sense of playfulness, they begin to see things as “funny” and enjoy surprising others</p>	<p>Provide opportunities to play with other children in a variety of settings</p> <p>Support toddler’s interactions with other children and acknowledge sharing and helping behaviors</p> <p>Shows interest in themselves (watch own hands, play with own feet)</p> <p>Reacts positively to caregiver’s face, voice, touch, or actions (smile or gaze at caregiver, make sounds, move body)</p> <p>Tries a variety of approaches for getting what they want (make noise, move arms and legs, reach toward things)</p> <p>Enjoys repeating actions to make something happen again</p>	<p>Shows enthusiasm for exploring and learning (clap, smile, try again and again)</p> <p>Shows curiosity (with pointing, facial expressions, words)</p> <p>Moves toward people and things that interest them</p> <p>Lift arms while crying to be picked up and comforted</p> <p>Willing to approach new people, things, and experiences</p> <p>Starts activities that interest them and try to get others involved</p> <p>Willing to try or explore unfamiliar things and interact with new people</p>	<p>Seeks more information about people and things around them (“study” another child or person carefully, stare for long moments, become completely occupied in figuring out a situation)</p> <p>Shows interest in what others are doing</p> <p>Tries to involve other children in play</p> <p>Talks about what they want to do, ask questions, and make their choices known using gestures, facial expressions, or words</p> <p>Wants to do things their own way. (“Me do!”)</p> <p>Expresses a belief that they can do things for themselves (push adult’s hand away, say “I can do it.”)</p>
Initiative and Curiosity	<p>Shows awareness of and interest in the environment</p> <p>Engage in and actively explores self, objects, and surroundings</p> <p>Demonstrate ability to initiate activities</p> <p>Shows eagerness and curiosity as a learner</p>	<p>Enjoy repetitive playing games with primary adult</p> <p>Push a ball to watch it roll or pull a knob to make a bell ring</p> <p>Gets upset when the expected does not happen.</p> <p>Drop toys repeatedly to play the “pick-up” game</p> <p>Begins to express likes and dislikes</p>	<p>Explores freely without a familiar adult nearby.</p> <p>Imitates adult actions and problem-solving (talk on the phone, stir in a pot, get a toy from behind or underneath the couch).</p> <p>Let’s a caregiver know that they need help (point, gesture, ask for help).</p> <p>Expresses likes and dislikes through facial expressions, sounds, and movements.</p> <p>Acts silly and enjoys copying sounds, actions, and words</p>	<p>Tries new challenges willingly and with enthusiasm.</p> <p>Shows pride in what they have done.</p> <p>Cooperates with others to reach a goal.</p> <p>Plays make believe, pretend, and act out familiar life scenes</p> <p>Communicates in creative or silly ways (makes up own unique signs, repeat nonsense words and sounds, play with rhyming names)</p> <p>Accepts and use ideas from others</p>

<p>Creativity and Inventiveness</p>	<p>Notice and show interest in and excitement with familiar objects, people and events</p> <p>Approach and explore new experiences in familiar settings</p> <p>Delight in finding new priorities and uses for familiar objects and experiences</p> <p>Pretend and use imagination during play</p>	<p>(Examples on previous page)</p>	<p>(Examples on previous page)</p>	<p>(Examples on previous page)</p>
<p>Reasoning and Problem Solving</p>	<p>Use sounds, gestures and movements to impact the environment and interactions</p> <p>Explore object characteristics in many different ways</p> <p>Behave in consistent way to elicit desired response</p> <p>Realize that people exist even when out of view</p> <p>Use objects as intended</p>			

NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Language Development and Communication**

Component	Outcome	6 weeks-10 months	10-15 months	Toddler (15 to 36 months)
		<b>Objective: By the end of the school year, the students will be able to...</b>		
Listening and Understanding	Shows interest in listening to sounds	Quiets down and turns head toward a familiar voice or sound	Quiets down or gets excited when hears familiar voices	Imitates sounds when hears noises that animals make
	Listens with interest to language of others	Watches a person’s face and hands when they are talking or gesturing	Looks at person who calls baby’s name or speaks to baby	Laughs when told a silly rhyme or story
	Responds to verbal communication of others	Smiles when spoken to or when greeted with a smiling face	Cries in response to sudden loud noises, angry faces or voices	Understands when told it is time to eat by going to wash hands or coming to the table
	Responds to nonverbal communication of others	Responds to tone of voice, such as becoming excited or soothed when engaged in conversation	Responds with gestures or words when asked if baby wants to eat or play	Comforts others who are crying or looking sad with a touch or a hug Follows simple one-step directions and instructions, such as “Get your coat” or “Let’s go outside”
	Begins to understand gestures, words, questions or routines	Lifts arms when caregiver gestures or says “Up” while picking up baby	Responds with gestures or words to simple requests or questions Looks for ball when asked, “Where is the ball?”	Shows enjoyment in sharing conversations with caregiver
Communicating and Speaking	Uses sounds, gestures or actions to express needs and wants	Uses different types of cries for expressing hunger, discomfort, fear and other emotions	Produces own sounds or babbles either by self or in response to others	Shakes head or uses words to respond to “Yes” or “No” questions
	Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words	Plays with making different sounds Makes sounds of pleasure and/or discomfort when caregiver is present	Imitates sounds or familiar words of home language	Imitates new words or learns new signs
	Uses sounds, signs or words for a variety of purposes	Makes cooing sounds and other sounds of home languages Imitates vowel sounds, such as “ah” or “oh” or “oo”	Uses familiar gestures such as waving goodbye Uses some words or signs, such as for “bottle,” “up” or “more”	Repeats simple rhymes or songs Uses words or sign language to tell what is happening
	Shows reciprocity in using language in simple conversations	Smiles or vocalizes to initiate social contact with familiar caregiver	Knows the name or sign for familiar objects, animals or people	Uses home language with a vocabulary of 50 or more words or signs and sometimes uses two- or three-word sentences
		Takes turns by making sounds in response to adult talking with baby	Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently	Initiates conversations, asks questions and answers questions with two- or three-word responses
		Responds to questions or simple requests with either a nonverbal or verbal answer		

<p>Emergent Literacy</p>	<p>Shows interest in songs, rhymes and stories Shows interest in photos, pictures and drawings</p> <p>Develops interest in and involvement with books and other print materials</p> <p>Begins to recognize and understand symbols</p>	<p>Kicks feet or moves arms in response to rhythm of music</p> <p>Looks at and attends to pictures of other babies or faces</p> <p>Looks at books, pats the pictures or brings book to mouth</p> <p>Listens and attends to repetitions of familiar words, songs or rhymes</p> <p>Hits buttons with pictures on toys to hear or reproduce sounds</p>	<p>Makes motions for familiar games, such as “pat-a-cake” or other rhymes and finger plays</p> <p>Points at or names objects, animals or people in photos, pictures and drawings</p> <p>Sings or joins in on familiar songs with caregiver</p> <p>Turns pages of books, looks at the pictures and uses sounds or words</p> <p>Makes marks on a paper with a large crayon or marker</p>	<p>Knows several simple songs, rhymes or stories</p> <p>Looks at, turns pages and names people or objects in picture books</p> <p>Brings favorite books for caregiver to read</p> <p>Makes scribbles or shapes on paper to convey meaning</p>
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NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Cognitive Development**

Component	Outcome	6 weeks-10 months	10-15 months	Toddler (15 to 36 months)
		<b>Objective: By the end of the school year, the students will be able to...</b>		
Exploration and Discovery	<p>Pays attention to people and objects</p> <p>Uses senses to explore people, objects and the environment</p> <p>Attends to colors, shapes, patterns or pictures</p> <p>Shows interest and curiosity in new people and objects</p> <p>Makes things happen and watches for results or repeats action</p>	<p>Focuses on caregiver’s voice or face during feeding times</p> <p>Attends to colors and lights or notices patterns and shapes</p> <p>Puts almost everything in mouth to explore, touch and taste</p> <p>Turns head and follows with eyes when a new person enters the room</p> <p>Reaches toward a new toy, grasps it and explores it by turning it over and over</p> <p>Swipes or kicks at toy above the crib and repeats actions to make it move again and again</p>	<p>Touches and feels person’s hair or puts their hands on faces to feel skin</p> <p>Attends to and examines small objects, such as crumbs, bugs or pieces of paper</p> <p>Puts shapes in a shape box with openings, matching colors and/or shapes</p> <p>Reaches for adult hands to continue a game</p> <p>Pushes a button to turn a TV or radio on and off and repeats action.</p>	<p>Picks up leaves, rocks and sticks during a walk outside</p> <p>Watches intently and says names or sounds of animals at a zoo or farm</p> <p>Does simple puzzles with different colors and shapes</p> <p>Pushes riding toy or sits on it and uses feet to try to make it move</p> <p>Matches colors or shapes when sorting toys and other objects</p>
Memory	<p>Shows ability to acquire and process new information</p> <p>Recognizes familiar people, places and things</p> <p>Recalls and uses information in new situations</p> <p>Searches for missing or hidden objects</p>	<p>Stares intently at new faces or objects</p> <p>Smiles in recognition of familiar caregiver</p> <p>Shows excitement when a familiar person enters the room</p> <p>Shows apprehension when an unfamiliar person enters the room</p> <p>Looks for toys that have been dropped or partly covered by a blanket or other cloth.</p> <p>Swipes or kicks at toy above the crib and repeats actions to make it move again and again</p>	<p>Brings familiar people their shoes, coat, purse or some other personal object</p> <p>Uses a blanket to cover or hide a stuffed toy or doll</p> <p>Tries to follow a cat or dog under a chair or table</p> <p>Looks for missing toy when asked, “Where is the ball?”</p> <p>Looks out the window and waits for a familiar caregiver to return</p> <p>Says or signs, “Dada” or “Mama” when hearing a car arrive</p>	<p>Notices when someone gets a new coat, shoes or some other item of clothing</p> <p>Looks for favorite toy where left it last</p> <p>Looks around home for a pet or calls the animal by name</p> <p>Recognizes a neighbor at a grocery store and waves or says, “Hi”</p> <p>Washes hands when it is time to eat</p> <p>Throws a ball over a sofa and then runs around behind the sofa to find where the ball went</p>

<p>Problem Solving</p>	<p>Experiments with different uses for objects</p> <p>Shows imagination and creativity in solving problems</p> <p>Uses a variety of strategies to solve problems</p> <p>Applies knowledge to new situations</p>	<p>Brings toy to mouth to taste it and explore it</p> <p>Hits, shakes or kicks toy to make and/or reproduce sounds</p> <p>Turns toy over and over to look at it and examine it</p> <p>Rolls over to get a toy on the other side or just out of reach</p> <p>Moves body up and down to get caregiver to continue the bouncing on caregiver's knee</p> <p>Drops toy repeatedly and waits for someone to pick it up</p>	<p>Uses a spoon to bang on the dishes or on a table to make noise</p> <p>Uses a string to pull a toy into the crib or over to play with it</p> <p>Tries many different ways, such as poking with fingers, shaking or dumping to get something out of a bottle</p> <p>Gets and leads an adult to obtain a cookie or bottle on a counter</p>	<p>Asks for names of new objects or people with, "What is that?" or "Who is that?"</p> <p>Gets a stool or chair to climb on to reach a toy or other object that is on a shelf</p> <p>Combines materials together to solve problems, such as using a stick to use to reach a ball under a chair</p> <p>Turns puzzle pieces in many different ways to complete a puzzle</p>
<p>Imitation and Symbolic Play</p>	<p>Observes and imitates sounds, gestures or behaviors</p> <p>Uses objects in new ways or in pretend play</p> <p>Uses imitation or pretend play to express creativity and imagination</p>	<p>Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand</p> <p>Imitates faces or sounds that familiar caregiver makes</p> <p>Imitates shaking or patting a toy or other object</p> <p>Coos, squeals or laughs when familiar caregiver talks and plays games with baby</p>	<p>Tries to bite into a plastic apple or other fruit that looks like a real one</p> <p>Imitates adults by using a cloth to wipe the table after eating</p> <p>Pretends to comb or brush their own hair using their hand or fingers</p> <p>Pretends to feed doll or stuffed animal with own bottle or food</p>	<p>Uses any round object for a ball and throws it across the room</p> <p>Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door</p> <p>Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket</p> <p>Talks to stuffed animals or dolls, pretends to feed them and tells them to go to sleep or says, "Night-night."</p>



NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Physical and Motor Development**

Component	Outcome	6 weeks-10 months	10-15 months	Toddler (15 to 36 months)
		<b>Objective: By the end of the school year, the students will be able to...</b>		
Gross Motor Development	<p>Moves body, arms and legs with coordination</p> <p>Demonstrates large muscle balance, stability, control and coordination</p> <p>Develops increasing ability to change positions and move body from place to place</p> <p>Moves body with purpose to achieve a goal</p>	<p>Turns head from side to side and makes repetitive motions with arms and legs</p> <p>Holds head up when placed on stomach</p> <p>Rolls over and over to get closer to a toy</p> <p>Uses arms and legs to move forward or backward when on stomach or back</p>	<p>Sits by self and maintains balance while playing with a toy</p> <p>Crawls on hands and knees to get a toy</p> <p>Scoots on bottom using legs to help move from place to place</p> <p>Uses furniture to pull self up from sitting to standing or lower self from standing to sitting</p> <p>Walks while holding onto furniture or people and later walks alone</p>	<p>Walks easily or runs from place to place by self</p> <p>Crawls or walks up steps and then backs down or turns and walks down by self</p> <p>Walks and sometimes runs across the room to greet people</p> <p>Jumps into puddles, piles of leaves or sandbox</p> <p>Climbs on chair or stool to reach toys and other objects that are out of reach</p> <p>Enjoys playing on swings, climbers or slides at playground</p>
Fine Motor Development	<p>Uses hands or feet to make contact with objects or people</p> <p>Develops small muscle control and coordination</p> <p>Coordinates eye and hand movements</p> <p>Uses different actions on objects</p> <p>Controls small muscles in hands when doing simple tasks</p>	<p>Hits or kicks at toy or mobile hanging over crib</p> <p>Grasps a finger or small toy placed in hand</p> <p>Looks at an object in hand while bringing it to mouth</p> <p>Looks at brightly colored socks while moving or kicking feet</p> <p>Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy</p> <p>Drops and puts small blocks into a container</p>	<p>Transfers a block or other toy from hand to hand</p> <p>Holds two blocks, one in each hand and hits them together to make noise</p> <p>Uses pincher grasp with thumb and forefinger together to pick up small objects</p> <p>Pushes or pulls toys while standing or walking</p> <p>Drops or throws balls and other objects while sitting or standing</p>	<p>Kicks or throws a ball toward another child or to an adult</p> <p>Stacks two or three blocks on top of each other</p> <p>Makes lines, circles or scribbles with a crayon on paper</p> <p>Pushes and pats puzzle pieces into place</p> <p>Digs in sand with spoon or small shovel</p> <p>Tears tissue paper into small pieces to glue onto paper</p>

<p>Physical Health and Well-Being</p>	<p>Shows characteristics of healthy development</p> <p>Responds when physical needs are met</p> <p>Expresses physical needs nonverbally or verbally</p> <p>Participates in physical care routines</p> <p>Begins to develop self-help skills</p> <p>Begins to understand safe and unsafe behaviors</p>	<p>Demonstrates visual and auditory abilities to facilitate learning and development</p> <p>Startles or cries when hears sudden loud noises</p> <p>Grows proportionally according to height and weight growth charts</p> <p>Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle</p> <p>Coos, smiles or plays with caregiver after being fed or after getting a dry diaper</p> <p>Lifts arms when getting shirt put on or off</p> <p>Places hands on bottle while being fed</p>	<p>Shows appropriate gains in height and weight according to growth charts</p> <p>Splashes water on self and plays in the water during bath time</p> <p>Plays happily with toys after a nap and a snack</p> <p>Cooperates when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed</p> <p>Asks, points or uses sign language for "More" when eating Responds to "Hot" or "No" and begins to not touch things when told not to</p> <p>Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation</p>	<p>Participates in health care routines, such as using tissues to wipe nose, washing and drying hands and brushing teeth</p> <p>Points at, says name or uses sign language for what toddler wants to eat or drink, such as "apple" or "milk"</p> <p>Uses a spoon to feed self or drinks from a glass or cup</p> <p>Shakes head or says, "Yes" or "No" when asked, "All done?"</p> <p>Pulls at pants or gives other signs when needs to use the toilet</p> <p>Holds hands under water to be washed and later insists on washing own hands</p> <p>Learns to stop when told, "Stop" and begins to wait for an adult before crossing the street</p>
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NPHX Preschool

School Wide Expected Student Outcomes

**Domain: Spiritual**

**“And Jesus grew in wisdom and stature, and favor with God and man.” Luke 2:52**

**6 weeks-10 months**

**10-15 months**

**Toddler (15 to 36 months)**

**Objective: By the end of the school year, the students will be able to...**

- Feels comfortable at school
- May associate names of God and Jesus with good feelings
- Can listen to songs and stories about Jesus

- May recognize the names Jesus and God.
- Likes to listen to songs about Jesus
- Likes to listen to stories about Jesus

- May recognize the Bible May recognize Jesus and God are special People
- May respond to Bible stories and songs