



Reggio & Co.  
350 Clubhouse Rd  
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# Vine: The 2 Year Old Assessment for Owen Barberio

**Student name:** Owen Barberio

**Student birthdate:** 02/14/2018

**Date of assessment:** 04/07/2020

**Student classroom:** PREK1A

**Student enrollment date:** 09/03/2019

**School name:** Reggio & Co.

**Name of teacher completing this assessment:**

Candice Schoolman

Title: \_\_\_\_\_

**Did another adult assist with the assessment?** No Yes

Name/ Role: \_\_\_\_\_

**Are you the primary teacher working with this student?** Yes

No/explain your role: \_\_\_\_\_

**Child's home language?** English Spanish

Other/ Specify: \_\_\_\_\_

**What languages do you speak with the child?** English Spanish

Other/ Specify: \_\_\_\_\_

**If you do not speak with the child's home language, did anyone assist you who does speak it?**

N/A No Yes

Name/Role: \_\_\_\_\_

**Does the student have an Individualized Education Program (IEP)?** Yes No Don't know

**Does the student have any accommodations?** Yes No Don't know

**Additional comments:**



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**Cubby(ies):**

Owen Barberio

**Assessment Month**

April, 2020

Indicators	Ratings	Evidence	Notes or Explanation if unable to rate
<a href="#">DOMAIN: Approaches to Learning</a>			
<b>Is Attentive (ATL 1-1)</b> : Maintains focus and attention on a simple task or activity for a short period of time; focuses on an activity for 5 or more minutes  <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
<b>Develops Memory (ATL 1-2)</b> : Remembers actions and locations of familiar adults, objects and routines; notices and responds to things that are different  <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
<b>Is Persistent (ATL 1-3)</b> : Finishes self-selected tasks, such as completing a puzzle or listening to a storybook  <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
<b>Is Curious (ATL 1-4)</b> : Shows interest in new objects or activities; tries different ways of using objects or materials  <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
<b>Shows Initiative (ATL 1-5)</b> : Initiates play with others  <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
<b>Thinks with Creativity &amp; Flexibility (ATL 1-6)</b> : Accepts changes in routines or usual activities when informed ahead of time by adults; shows creativity, flexibility, and inventiveness in play experiences  <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
<b>Understands Routines (ATL 2-1)</b> : Able to follow daily routines; easily makes common transitions that are part of a daily schedule  <i>Goal 2: Regulates Behavior</i>	Not Scored		
<b>Shows Responsibility (ATL 2-2)</b> : Follows adult directives; follows basic rules with the help of caregivers; helps pick up toys at cleanup time; is able to be redirected  <i>Goal 2: Regulates Behavior</i>	Not Scored		
<a href="#">DOMAIN: Social &amp; Emotional Development</a>			



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<b>Expresses Emotion (SED 3-1)</b> : Expresses a variety of emotions; modifies expression according to reactions of familiar adults  <i>Goal 3: Regulates Emotion</i>	Not Scored		
<b>Manages Feelings &amp; Demonstrates Self-Control (SED 3-2)</b> : Able to use routines, favorite objects, or familiar adults to help in coping with strong feelings and emotions  <i>Goal 3: Regulates Emotion</i>	Not Scored		
<b>Develops Awareness of Self (SED 4-1)</b> : Identifies some physical characteristics of self, such as hair color, age, gender or size; identifies self as a member of a family  <i>Goal 4: Becomes Self-Aware</i>	Not Scored		
<b>Becomes Confident (SED 4-2)</b> : Shows confidence in increasing abilities; enjoys showing others what he/she can do  <i>Goal 4: Becomes Self-Aware</i>	Not Scored		
<b>Bonds with Adults (SED 5-1)</b> : Shows emotional bonding with familiar adults; turns to familiar adults for security; seeks assistance from familiar adults in new or difficult situations, such as moving an object that is too heavy  <i>Goal 5: Builds Healthy Adult Relationships</i>	Not Scored		
<b>Learns from Adults (SED 5-2)</b> : Uses role play to imitate behaviors by familiar adults  <i>Goal 5: Builds Healthy Adult Relationships</i>	Not Scored		
<b>Builds Empathy (SED 6-1)</b> : Begins to care for the feelings and needs of others  <i>Goal 6: Builds Healthy Peer Relationships</i>	Not Scored		
<b>Bonds with Peers (SED 6-2)</b> : Enjoys being with other children; joins group play with other children; knows some names of peers  <i>Goal 6: Builds Healthy Peer Relationships</i>	Not Scored		
<b>Cooperates with Peers (SED 6-3)</b> : Begins to cooperate with others (e.g. shares toys, works toward a common goal, such as building a block tower); is learning to take turns; is learning to use words with peers  <i>Goal 6: Builds Healthy Peer Relationships</i>	Not Scored		
<b>DOMAIN: Language &amp; Communication</b>			
<b>Develops Receptive Communication (LC 7-1)</b> : Follows adult directives; follows simple 1- or 2-step instructions  <i>Goal 7: Learns Language (Including ESL)</i>	Not Scored		



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<p><b>Develops Expressive Communication (LC 7-2)</b> : Expresses needs and wants verbally and nonverbally (is exposed to sign language); speaks with sentences or phrases reaching 3-5 words or more</p> <p><i>Goal 7: Learns Language</i></p>	Not Scored		
<p><b>Develops Phonemic Awareness (LC 7-3)</b>: Follows along or repeats parts of songs or nursery rhymes</p> <p><i>Goal 7: Learns Language (Including ESL)</i></p>	Not Scored		
<p><b>Expands Vocabulary (LC 7-4)</b> : Begins to recognize and possibly name classmates, familiar objects, body parts, colors, and animals; shows rapid growth in number of words or signs used in conversation with others</p> <p><i>Goal 7: Learns Language</i></p>	Not Scored		
<p><b>Expands Grammar and Pronunciation (LC 7-5)</b> : Begins to apply grammar in speech (e.g., plurals, prepositions, tense); can use pronouns such as "he" or "she" correctly</p> <p><i>Goal 7: Learns Language</i></p>	Not Scored		
<p><b>Learns Conversation Structure (LC 7-6)</b> : Asks questions frequently; engages in back-and-forths; learns to take turns in conversations; makes eye contact</p> <p><i>Goal 7: Learns Language</i></p>	Not Scored		
<u>DOMAIN: Literacy Knowledge &amp; Skills</u>			
<p><b>Develops Early Literacy (LKS 8-1)</b> : Holds books; turns pages one at a time; pretends to read a book; follows a story from familiar pictures</p> <p><i>Goal 8: Builds Early Reading</i></p>	Not Scored		
<p><b>Develops Alphabetic Knowledge (LKS 8-2)</b> : Partially sings ABCs</p> <p><i>Goal 8: Builds Early Reading</i></p>	Not Scored		
<p><b>Develops Emergent Reading (LKS 8-3)</b> : Identifies some of the letters in own name; begins to recognize and understand that pictures or symbols can be "read" by others and have meaning</p> <p><i>Goal 8: Builds Early Reading</i></p>	Not Scored		
<p><b>Develops Emergent Writing (LKS 9-1)</b> : Draws pictures using scribbles; makes or copies lines and curves, including letter-like marks with pencil or crayon; understands that people use writing to communicate</p> <p><i>Goal 9: Develops Early Writing</i></p>	Not Scored		
<u>DOMAIN: Cognition: Mathematics</u>			
<p><b>Begins Counting (CM 10-1)</b> : Can count up to 5</p> <p><i>Goal 10: Learns Numbers and Operations</i></p>	Not Scored		



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<b>Builds and Observes Sets (CM 10-2)</b> : Counts sets of objects (2-3); may count the same object twice or use numbers out of order  <i>Goal 10: Learns Numbers and Operations</i>	Not Scored		
<b>Learns Addition, Subtraction and Division (CM 10-3)</b> : Knows own age and can hold up the correct number of fingers  <i>Goal 10: Learns Numbers and Operations</i>	Not Scored		
<b>Learns Measurement and Quantities (CM 11-1)</b> : Begins to notice differences in size, quantity, and distance (more, all gone, big, little, near, far, long, short, etc.)  <i>Goal 11: Learns Measurement and Patterns</i>	Not Scored		
<b>Learns Shapes &amp; Sizes (CM 12-1)</b> : Sorts objects by shape, size, and/or weight  <i>Goal 12: Learns Geometry</i>	Not Scored		
<b>Develops Spatial Awareness (CM 12-2)</b> : Is learning how shapes fit together, such as working with shape sorters or knob puzzles  <i>Goal 12: Learns Geometry</i>	Not Scored		
<u>DOMAIN: Cognition: Science</u>			
<b>Explores Objects (CS 13-1)</b> : Becomes increasingly aware of object differentiation, such as the difference between solids and non-solids, living and non-living  <i>Goal 13: Develops Scientific Inquiry Skills</i>	Not Scored		
<b>Classifies or Sorts Objects (CS 13-2)</b> : Recognizes similarities or differences between familiar and unfamiliar people, objects or events  <i>Goal 13: Develops Scientific Inquiry Skills</i>	Not Scored		
<b>Solves Problems (CS 14-1)</b> : Able to solve problems by trying more than one approach; continues efforts to complete a challenging task  <i>Goal 14: Builds Reasoning and Problem Solving Skills</i>	Not Scored		
<b>Makes Predictions (CS 14-2)</b> : Makes predictions based on experience; explores materials and makes observations  <i>Goal 14: Builds Reasoning and Problem Solving Skills</i>	Not Scored		
<b>Makes Plans (CS 14-3)</b> : Plans steps to achieve an idea, such as getting a favorite book and a doll in order to read the story to the doll  <i>Goal 14: Builds Reasoning and Problem Solving Skills</i>	Not Scored		



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<b>Explores the Natural Environment (CS 15-1)</b> : Uses objects of the natural environment in art, sensory, and play  <i>Goal 15: Learns Natural Science</i>	Not Scored		
<u>DOMAIN: Social Studies</u>			
<b>Explores Cultures (SS 16-1)</b> : Participates in experiential opportunities that are culturally diverse  <i>Goal 16: Explores Social Studies and Cultures</i>	Not Scored		
<b>Understands Time (SS 16-2)</b> : Understands that the day is separated into different segments, such as snack time, naptime, bed time, morning, and evening  <i>Goal 16: Explores Social Studies and Cultures</i>	Not Scored		
<u>DOMAIN: Perception, Motor &amp; Physical</u>			
<b>Develops Perception &amp; Balance (PMP 17-1)</b> : Adjusts sitting or standing position based on situation; maintains good posture and balance; avoids obstacles when in motion  <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
<b>Develops Lower Body Strength (PMP 17-2)</b> : Able to adjust speed and direction while walking or running  <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
<b>Develops Upper Body Strength (PMP 17-3)</b> : Carries objects while walking  <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
<b>Develops Gross Hand-Eye Coordination (PMP 17-4)</b> : Can use climber; plays with ball; learns to throw and catch  <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
<b>Develops Large Motor Coordination Skills (PMP 17-5)</b> : Walks up and down stairs with help; participates in physical activities indoors and outdoors  <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
<b>Develops stamina for extended awake periods and play times (PMP 17-6)</b> : No longer needs a morning nap  <i>Goal 17: Builds Gross Motor Skills</i>	Not Scored		
<b>Develops Dexterity and In-Hand Manipulation Skills (PMP 18-1)</b> : Uses hands for complex tasks such as building a block tower or removing a lid; works with clay; uses thumbs and fingers to manipulate objects  <i>Goal 18: Builds Fine Motor Skills</i>	Not Scored		



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<b>Develops Fine Hand-Eye Coordination (PMP 18-2)</b> : Demonstrates hand-eye coordination when doing knob puzzles or turning pages  <i>Goal 18: Builds Fine Motor Skills</i>	Not Scored		
<b>Develops Meal Time Independence (PMP 19-1)</b> : Uses spoon or fork for feeding; drinks from cup without lid  <i>Goal 19: Develops Personal Health</i>	Not Scored		
<b>Develops Self-Care Skills (PMP 19-2)</b> : Shows increasing independence with self-care, such as helping wash hands or brush teeth  <i>Goal 19: Develops Personal Health</i>	Not Scored		
<b>Becomes Toilet Trained (PMP 19-3)</b> : Toilet training is underway  <i>Goal 19: Develops Personal Health</i>	Not Scored		
<b>Develops Naptime Independence (PMP 19-4)</b> : Puts self to sleep at naptime  <i>Goal 19: Develops Personal Health</i>	Not Scored		
<b>Learns about Nutrition (PMP 20-1)</b> : Is on a consistent schedule of three healthy meals-per-day, and may include a light, nutritious snack  <i>Goal 20: Learns Safety and Nutrition</i>	Not Scored		
<b>Learns Safety Rules (PMP 20-2)</b> : Is learning in a safe environment where caregivers are modeling safe behaviors; understands safety rules; follows teacher's instructions with assistance  <i>Goal 20: Learns Safety and Nutrition</i>	Not Scored		
<u>DOMAIN: Creative &amp; Cultural Arts</u>			
<b>Explores Art Media (CCA 21-1)</b> : Uses a variety of art materials to create artwork or other inventions  <i>Goal 21: Explores Creative Arts, Music, and Drama</i>	Not Scored		
<b>Explores Music (CCA 21-2)</b> : Joins in class exploration of musical instruments; may try to join in singing songs; may play with instruments or props during music time  <i>Goal 21: Explores Creative Arts, Music, and Drama</i>	Not Scored		
<b>Explores Movement and Dance (CCA 21-3)</b> : Moves when music is playing; begins to move in time to music  <i>Goal 21: Explores Creative Arts, Music, and Drama</i>	Not Scored		



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<b>Participates in Dramatic Play (CCA 21-4)</b> : Engages in role-playing and dress up; uses pretend and imaginary objects or people in play or interaction with others  <i>Goal 1: Shows Interest in Learning</i>	Not Scored		
<a href="#">Tallies</a>			
Not Scored	59		
With Help	0		
Nearly There	0		
Achieved	0		

**Status:**

Draft

**Teacher Signature:**

**Parent Signature:**

**Notes:**

Observation:

**Posted:**

Candice Schoolman on 04/07/2020 at 11:09 am