**Taxonomy Based Assessment Form**

**Child:** Tonya B. **Age:** 14 months

**Observation/Description/Work sample:**

Tonya is on the manipulative rug with a simple form board (3 shapes). She picks up the circle, holds it in my direction and says “da.” She places it on top of the frame, but not in the appropriate slot. She then picks up the square and turns it and looks at it. She bangs it on the floor and says “ba da.” And places it on the frame but not in the slot.

**Taxonomy Checklist(s):**

**Target Skill or Concept:**

put together simple puzzle

|  |
| --- |
| **Puzzle Type Development & Skill Checklist** |
|  | One piece puzzle with single target space (simple shape) |
|  | One piece puzzle with single target space (more complex shape) |
| X | Few piece puzzle with separate target spaces (simple shape) |
|   | Several piece puzzle with separate target spaces (simple shapes) |
|  | Few piece puzzle with separate target spaces (more complex shape) |
|  | Few piece loose connecting pieces in frame that make picture |
|  | Several piece loose connecting pieces in frame that make picture |
|  | Few piece interlocking puzzle that makes picture (2-4 pieces) |
|  | Several piece interlocking puzzle that makes picture (5-8 pieces) |
|  | Many piece interlocking puzzle that makes picture (10 or more pieces) |

|  |
| --- |
| **Puzzle Use Development & Skill Checklist** |
|  | Randomly explores pieces (does not attempt to put in tray – scatters, throws, etc) |
| X | Sensorily explores pieces (observes, shakes, bangs, feels, puts in mouth, etc) |
|  | Attempts to put pieces in frame but unsuccessful |
|  | Intentionally attempts to put piece(s) in frame using trial and error (unsuccessfully or partially successful) |
|  | Successfully puts piece(s) in frame using trial and error |
|  | Successfully puts piece(s) in frame without need for trial and error |

|  |
| --- |
| **Language Development & Skill Checklist** |
|  | Coos in serve and return attempts while exploring materials and interacting with others |
| X | Babbles while exploring materials and interacting with others |
|  | Babbles with meaningful intonation |
|  | Uses holophrases (single word statements) while exploring materials and interacting with others |
|  | Uses simple two word sentences (telegraphic speech) while exploring materials and interacting with others |
|  | Uses simple complete sentences while exploring materials and interacting with others |