

Bright Horizons Montessori Schools

Developmental Readiness Goals for Transitioning to a New Classroom

The following criteria should be observed consistently before transitioning to a new classroom.

From Nido to Toddler:

- Responds to simple 1 step instructions. (cognitive)
- Demonstrates simple signing and language. (language)
- Puts small objects through a slot into a container. (fine motor)
- Drinks from open cup and can manipulate a spoon to self-feed solid foods. (fine motor)
- Has the ability to get in, out and sit in a chair without support. (gross motor)
- Walking steadily, holding a plate with two hands close to their body. (gross motor)
- Works independently of other children and adults. (social-emotional)
- Transitions to a new environment exhibiting stability and self-assurance. (social-emotional)

From Toddler to Mini:

- Responds to 2 part directions. (cognitive)
- Uses simple sentences to verbalize needs and wants. (language)
- Successfully uses fork and spoon when eating and serving food. (fine motor)
- Has well-coordinated large motor skills for running using alternating arm and leg movement. (gross- motor)
- Alternates feet while climbing stairs. (large-motor)
- Has the ability to join in a group activity for short periods of time. (cognitive)
- Chooses work with some teacher direction. (social-emotional)
- Is aware of self and others, the work of others, and the environment. (social-emotional, cognitive)
- Understanding of object-permanence (cognitive)
- Beginning care of self; dressing self, washing hands and face, combing hair (social-emotional)

From Mini to Primary:

- Follows complex 2-3 part directions. (cognitive)
- Has the ability to complete a work cycle; independently chooses work, concentrates on the work, completes the work, and prepares the work for the next child. (cognitive)
- Demonstrates respect for self, others and the environment. (social emotional, cognitive)
- Has the ability to sit on the line for longer periods of time. (cognitive)
- Successfully negotiates independent and group transitions. (social-emotional)
- Possesses good self care skills. (social-emotional)
- Expresses combined thoughts and communicates in complete structured sentences. (language)
- Understands and answers simple questions, i.e., who and what. (language)
- Engages in cooperative interaction with other children. (social-emotional)
- Able to grasp small objects with pincer grip. (fine-motor)

*State licensing regulations may include other criteria.