

# Reproducible Masters

Including the Developmental Profiles

Samuel J. Meisels, Amy Laura Dombro, Dorothea B. Marsden, Donna R. Weston, Abigail M. Jewkes



#### About the Reproducible Masters

The Ounce Scale Reproducible Masters provide caregivers, home visitors, and other staff using The Ounce Scale assessment system a set of forms to copy when needed. They are designed to be used flexibly in any infant and/or toddler program using The Ounce Scale Observation Records and/or Family Albums to keep track of children's growth and development.

#### Eight Developmental Profiles

Each age-level profile is unique, specific to a particular chronological age. Teachers, home visitors, and other Ounce Scale users who are required to make ratings of children's growth and development can select the age-level Developmental Profile form that matches the child's chronological age. They are intended to be used at the end of an age level after observation notes have been collected over the age-level period and matched to the behavioral descriptions in the Standards for the Developmental Profiles.

#### Summary Report and Setting Goals

These are duplicates of the pages found at the end of every Observation Record. They are for programs using the Family Albums as their main focus for making child observations. With these forms, programs can make separate summaries of children's development and set goals for the coming months.

#### Observation Notes

Two forms are provided as possible methods for documenting children's activities. The forms serve as extra note pages for observers to use when more space is needed for recording. They can then be inserted either into the child's Observation Record or Family Album. Plain notebook paper can also be used. (See the User's Guide for more note-taking suggestions.)

#### Parent Conference Schedule

Parent conferences will be scheduled according to children's birthdays, chronological age, and the completion of an Ounce Scale age level. This form provides the caregiver or home visitor an overview of the year's schedule.

#### Letter to Families

The introductory Letter to Families is a brief overview of The Ounce Scale that can be adapted for use in your program. Use it to inform families of the purpose and elements of The Ounce Scale.

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Child _					
Date of	f birth		_ Age _	Control	
Teache	r/Home Visito	or			
Assessn	nent complete	ed by			
	date				
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#### 4 Months

#### SOCIAL and EMOTIONAL

- I. Personal Connections: It's About Trust
  - 1. Responds to familiar adults (p. 7)
  - 2. Shows awareness of unfamiliar people (p. 8)
- II. Feelings About Self: Learning About Me
  - 1. Expresses feelings (p. 8)
  - 2. Calms self (p. 9)
- III. Relationships With Other Children: Child to Child
  - 1. Shows awareness of other children (p. 9)

#### COMMUNICATION and LANGUAGE

- IV. Understanding and Communicating: Baby Talk
  - 1. Responds to sights and sounds (p. 10)
  - 2. Uses sounds and movement to communicate (p. 11)

#### COGNITIVE DEVELOPMENT

- V. Exploration and Problem Solving: Baby Discoveries
  - 1. Pays attention to what is happening in the environment (p. 11)
  - 2. Makes things happen (p. 12)

#### PHYSICAL DEVELOPMENT

- VI. Movement and Coordination: Babies in Motion
  - 1. Gaining control of head and body (p. 13)
  - 2. Reaches toward things (p. 13)
  - 3. Holds on to things (p. 14)

Parent signature	Date

The Developmental Profiles should be used in conjunction with observations made over time, as documented in the Observation Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.



Date of birth	Age
Teacher/Home Visitor	4400-
Assessment completed by	
Today's date	
Comments:	
Comments:	

#### 8 Months

#### SOCIAL and EMOTIONAL

- I. Personal Connections: It's About Trust
  - 1. Engages with familiar adults (p. 15)
  - 2. Notices and reacts to unfamiliar adults (p. 16)
- II. Feelings About Self: Learning About Me
  - 1. Expresses feelings (p. 16)
  - 2. Learning to cope with familiar and unfamiliar situations (p. 17)
- III. Relationships With Other Children: Child to Child
  - 1. Shows awareness of other children (p. 17)

#### COMMUNICATION and LANGUAGE

- IV. Understanding and Communicating: Baby Talk
  - 1. Responds to frequently heard sounds and words (p. 18)
  - 2. Uses a variety of sounds and motions to communicate (p. 19)

#### COGNITIVE DEVELOPMENT

- V. Exploration and Problem Solving: Baby Discoveries
  - 1. Attends to what is happening in the environment (p. 20)
  - 2. Displays short-term memory (p. 20)
  - 3. Makes things happen (p. 21)

#### PHYSICAL DEVELOPMENT

- VI. Movement and Coordination: Babies in Motion
  - 1. Changes body positions (p. 21)
  - 2. Uses both hands with intention and purpose (p. 22)

Parent signature \_\_\_\_\_\_ Date \_\_\_\_\_

The Developmental Profiles should be used in conjunction with observations made over time, as documented in the Observation Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.

Child.



Child	
Date of birth	Age
Teacher/Home Visitor	
Assessment completed by	
Today's date	
Comments:	
	The state of the s

#### 12 Months

#### SOCIAL and EMOTIONAL

- I. Personal Connections: It's About Trust
  - 1. Shows preference for familiar adults (p. 23)
  - 2. Reacts to unfamiliar adults (p. 24)
- II. Feelings About Self: Learning About Me
  - 1. Shows likes and dislikes (p. 24)
  - 2. Tries to manage own behavior in different situations (p. 25)
- III. Relationships With Other Children: Child to Child
  - 1. Demonstrates awareness of other children (p. 26)

#### COMMUNICATION and LANGUAGE

- IV. Understanding and Communicating: Baby Talk
  - 1. Shows understanding of gestures and words (p. 26)
  - 2. Uses consistent sounds, verbal expressions, and gestures to communicate (p. 27)

#### COGNITIVE DEVELOPMENT

- V. Exploration and Problem Solving: Baby Discoveries
  - 1. Shows understanding of things in the environment during exploration (p. 28)
  - 2. Demonstrates memory (p. 28)
  - 3. Makes expected things happen (p. 29)

#### PHYSICAL DEVELOPMENT

- VI. Movement and Coordination: Babies in Motion
  - 1. Changes position and begins to move from place to place (p. 30)
  - 2. Coordinates eyes with hands while holding and exploring objects (p. 30)

Parent signature	Date
The Developmental Profiles should be used in conjunction with observations made over time	ne, as documented in the Observation
Records and matched to the age-level descriptions in the Standards for the Developmental P	Profiles.

The Dabies IV Developmental Profile
ı8 Month∫
SOCIAL and EMOTIONAL
I. Personal Connections: It's About Trust

- Sec. 19		Child
	The Babies IV	Date of birth Age
E	Scale Developmental Profile	Teacher/Home Visitor
		Assessment completed by
		Today's date
	ı8 Mon†h∫	
S	CIAL and EMOTIONAL	
۱.	Personal Connections: It's About Trust	Comments:
	1. Relies on the presence of familiar adults to try things (p. 32)	
	2. Shows awareness of unfamiliar adults (p. 33)	
II.	Feelings About Self: Learning About Me 1. Shows preferences, likes, and dislikes (p. 33) 2. Tries to manage own behavior (p. 34)	
111.	Relationships With Other Children:	
	1. Interacts with other children (p. 35)	
	2. Begins to show awareness of other children's feelings (p. 35)	
CC	MMUNICATION and LANGUAGE	
IV.	Understanding and Communicating: Baby Talk  1. Shows increased understanding of words and gestures (p. 36)	
	<ul><li>2. Uses consistent sounds, gestures, and some words to communicate (p. 36)</li></ul>	
CC	GNITIVE DEVELOPMENT	
٧.	Exploration and Problem Solving:	
	Baby Discoveries	
	1. Gains new understanding while exploring the environment (p. 37)	
	2. Shows increased memory skills (p. 38)	
	3. Uses toys and other objects with a purpose (p. 38)	
PH	IYSICAL DEVELOPMENT	
۷I.	Movement and Coordination: Babies in Motion	
	<ol> <li>Moves from place to place (p. 39)</li> <li>Uses hands to engage in activities and social</li> </ol>	
	games (p. 40) 3. Begins to participate in self-help activities (p. 41)	
	or 250min to karrier and a second of the sec	

Date \_ Parent signature \_ The Developmental Profiles should be used in conjunction with observations made over time, as documented in the Observation

Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.

The Toddlers I Scale Developmental Profile
24 Months
SOCIAL and EMOTIONAL
<ol> <li>Personal Connections: It's About Trust</li> <li>Seeks support of familiar adults to try things (p. 4</li> <li>Acts cautiously around unfamiliar adults (p. 43)</li> </ol>
11. Feelings About Self: Learning About Me 1. Expresses own ideas, interests, and feelings (p. 4 2. Tries to manage own behavior (p. 44)
III. Relationships With Other Children: Child to Child  1. Watches and plays briefly with other children (p. 4) 2. Shows awareness of other children's feelings (p. 4)
COMMUNICATION and LANGUAGE  IV. Understanding and Communicating: Toddler Ta

	Scale Developmental Profile	Teache	er/Home Visitor
		Assessi	ment completed by
		Today's	s date
	24 Months		
SC	CIAL and EMOTIONAL	2 & 78 G	Commonts
1.	Personal Connections: It's About Trust 1. Seeks support of familiar adults to try things (p. 42) 2. Acts cautiously around unfamiliar adults (p. 43)		Comments:
11.	Feelings About Self: Learning About Me 1. Expresses own ideas, interests, and feelings (p. 43) 2. Tries to manage own behavior (p. 44)		
111.	Relationships With Other Children: Child to Child  1. Watches and plays briefly with other children (p. 45)		
	2. Shows awareness of other children's feelings (p. 46)		
CO	MMUNICATION and LANGUAGE		
IV.	<ul> <li>Understanding and Communicating: Toddler Talk</li> <li>1. Follows simple directions and suggestions consistently (p. 46)</li> <li>2. Uses a growing number of words and puts several words together (p. 47)</li> <li>3. Pays attention to and tries to participate in conversations (p. 47)</li> </ul>		
CO	GNITIVE DEVELOPMENT		
V.	Exploration and Problem Solving: Toddler Discoveries  1. Explores the environment and learns how things work (p. 48)		
	<ul><li>2. Shows increasing memory for details and routines (p. 49)</li><li>3. Expects specific results when playing with toys</li></ul>		
n.	and other objects (p. 50)  YSICAL DEVELOPMENT		
	Movement and Coordination:		
VI.	<ul> <li>Toddlers in Motion</li> <li>1. Shows increasing coordination and balance, and combines actions to participate in play activities (p. 50)</li> <li>2. Uses hands and eyes to accomplish a variety of tasks (p. 51)</li> <li>3. Participates in self-help activities (p. 52)</li> </ul>		
Pare	nt signature		Date

Child \_\_\_\_\_

Date of birth \_\_\_\_\_ Age \_\_\_\_

The Developmental Profiles should be used in conjunction with observations made over time, as documented in the Observation Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.

	Child
The Toddlers II	Date of birth Age
Scale Developmental Profile	Teacher/Home Visitor
, , , , , , , , , , , , , , , , , , ,	Assessment completed by
•	Today's date
30 Months	
SOCIAL and EMOTIONAL	8 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
<ol> <li>Personal Connections: It's About Trust</li> <li>Shows need for familiar adult's approval and also a independently (p. 53)</li> <li>Shows cautious interest in unfamiliar adults (p. 54)</li> </ol>	
II. Feelings About Self: Learning About Me	·
1. Shows emerging sense of self (p. 55)	
2. Shows growing ability to manage own behavior in different ways (p. 55)	
3. Expresses feelings through language and pretend p (p. 56)	play   D
III. Relationships With Other Children: Child to Ch	hild
<ol> <li>Plays beside other children (p. 57)</li> <li>Responds to other children's feelings (p. 57)</li> </ol>	
COMMUNICATION and LANGUAGE	
IV. Understanding and Communicating: Toddler Talk	
1. Understands questions, simple directions, beginning	ng 📙 📜
concepts, and the ideas and sequence of stories (p. 2. Uses words and some conventions of speech to exp	. 58)
thoughts and ideas (p. 59)	press
3. Participates in conversations (p. 60)	
COGNITIVE DEVELOPMENT	
V. Exploration and Problem Solving: Toddler Disco	overies
1. Explores new ways to do things and shows beginn understanding of concepts of color, size, matching	g, and
weight (p. 60)	
2. Uses reasoning skills and imagination when plann ways to make things happen (p. 61)	ung —
3. Begins to understand consequences when re-creating	ing
events and following familiar routines (p. 62)	

#### PHYSICAL DEVELOPMENT

New York 10036.

#### VI. Movement and Coordination: Toddlers in Motion

- 1. Shows coordination skills while moving around and engaging in play activities (p. 63)
- 2. Demonstrates eye-hand coordination while manipulating and exploring objects (p. 63)

Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.

3. Participates in self-help activities (p. 64)

Parent signature	Date
The Developmental Profiles should be used in conjunction with observa	tions made over time, as documented in the Observation

	Child	
The Toddlers III	Date of birth	Age
Scale Developmental Profile	Teacher/Home Visitor	<u> </u>
	Assessment completed by	
	Today's date	1.00 pp. pp
36 Months		
SOCIAL and EMOTIONAL		
and the state through Tough	Comments:	
1. Reflects attitudes and behaviors of familiar adults 2. Shows cautious interest in new people (p. 67)		
<ul> <li>II. Feelings About Self: Learning About Me</li> <li>1. Shows comfort with independence, competence, expressing feelings (p. 67)</li> <li>2. Demonstrates emerging ability to manage own be (p. 68)</li> <li>3. Shows awareness of social skills when expressing and wants (p. 69)</li> </ul>	ehavior	
<ul> <li>111. Relationships With Other Children: Child to C</li> <li>1. Shows capacity to play cooperatively with other c</li> <li>(p. 70)</li> <li>2. Responds to other children's feelings (p. 70)</li> </ul>	children	
COMMUNICATION and LANGUAGE		
<ul> <li>IV. Understanding and Communicating: Toddler Tal</li> <li>1. Understands questions, some abstract concepts, a simple directions (p. 71)</li> <li>2. Uses some conventions of speech when expressing and ideas, and commenting on observations (p. 73)</li> <li>3. Participates in conversations (p. 72)</li> </ul>	thoughts $\Box$	
COGNITIVE DEVELOPMENT		
<ul> <li>V. Exploration and Problem Solving: Toddler Disc.</li> <li>1. Explores and understands in more detailed and a ways (p. 73)</li> <li>2. Plans before taking action (p. 74)</li> <li>3. Shows ability to figure things out (p. 74)</li> </ul>	bstract	
PHYSICAL DEVELOPMENT		
W. Marromant and Coordination: Toddler( in Moti	on I	

1. Demonstrates increased body control and combines several movements when participating in play activities (p. 75)

Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.

- 2. Uses fingers, hands, and eyes to engage in a variety of activities (p. 76)
- 3. Accomplishes many self-help activities (p. 77)

	Date
Parent signature	
The Developmental Profiles should be used in conjunction with ob	servations made over time, as documented in the Observation
THE DO, CLOP 1. 1.	Court Down onto Drofflor

	Child
Ounce Preschoolers	Date of birth Age
Scale Developmental Profile	Teacher/Home Visitor
	Assessment completed by
	Today's date
42 Months	
SOCIAL and EMOTIONAL	
<ol> <li>Personal Connections: It's About Trust</li> <li>Reflects attitudes and behaviors of familiar adults</li> <li>Shows comfort around new adults (p. 79)</li> </ol>	(p. 78)
<ol> <li>Feelings About Self: Learning About Me</li> <li>Shows greater comfort with independence (p. 79)</li> <li>Manages own behavior with increasing skill (p. 80)</li> <li>Expresses feelings, needs, and wants (p. 81)</li> </ol>	
<ul><li>111. Relationships With Other Children: Child to C</li><li>1. Engages in cooperative play with other children (</li><li>2. Shows increasing ability to understand the feeling other children (p. 82)</li></ul>	(p. 81) $\square$ $\square$
COMMUNICATION and LANGUAGE	
<ol> <li>Understanding and Communicating: Preschooler</li> <li>Understands requests, directions, concept words, and sequence (p. 83)</li> <li>Uses conventions of speech while expressing idea</li> <li>Participates in conversations (p. 84)</li> </ol>	stories,
COGNITIVE DEVELOPMENT	
<ul> <li>V. Exploration and Problem Solving: Preschooler Discoveries</li> <li>1. Understands new information and begins to explorate more complex situations and concepts (p. 85)</li> <li>2. Makes a plan before taking action (p. 86)</li> <li>3. Thinks about a problem and figures out what to do</li> </ul>	
PHYSICAL DEVELOPMENT	
VI. Movement and Coordination: Preschoolers in N  1. Participates in many play activities and uses new	Motion

a variety of purposes (p. 88) 3. Accomplishes new self-help activities (p. 89)

2. Uses hands with increasing control and precision for

movement skills (p. 87)

Parent signature \_ The Developmental Profiles should be used in conjunction with observations made over time, as documented in the Observation Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.

Date \_\_

# The Ounce Scale SUMMARY REPORT Pulling It All Together

2. List what this child is especially good at.	
3. Note anything that seems difficult for this child.	
4. What more do you want to know about this child?	•
Completed byParent signature	Date

## The Ounce Scale SETTING GOALS

#### Putting What You've Learned to Work

Chi	ild's name	Age level _	
	What are some "next steps" for thi for this child in the coming month	ave	
2.	What are your plans for helping th	is child meet these goals?	
Cor	mpleted by		
Pare	rent signature	Date _	·

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## The Ounce Scale Observation Notes

	d's name		
Incl	ide dates of observations.		
1.	Personal Connections: It's About Trust  1. Familiar adults  2. New people	11.	Feelings About Self: Learning About Me  1. Self-esteem  2. Managing behavior (self-regulation)  3. Expressing needs
III.	Relationships With Other Children: Child to Child  1. Respond to/plays with other children 2. Empathy	IV.	Understanding and Communicating: Child Talk  1. Receptive/understanding 2. Expressive/communicating 3. Conversations
V.	Exploration and Problem Solving: Child Discoveries  1. Understanding concepts 2. Memory, reasoning, imagination 3. Purposeful activity, solving problems	VI.	Movement and Coordination: Children in Motion  1. Gross Motor  2. Fine Motor  3. Self-help

## The Ounce Scale Observation Notes

Observations (Include dates.)  II. Learning About Me Observations (Include dates)  IV. Child Talk Observations (Include dates.)  VI. Child Discoveries  VI. Children in Motion	IL's About Touch	II I coming About Ma
Observations (Include dates.)  Observations (Include dates		II. Learning About Me Observations (Include dates.)
Observations (Include dates.)  Observations (Include dates		
	I. Child to Child	
	Observations (Include dates.)	Observations (Include dates.)
( Third Discoveries   Vi. Uniterent in Motion		
, dram		Observations (Include dates.)

# The Ounce Scale

# Parent Conference Schedule

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								Name of Child	Program Year Begins
			The state of the s	***************************************					
							1	Date of Birth	
								Age Level	Pro
								Parent Conf. #1	Program Year Ends .
								Age Level	
					5		·	Parent Conf. #2	
								Age Level	
								Parent Conf. #3	0 0 0 0

Dear Families,

We want to introduce you to The Ounce Scale, which we will be using in our program.

The Ounce Scale helps us get to know children better by observing their everyday activities at home and in the program. We will record notes in your child's **Observation Records** to keep track of your child's behaviors and accomplishments.

You'll have a chance to record what you learn about your child in your Family Albums. You will receive a new album every four months if your child is twelve months or younger, and every six months until your child is three and a half years of age. These albums have space for you to write down stories about your child and to paste in photos or draw pictures. They are memory books for you to keep and enjoy for years to come.

Over time, we will meet to share the Observation Records and Family Albums. We will use what we learn to plan ways we can work together to help your child grow.

The Ounce Scale is *not* a test. It is a way to observe children as they play and take part in daily activities, such as eating breakfast or snacks, bathing, dressing, playing, and being with children and adults. The Ounce Scale focuses on what children can do, *not* what they can't do.

Together, we will keep track of the following areas of development:

- It's About Trust: How your child shows trust
- Learning About Me: How your child expresses who he is
- Child to Child: How your child acts around other children
- Child Talk: How your child understands and communicates
- Child Discoveries: How your child explores and figures things out
- Children in Motion: How your child moves her body and uses her hands

By sharing what we observe, we will get a clearer picture of your child than either of us would alone. We will be partners working together to find the best ways to help your child learn and develop.

We look forward to working with you to help you give your child a good start in life. Sincerely,