

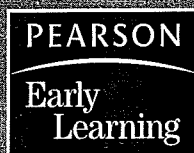


**The
Ounce
Scale**

Reproducible Masters

**Including the
Developmental Profiles**

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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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Babies II

Developmental Profile

Child _____

Date of birth _____ Age _____

Teacher/Home Visitor _____

Assessment completed by _____

Today's date _____

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)

Developing as Expected Needs Development

Comments:

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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.



Babies III Developmental Profile

Child _____

Date of birth _____ Age _____

Teacher/Home Visitor _____

Assessment completed by _____

Today's date _____

12 Months

SOCIAL and EMOTIONAL

I. Personal Connections: It's About Trust

- Shows preference for familiar adults (p. 23)
- Reacts to unfamiliar adults (p. 24)

II. Feelings About Self: Learning About Me

- Shows likes and dislikes (p. 24)
- Tries to manage own behavior in different situations (p. 25)

III. Relationships With Other Children: Child to Child

- Demonstrates awareness of other children (p. 26)

COMMUNICATION and LANGUAGE

IV. Understanding and Communicating: Baby Talk

- Shows understanding of gestures and words (p. 26)
- Uses consistent sounds, verbal expressions, and gestures to communicate (p. 27)

COGNITIVE DEVELOPMENT

V. Exploration and Problem Solving: Baby Discoveries

- Shows understanding of things in the environment during exploration (p. 28)
- Demonstrates memory (p. 28)
- Makes expected things happen (p. 29)

PHYSICAL DEVELOPMENT

VI. Movement and Coordination: Babies in Motion

- Changes position and begins to move from place to place (p. 30)
- Coordinates eyes with hands while holding and exploring objects (p. 30)

Developing as Expected
Needs Development

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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.



**Babies IV
Developmental Profile**

Child _____
 Date of birth _____ Age _____
 Teacher/Home Visitor _____
 Assessment completed by _____
 Today's date _____

18 Months

SOCIAL and EMOTIONAL

- I. Personal Connections: It's About Trust**
 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)
- III. Relationships With Other Children: Child to Child**
 1. Interacts with other children (p. 35)
 2. Begins to show awareness of other children's feelings (p. 35)

COMMUNICATION and LANGUAGE

- IV. Understanding and Communicating: Baby Talk**
 1. Shows increased understanding of words and gestures (p. 36)
 2. Uses consistent sounds, gestures, and some words to communicate (p. 36)

COGNITIVE DEVELOPMENT

- V. 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)

PHYSICAL DEVELOPMENT

- VI. Movement and Coordination: Babies in Motion**
 1. Moves from place to place (p. 39)
 2. Uses hands to engage in activities and social games (p. 40)
 3. Begins to participate in self-help activities (p. 41)

Developing as Expected	<input type="checkbox"/>	Needs Development	<input type="checkbox"/>	Comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
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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.



Toddlers II Developmental Profile

Child _____

Date of birth _____ Age _____

Teacher/Home Visitor _____

Assessment completed by _____

Today's date _____

30 Months

SOCIAL and EMOTIONAL

I. Personal Connections: It's About Trust

1. Shows need for familiar adult's approval and also acts independently (p. 53)
2. Shows cautious interest in unfamiliar adults (p. 54)

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 play (p. 56)

III. Relationships With Other Children: Child to Child

1. Plays beside other children (p. 57)
2. Responds to other children's feelings (p. 57)

COMMUNICATION and LANGUAGE

IV. Understanding and Communicating: Toddler Talk

1. Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories (p. 58)
2. Uses words and some conventions of speech to express thoughts and ideas (p. 59)
3. Participates in conversations (p. 60)

COGNITIVE DEVELOPMENT

V. Exploration and Problem Solving: Toddler Discoveries

1. Explores new ways to do things and shows beginning understanding of concepts of color, size, matching, and weight (p. 60)
2. Uses reasoning skills and imagination when planning ways to make things happen (p. 61)
3. Begins to understand consequences when re-creating events and following familiar routines (p. 62)

PHYSICAL DEVELOPMENT

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

Developing
as Expected
Needs
Development

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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.

The Ounce Scale
SUMMARY REPORT
Pulling It All Together

Child's name _____ Age level _____

1. Describe this child.

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 by _____

Parent signature _____ Date _____

The Ounce Scale
SETTING GOALS
Putting What You've Learned to Work

Child's name _____ Age level _____

1. What are some "next steps" for this child? What goals do you have for this child in the coming months?

2. What are your plans for helping this child meet these goals?

Completed by _____

Parent signature _____ Date _____

The Ounce Scale Observation Notes

Child's name _____

Include dates of observations.

<p>I. Personal Connections: It's About Trust</p> <ol style="list-style-type: none">1. Familiar adults2. New people	<p>II. Feelings About Self: Learning About Me</p> <ol style="list-style-type: none">1. Self-esteem2. Managing behavior (self-regulation)3. Expressing needs
<p>III. Relationships With Other Children: Child to Child</p> <ol style="list-style-type: none">1. Respond to/plays with other children2. Empathy	<p>IV. Understanding and Communicating: Child Talk</p> <ol style="list-style-type: none">1. Receptive/understanding2. Expressive/communicating3. Conversations
<p>V. Exploration and Problem Solving: Child Discoveries</p> <ol style="list-style-type: none">1. Understanding concepts2. Memory, reasoning, imagination3. Purposeful activity, solving problems	<p>VI. Movement and Coordination: Children in Motion</p> <ol style="list-style-type: none">1. Gross Motor2. Fine Motor3. Self-help

The Ounce Scale Observation Notes

Child's name _____

I. It's About Trust

Observations (Include dates.)

III. Child to Child

Observations (Include dates.)

V. Child Discoveries

Observations (Include dates.)

II. Learning About Me

Observations (Include dates.)

IV. Child Talk

Observations (Include dates.)

VI. Children in Motion

Observations (Include dates.)

**The Ounce Scale
Parent Conference Schedule**

Program Year Begins _____

Program Year Ends _____

Name of Child	Date of Birth	Age Level	Parent Conf. #1	Age Level	Parent Conf. #2	Age Level	Parent Conf. #3

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,