The Work Sampling System and Ounce Scale: Basic Concepts and Processes
The Work Sampling System is a performance-based, curriculum-embedded/authentic, individual achievement assessment.
Where We Stand: Position of the NAEYC

The NAEYC recommends that programs construct a comprehensive systems of curriculum, assessment, and program evaluation that fit together into a coherent educational system linked to child outcomes or standards.
Where We Stand: Position of the NAEYC

NAEYC recommends that we make ethical, appropriate, valid and reliable assessments a central part of all early childhood programs.
Where We Stand:
Position of the NAEYC

Children have a right to experience ongoing, effective assessment that supports their learning and development.

Observing and documenting the progress of young children is central to the practice of early childhood professionals.
NAEYC Recommendations for Early Childhood Assessment

To assess young children’s strengths, progress, and needs early childhood educators should use assessment methods that are:

1. Developmentally appropriate
2. Culturally and linguistically responsive
3. Tied to children’s daily activities
4. Supported by professional development
5. Inclusive of families
Assessment

A tool/process for answering specific questions about children’s learning, knowledge, skills, interests, etc.
Assessment

Includes the complimentary processes of documentation and evaluation.
Documentation

The collected data upon which an evaluation is made.
Examples of Data

Anecdotal Notes, Brief Notes, Jottings

Photos, Tape Recordings, Videos
Observation Notes

• 08/14/2008 Three Bears
  – C,C,K played 3 Billy Goats Gruff for 20 minutes. K asked the teacher to help him make some goat food out of paper. When he was done he said, “I can make a lot of things!”
Examples of Data

Checklists, Matrices, Running Records

Work Samples, Art Work, Projects and Portfolios
Portfolio Item Record

Child Ashley Preschool-4

FALL □ WINTER □ SPRING ☒

Domains
I Personal & Social Development ☒
II Language & Literacy □
III Mathematical Thinking □
IV Scientific Thinking □
V Social Studies □
VI The Arts ☒
VII Physical Development ☒

Comments

5/16/94

“These are stripes. I put different colors ’cause these are my baggy pants. My T-shirt has a face on it. My hair is wiggly. I like to clap my hands at the meeting.”
Evaluation

Approximating how closely something meets or matches a standard. Can be highly subjective or objective.
Criteria: Appropriate Assessment

- Fair
- Multiple Sources of Information
- Familiar Context and Setting
- Continuity
- Reflective of everyday relationships and experiences
Assessment Types

• Screening Tools

• Diagnostic Tests
Assessment Types

• Readiness Tests

• Achievement Assessments
Achievement Assessment

- Norm-Referenced
- Performance-Based
  - On-demand
  - Curriculum-Embedded/Authentic
Authentic Assessment

Based on everyday experiences.

Reflect the multiple ways children show what they know and can do.
Authentic Assessment

Meaningful and relevant to the context of each child’s life.

A good match for multi-cultural/lingual populations.
Sam Meisels, Ed.D.

- President, Erikson Institute
- Professor and Research Scientist Emeritus, University of Michigan
- Served on Board of Directors, NHSA and Past-President, Zero to Three
- One of the nation’s leading authorities on the assessment of young children
- Published over 150 articles, books and monographs
- Author of *The Work Sampling System®, ESI-R™* and *The Ounce Scale*
The Work Sampling System

- Developmental Guidelines/Checklists
- Portfolio Collections
- Summary Reports
Work Sampling Domains

• Personal and Social Development
• Language and Literacy
• Mathematical Thinking
• Scientific Thinking
• Social Studies
• The Arts
• Physical Development
Developmental Guidelines & Checklists

- Based on State and National Standards
- Age/Grade Levels
- Organized by Domains
- Functional Components
- Performance Indicators
- Rationales
- Examples
<table>
<thead>
<tr>
<th>Domain</th>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal and Social Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Self concept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Begins to show comfort with self as someone growing in skills and abilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Shows some self-direction in actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Self control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Follows classroom rules and routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Uses classroom materials purposefully and respectfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Manages transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Approach to learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Shows eagerness and curiosity as a learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Chooses new as well as a variety of familiar classroom activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Approaches tasks with flexibility and inventiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Persists in a task and seeks help when encountering a problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Interactions with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Interacts easily with one or more children, beginning to play or work cooperatively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Interacts easily with familiar adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Participates in the group life of the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Participates and follows simple rules in group activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Shows empathy and caring for others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Conflict resolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Seeks adult help when needed to resolve conflicts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Uses words to resolve conflicts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematical Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Approach to mathematical think</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Shows interest in quantity and number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Patterns and relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Recognizes simple patterns and duoternary sequences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Sorts objects into subgroups that have two or three attributes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Orders or arranges several objects or numbers of one attribute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Number concept and operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Shows curiosity and interest in numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Follows basic health and safety rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Geometry and spatial relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Identifies and labels several shapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Shows understanding of and uses several spatial relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Gross motor development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Moves with enough balance and control to perform simple, large motor tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Coordinates movements to perform more complex tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Fine motor development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Uses strength and control to perform simple fine motor tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Uses eye-hand coordination to perform fine motor tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Shows beginning control of writing, drawing, and art tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Personal health and safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Performs some self-care tasks independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Follows basic health and safety rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D People and where they live</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Shows interest in how people affect the environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Expresses beginning geographic thinking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Checklist Ratings

- Not Yet
- In Process
- Proficient
Portfolio Collections

• Core Items

• Individual Items
Portfolios

Fall

Winter

Spring

Portfolios

Fall

Winter

Spring

The Work Sampling System®
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Portfolios

Fall

Winter

Spring

The Work Sampling System®
© 2003 Harcourt, Inc. publishing as Harcourt Achieve
This is me jumping on the bed with my sister. And I had my mouth wide open.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Core Item</th>
<th>Indiv. Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  Personal &amp; Social Development</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>II Language &amp; Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III Mathematical Thinking</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>IV Scientific Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V  Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI The Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII Physical Development</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Comments

1/21/94

*Works carefully and deliberately. Controls scissors and paper easily. Noted that she had made triangles.*
Summary Reports

• Standard Summary Report

• Narrative Summary Report

• Family Report (Head Start)
  – Narrative or Rating
### Personal & Social Development
- Self concept
- Self control
- Approaches to learning
- Interaction with others
- Social problem-solving

### Language & Literacy
- Listening
- Speaking
- Reading
- Writing
- Research (3-5)

### Mathematical Thinking

### Social Studies
- People, past and present
- Human interdependence
- Citizenship and government
- People and where they live

### The Arts
- Expression and representation
- Understanding and appreciation

### Physical Development & Health
- Gross motor development
- Fine motor development
- Personal health and safety

---

**GENERAL COMMENTS:** Give reasons for “Needs Development” and/or note special strengths and talents in each domain. Also give explanation if progress is other than expected. Describe plans for supporting child's growth.

Christina is a curious and eager learner. She interacts cooperatively in a group although she prefers 1:1 relationships. She is very empathetic towards others. Christina works at listening and understanding when adults are talking to a group. She speaks clearly and uses language to a variety of purposes. She enjoys engaging in activities; she is interested in writing, alphabet tracing, cutting, and making lists. She works well alone and in small groups. Christina engages in discussions around quantity and positional words.

Christina recognizes her own physical characteristics and those of others. She begins to understand family structure different from her own. She speaks with understanding about some community helpers, e.g., fireman, telephone man.

Christina uses a variety of materials for expression. She practices in group music experiences, more often than she did in the beginning of the year. She enjoys watching the work of others.

Christina works at refining her balance and control. She is able to hop on one foot, catch a ball with two hands, and climb. Eye-hand coordination seems well developed for her age. She enjoys puzzles and construction.
Work Sampling Online offers easy, instant access to key elements of the Work Sampling System® for Preschool to Grade 5, as well as Work Sampling for Head Start®. Reduce the time spent managing data and streamline your program’s process for generating reports.

Comprehensive Reports, Practical Teaching Tools

**Teachers and Administrators:**

- Simplify the process of managing your data for each step of the Work Sampling System®
- Streamline the collection of observations, portfolios, and checklists to create Summary Reports
- Generate aggregated reports to inform supervisory personnel and agencies to make knowledgeable program reforms
- Design lesson plans, class profiles, and reproducible masters to fit your program’s instructional needs
- **Head Start Programs:** Instantly generate reports that meet the Head Start Child Outcomes Frameworks

**Live Phone Demonstrations Available:** Complete the Information Request Form and a representative will contact you to discuss Work Sampling Online.

[Take a Tour] [Benefits] [Pricing] [Training]
Outcome Reports

• Reports are based on WSS domains, functional components and performance indicators, or Head Start Outcomes
  • Child
  • Class
  • Program
  • School
  • District
  • State
  • Demographic
I: Personal and Social Development

Performance Summary

<table>
<thead>
<tr>
<th>Number of Children by Rating</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Data</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Yet</td>
<td>9</td>
<td>64.3%</td>
<td>0</td>
</tr>
<tr>
<td>In Process</td>
<td>3</td>
<td>33.3%</td>
<td>12</td>
</tr>
<tr>
<td>Proficient</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
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</tbody>
</table>

Statistical Measures

<table>
<thead>
<tr>
<th>Number of Children with Assessment Data</th>
<th>14</th>
<th>14</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Children</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Mean Rating</td>
<td>1.53</td>
<td>2.10</td>
<td>2.69</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.42</td>
<td>0.34</td>
<td>0.29</td>
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</tbody>
</table>

Completion Rates For Children with Assessment Data

<table>
<thead>
<tr>
<th>Response Count (13 Performance Indicators)</th>
<th>173/182</th>
<th>180/182</th>
<th>182/182</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Rate</td>
<td>95.1%</td>
<td>98.9%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Gain Summary

<table>
<thead>
<tr>
<th>Collection Period</th>
<th>Gains</th>
<th>% Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>0.38</td>
<td>57.7%</td>
</tr>
<tr>
<td>2 - 3</td>
<td>0.59</td>
<td>28.1%</td>
</tr>
<tr>
<td>1 - 3</td>
<td>1.17</td>
<td>76.3%</td>
</tr>
</tbody>
</table>
I: Personal and Social Development

<table>
<thead>
<tr>
<th>Collection Period</th>
<th>Gains</th>
<th>% Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>0.38</td>
<td>57.7%</td>
</tr>
<tr>
<td>2 - 3</td>
<td>0.59</td>
<td>28.1%</td>
</tr>
<tr>
<td>1 - 3</td>
<td>1.17</td>
<td>76.9%</td>
</tr>
</tbody>
</table>
### Population Breakdown by Demographic Group:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Children</td>
<td>14</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>35.7%</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>64.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>14</td>
<td>100.0%</td>
</tr>
<tr>
<td>Archived</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Assessment Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Complete</td>
<td>14</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian, Alaskan Native</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>14.3%</td>
</tr>
<tr>
<td>Black, African American</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2</td>
<td>14.3%</td>
</tr>
<tr>
<td>White</td>
<td>7</td>
<td>50.0%</td>
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<tr>
<td>Other</td>
<td>1</td>
<td>7.1%</td>
</tr>
<tr>
<td>Not Specified</td>
<td>2</td>
<td>14.3%</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>85.7%</td>
</tr>
<tr>
<td>Spanish</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not Specified</td>
<td>2</td>
<td>14.3%</td>
</tr>
</tbody>
</table>
Early Childhood Outcomes (ECO) Ratings Reports

- Newly available ECO Ratings Reports required by OSEP on Teacher Interface!
- Developmental checklists have been correlated to the 7-point ECO rating scale
- Automatically calculates placement of child on the 7-point scale for reporting outcomes to OSEP
- Virtually no additional work for teachers
Child Outcomes Summary Form

Child: Mary Matthews
Date of Birth: 01/01/04
Rating Date: 03/19/2008
Collection Period: Period 1 2007/2008

1. Positive Social-Emotional Skills (including social relationships)

Children have positive social relationships (includes positive sense of self, regulate emotions, follow rules, solve social problems, build and maintain relationships)

<table>
<thead>
<tr>
<th>ECO Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Has the child shown any new skills or behaviors related to positive social-emotional skills since the last outcomes summary?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
WSO Features

- Record Observations Online
- Complete Checklists Quickly and Efficiently
- View Observations and Guidelines During Evaluation
- Create Online Portfolios
- Complete Summary Reports
- Use Planning Tools Based on Assessments
- Generate Child Outcome Reports
- Browse Professional Resources and Websites
Work Sampling for Head Start™

- Incorporates legislatively mandated indicators
- Covers all domains of development and learning
- Shows student’s progress over time
- Offers online aggregation and disaggregation of data
- Reflects age appropriate development
Domains
I Personal & Social Development
II Language & Literacy
III Mathematical Thinking
IV Scientific Thinking
V Social Studies
VI The Arts
VII Physical Development

Head Start Domains
I Social & Emotional Development
II Approaches to Learning
III Language Development
IV Literacy
V Mathematics
VI Science
VII Creative Art
VIII Physical Health and Development
**Social and Emotional Development**

A Self concept
1. Demonstrates self-confidence. 
2. Control
1. Follows simple classroom rules and routines. 
2. Uses classroom materials carefully. 
C Cooperation
1. Seeks adult help when needed to resolve conflicts. 
2. Participates in the group life of the class. 
D Social relationships
1. Interacts easily with one or more children. 
2. Interacts easily with familiar adults. 
3. Shows empathy and caring for others. 
E Knowledge of families and communities
1. Identifies similarities and differences in personal and family characteristics. 
2. Begins to understand family needs, roles, and relationships. 
3. Describes some people’s jobs and what is required to perform them. 
4. Describes the location of things in their environment.

**Approaches to Learning**

A Alternative and curving
1. Shows eagerness and curiosity as a learner. 
2. Shows some self-direction. 
B Engagement and persistence
1. Attends to tasks and seeks help when encountering a problem. 
C Reasoning and problem solving
1. Approaches tasks with flexibility and inventiveness. 
2. Begins to be aware of technology and how it affects their lives.

**Language Development**

A Listening and understanding
1. Gains meaning by listening. 
(a) Understands an increasingly complex and varied vocabulary. 
(b) For non-English-speaking children, progresses in listening to and understanding English. 
2. Follows two- or three-step directions. 
3. Demonstrates phonological awareness. 
(a) Associates sounds with written words. 
B Speaking and communicating
1. Speaks clearly enough to be understood without contextual clues. 
(a) Develops increasing abilities to understand and use language to communicate.
2. Uses expanded vocabulary and language for a variety of purposes.
3. Communicate information, experiences, ideas, feelings, opinions, needs, questions, and other varied purposes.

**Science**

A Scientific skills and methods
1. Uses senses to observe and explore classroom materials and natural phenomena. 
2. Performs descriptive investigations using simple tools and equipment. 
3. Asks questions about the natural world and seeks answers through active exploration. 
B Scientific knowledge
1. Begins to describe and compare materials, living things, natural resources, and processes. 
2. Shows awareness of the environment.

**Creative Arts**

A Music
1. Participates in group music experiences. 
B Art
1. Uses a variety of art materials for tactile experience and exploration. 
C Movement
1. Participates in creative movement and dance. 
D Dramatic play
1. Engages in dramatic play.
E Appreciation
1. Responds to artistic creations or events.

**Physical Health and Development**

A Gross motor skills
1. Moves with balance and control. 
2. Coordinates movements to perform simple tasks. 
B Fine motor skills
1. Uses strength and control to perform simple tasks. 
2. Uses eye-hand coordination to perform tasks. 
3. Shows beginning control of writing, drawing, and art tools. 
C Health status and practices
1. Performs some self-care tasks independently. 
2. Follows basic health and safety rules.
Benefits:
Work Sampling

• Evaluate students individually rather than comparing them to one another.

• Emphasize higher order thinking skills.

• Encourages student involvement.
Benefits:
Work Sampling

- Provides information on how children learn as well as what they are learning.
- Guides classroom instruction.
- Evaluates the whole child.
What is the Ounce Scale?

- An observational assessment tool designed to be used with children ages Birth-through 3 ½ years old.

- A tool for teaching caregivers and parents about child development and learning.

- A tool for carefully observing and recording children’s behaviors over time.
Ounce Scale: Three Elements

- Observation Records
- Family Albums
- Developmental Profiles
The Ounce Scale: Areas of Development

- Personal Connections: It’s About Trust
- Feelings About Self: Learning About Me
- Relationships With Other Children: Child to Child
- Understanding and Communication: Child Talk
- Exploration and Problem Solving: Child Discoveries
- Movement and Coordination: Children in Motion
Observation Record

• Designed for the caregiver, teacher, or home visitor.

• Frames observational focus in questions for caregivers to respond to.

• Includes a summary page and goal setting pages for caregivers to summarize each child’s progress at the end of each age period.
Observation Record

1. Personal Connections: It's About Trust
How babies show trust

1. How does the baby let you know he wants to be with familiar adults?

- Babys use sounds and facial expressions to let the important adults in their life know they prefer to be with them. They are likely to show their wants and needs to these adults and try to get responses from the adults who care for them regularly.

The baby might do one or more of the following:
• Reach out—extend his arms and smile when someone approaches his crib or infant seat.
• Enjoy eye contact—smile when he catches his caregiver's eye.
• Ask for play—bounce up and down on his caregiver's lap to start a game of "horsie."
• Respond to words—babble and laugh as he looks intently into his caregiver's face as she talks with him.
• Call out—make loud sounds to attract the attention of someone in the other room.

How does this baby show he wants to be with you? (Include dates.)


2. How does the baby respond to unfamiliar adults?

- Babies recognize people who care for them by their voices, their physical features, the feel of their touch, and how they hold them. Babies may become distressed when new people try to hold them or play with them. Their behaviors also depend on their personality, how often they are around new people, and their past experiences.

The baby might do one or more of the following:
• Hide from strangers—bury his face in his caregiver's shoulder while she talks to an adult he doesn't know.
• Inspect someone—look curiously at a relative he has not seen for some time.
• Find a familiar face—stop crying and look for an adult he knows when a new person comes into the room.
• Seek comfort—reach his arms out to his caregiver when someone new says "Hello." to him.
• Show distress—look worried and start to fuss when an unfamiliar adult approaches him.

What does this baby do around unfamiliar adults? (Include dates.)

Family Album

- Designed for parents and/or guardians to observe, record, and collect mementos of their child’s progress, development, and growth over time.

- Helps families to notice their child’s unique skills and abilities.

- Includes child development information and activities to help parents learn about, understand, and foster their child’s growth and development at each stage/age.
III. Child to Child

How your baby acts around other children

How does your baby show that he’s aware of other children?

When your baby is with other young children, he may ignore them! Or he may enjoy looking at them, babbling with them, and touching them. Babies this age may smile and play side by side with toys. Your baby might:

- watch children playing nearby and reach out to them
- smile at other children and talk to them
- kick his feet excitedly in his stroller when he sees other children in the park

How does your baby react to children who are nearby?

Watch for the new ways your baby notices other children, and you’ll see how much he has changed in just a few months. His world is opening up!
Developmental Profile

• Designed for caregivers to formally evaluate each children’s progress and development.

• Based on the information recorded in the Observation Record and Family Album.

• Child Outcomes from the Developmental Profile can be aggregated for reporting purposes.

• Evaluative ratings and narrative comments are prepared for parent-teacher/caregiver conferences.
Developmental Standards

• Based on an extremely comprehensive and thorough review of the literature related to infants, toddlers, and young preschoolers.

• The Developmental Standards describe the characteristics of children who are “Developing as Expected”, as well as those who “Need Development” at each level.
Benefits of the Ounce Scale

• Strengthens relationships between parents, caregivers, and children.

• Promotes a sense of wonderment about each child’s individual skills and abilities.

• Helps caregivers and parents learn about child development and growth.
Benefits of the Ounce Scale

• Helps caregivers set goals, adjust interventions, plan activities and interactions, and individualize planning for children.

• Provides a tool for looking at each child’s progress and growth compared to standards of appropriate development.
Benefits of Authentic Assessment

- Ongoing rather than a snapshot.
- Covers several domains of learning.
- Is criterion referenced, looks at how child is performing compared to standards.
- Informs individualized instruction.
Benefits of Authentic Assessment

• Provides an accurate portrait of individual student achievement.

• Actively involves children in understanding their own progress.

• Available in paper and online.
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