

LOOK INSIDE

01



INFANT ASSESSMENT GUIDE



Unleash the Potential of Every Little One with the Revolutionary Infant Development Assessment Guide, Empowering Early Growth!

ASSESSMENT GUIDE COVERS:

- COGNITIVE ABILITIES
- LANGUAGE AND COMMUNICATION
- MOTORMENT/PHYSICAL
- EARLY FOUNDATIONS
- SOCIAL-EMOTIONAL
- SENSORY EXPLORATION

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<ul style="list-style-type: none"> . Calms down when spoken to or picked up . Looks at your face . Smiles when you talk to or smile at her . Begin to show clear excitement when something is about to happen, like feeding or being picked up . Start to recognize people at a distance . Begin responding to voices . Begin to laugh . Reacts to loud sounds . Makes sounds other than crying . Holds head up when on tummy . Moves both arms and both legs . Opens hands briefly 	
4 Month Old Development	17
<ul style="list-style-type: none"> . Enjoy “frolic play”—being bounced, lifted up high, turned upside down, etc . Looks at you, moves, or makes sounds to get or keep your attention . Start crying when left alone for short periods . Find a partially hidden object . Turn their head to search for a sound with their eyes . Indicate they want to continue an activity by imitating it 	

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- . Makes sounds like “oooo”, “aahh” (cooing)
- . Makes sounds back when you talk to him
- . Turns head towards the sound of your voice
- . Holds a toy when you put it in his hand
- . Reach for and grasp an object
- . Start rolling from their back to their side

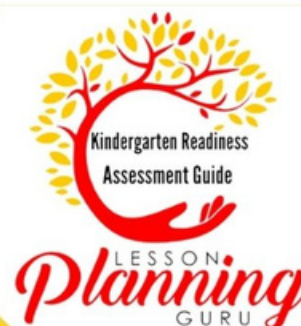
6 Month Old Development 19

- . Begin to show separation anxiety
- . Start showing stranger anxiety
- . Lift their arms to be picked up
- . Puts things in her mouth to explore them
- . Look around for family members, close friends, and pets when names are spoken
- . Start babbling directly to someone
- . Recognize their own name and react to it
- . Takes turns making sounds with you
- . Pull up to standing, using furniture
- . Start crawling forward
- . Sit up independently from lying down, either on belly or back

8 Month Old Development 21

- . Show visible dislike for specific people, objects, and places
- . Enjoy “frolic play”—being bounced, lifted up highest
- . Start waving or responding to “bye-bye
- . Look at a picture when it’s pointed out
- . Reach for a third object with two in hand
- . Avoid an obstacle to reach something they want
- . Begin speaking in “jargon,” which means they babble by imitating the sounds of real speech

2 Months Developmental Milestones



At this age, infants are beginning to explore their senses and develop their motor skills. Encourage tummy time to help strengthen their neck and shoulder muscles. Use colorful and textured toys to stimulate their visual and tactile senses. Sing songs and nursery rhymes to promote language development and provide a soothing environment. Offer gentle massages and cuddles to promote bonding and a sense of security. Remember to always prioritize safety and create a nurturing atmosphere that supports each baby's unique developmental journey.

Instructions for Childcare Educator:

To accurately assess the students' progress and gauge their developmental achievement, the teacher should make use of the milestone sheet.

Assessment Guide:

- Exemplary (E): Use this if the student consistently demonstrates the behavior without requiring redirection.
- Proficient (P): Choose this if the student demonstrates the behavior but occasionally needs redirection.
- Developing (D): Select this if the student demonstrates the behavior but frequently requires redirection.
- Not Yet Evident (NE): Indicate this if the student does not demonstrate the behavior, even with redirection.

Assessment Process:

- Mark each skill as E (Exemplary), P (Proficient), D (Developing), or NE (Not Yet Evident) based on the student's progress.
- Add up the totals for E, P, D, and NE using the Grading Rubric located at the bottom of the page.
- Place an E, P, D, or NE in the yellow assessment period box, depending on the student's level of progress.
- The letter you place in the assessment period box indicates the student's developmental progress for their age.

2 Months Developmental Milestones

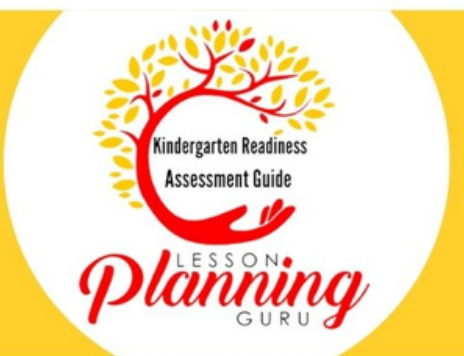


Teacher's Notes	Assessment Date	Grading Periods	
		Calms down when spoken to or picked up	Social/Emotional
		Looks at your face	
		Smiles when you talk to or smile at her	
		Begin to show clear excitement when something is about to happen, like feeding or being picked up	Cognitive
		Start to recognize people at a distance	
		Begin responding to voices	Language Communication
		Begin to laugh	
		Reacts to loud sounds	
		Makes sounds other than crying	
		Holds head up when on tummy	Movement/Physical
		Moves both arms and both legs	
		Opens hands briefly	
		Overall Development Use Grading Rubric Below	

Grading Rubric		
(E)	12	Exemplary = Strong evidence of meeting or exceeding learning goals.
(P)	6-11	Proficient = Evidence suggests adequate meeting of learning goals.
(D)	1-5	Developing = Evidence suggests some learning goals are met.
(NE)	0	Not Yet Evident

Communication and Observations Page

Infant childcare teachers should utilize this section to record important information about each child, including their unique personality traits, memorable moments, concerns, and any topics that need to be discussed with the parent(s). This section serves as a valuable tool for documenting and communicating essential details related to the child's development and well-being. Regularly updating and reviewing these notes will aid in providing comprehensive care and fostering effective communication with parents. Teacher should make copies for each developmental milestones



Date:

Child's Name:



30 Months Developmental Mile Stones



At this age encourage them to build with blocks, scribble with crayons, and use utensils for eating to enhance their fine motor skills. For gross motor development, provide plenty of opportunities for them to run, jump, and play with balls. In addition to motor skills, focus on cognitive and language development. Encourage their curiosity by asking open-ended questions, and provide opportunities for imaginative play. Reading books with more complex stories and engaging in conversations about their experiences can boost their language development.

Potty training is an important aspect of their development at this stage. Be attentive to signs of readiness, which can include expressing interest in using the potty, staying dry for longer periods, or showing discomfort with soiled diapers. When beginning potty training, use a child-sized potty chair and let them sit on it to become familiar with the concept. Offer praise and encouragement when they use the potty successfully, and be patient if accidents occur. It's also helpful to maintain a consistent schedule for potty breaks.

Instructions for Childcare Educator:

To accurately assess the students' progress and gauge their developmental achievement, the teacher should make use of the milestone sheet.

Assessment Guide:

- Exemplary (E): Use this if the student consistently demonstrates the behavior without requiring redirection.
- Proficient (P): Choose this if the student demonstrates the behavior but occasionally needs redirection.
- Developing (D): Select this if the student demonstrates the behavior but frequently requires redirection.
- Not Yet Evident (NE): Indicate this if the student does not demonstrate the behavior, even with redirection.

Assessment Process:

- Mark each skill as E (Exemplary), P (Proficient), D (Developing), or NE (Not Yet Evident) based on the student's progress.
- Add up the totals for E, P, D, and NE using the Grading Rubric located at the bottom of the page.
- Place an E, P, D, or NE in the yellow assessment period box, depending on the student's level of progress.
- The letter you place in the assessment period box indicates the student's developmental progress for their age.

30 Months Developmental Milestones



Teacher's Note	Assessment Date	Grading Periods	
		Plays next to other children and sometimes plays with them	Social/Emotional
		Shows you what she can do by saying, "Look at me!"	
		Can take turns	
		Can say pee, poop, and potty	Language Communication
		Can remember simple rhymes or lyrics	
		Names colors	Cognitive
		Draws a circle, when you show him how	
		Can concentrate on tasks for eight or nine minutes	
		Can point to the correct picture when asked a simple question about it	Movement/Physical
		Strings items together, like large beads or macaroni	
		Pull Pants up/down/get on and off toilet	
		Puts on shoes but cannot tie laces.	
		Total Column and Use Grading Rubric Below	

Grading Rubric		
(E)	12	Exemplary = Strong evidence of meeting or exceeding learning goals.
(P)	6-11	Proficient = Evidence suggests adequate meeting of learning goals.
(D)	1-5	Developing = Evidence suggests some learning goals are met.
(NE)	0	Not Yet Evident

Academic Development Checklist



1st Assessment Date / /	2nd Assessment Date / /	3rd Assessment Date / /	Grading Periods
			Able to point to five senses the teacher name
			Able to name five senses on Visual Aid Sheet
			Able to point to color that teacher name
			Able to name colors on Visual Aid Sheet
			Able to point to shape that teacher name
			Able to name shapes on Visual Aid Sheet
			Able to point to number that teacher name
			Able to name each number on Visual Aid Sheet
			Total Column and Use Grading Rubric Below

Grading Rubric		
(E)	8	Exemplary = Strong evidence of meeting or exceeding learning goals.
(P)	4 - 7	Proficient = Evidence suggests adequate meeting of learning goals.
(D)	1 - 3	Developing = Evidence suggests some learning goals are met.
(NE)	0	Not Yet Evident

Senses

Older student will name five senses without visualization card.

Teacher can ask younger student to point at each body part.

Teacher can ask: What part of your body do you smell with?
What part of your body do you hear with?
What part of your body do you taste with?
What part of your body do you see with?
What part of your body do you touch with?

Teacher will copy and laminate sheet to be used by student during the assessment.



Where is the nose, mouth, eye, hand, or ear
What are your five senses?



Shapes

Student will use this sheet to say as many shapes in 1 minutes as they can. Teacher will use teacher shape assessment rubric to total grade and place grade on sheet in correct assessment period. Teacher will make copy and laminate sheet for student visual aid for student.



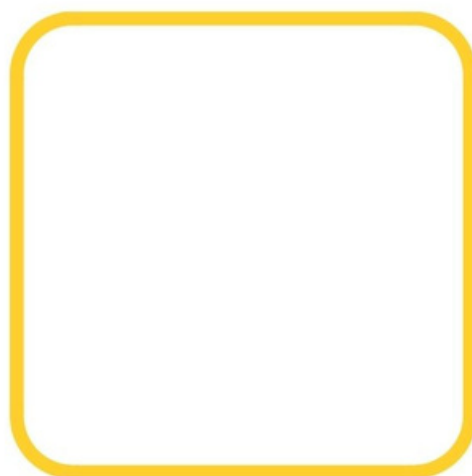
What is the name of each shape?



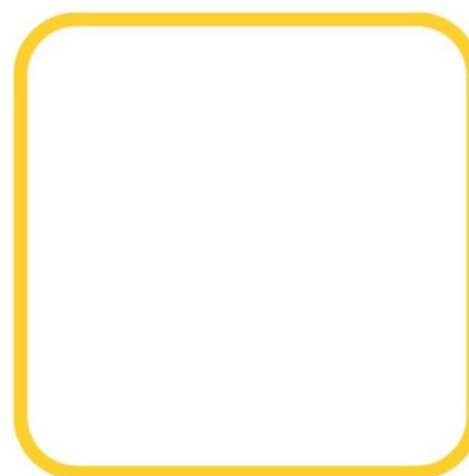
_____	
Name	

Year	

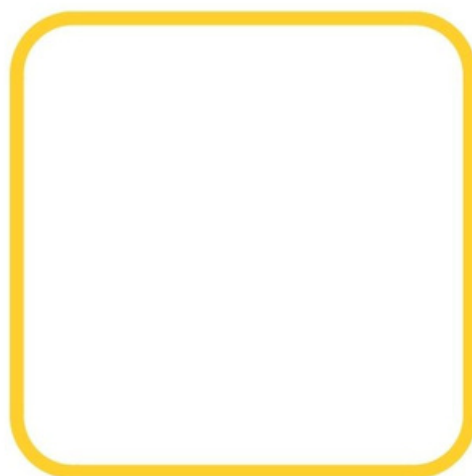
Journey of Firsts: Capturing Every Milestone, One Folder at a Time!



2 months



4 months



6 months



8 months

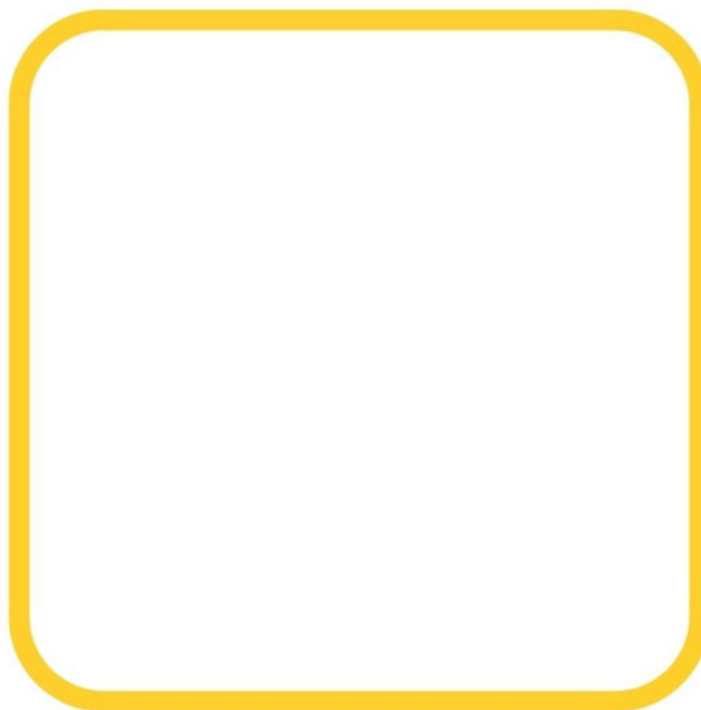


_____	

Name	

Year	

From tiny steps to toddling bounds, our little star is ready to explore new grounds!



NOTE FROM YOUR TEACHER

**INVEST IN EARLY EDUCATION
SUCCESS! OUR COMPREHENSIVE
INFANT AND KINDERGARTEN
ASSESSMENTS EMPOWER
GROWTH, INFORM TEACHING
STRATEGIES, AND ENSURE A
STRONG FOUNDATION FOR
LIFELONG LEARNING.**