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**
- **LANGUAGUE AND COMMUNICATION**
- **MOTORMENT/PHYSICAL**
- **EARLY FOUNDATIONS**
- **SOCIAL-EMOTIONAL**
- **SENSORY EXPLORATION**

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- 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

- 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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2 Months Developmental Mile Stones

As an infant teacher, it is important to provide developmentally appropriate activities for two-month-old babies. 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:

The teacher will utilize milestone sheet to assist the teacher in accurately evaluating the students' progress and determining their development achievement.

Assessment Guide:
1. Exemplary: If the student consistently demonstrates the behavior without needing redirection.
2. Proficient: If the student demonstrates the behavior but occasionally requires redirection.
3. Developing: If the student demonstrates the behavior but frequently requires redirection.
4. Not Yet Evident: If the student does not demonstrate the behavior, even with redirection.
5. 4. Mark each skill as E (Exemplary), P (Proficient), D (Developing), or NE (Not Yet Evident) based on the student's progress.
6. 5. Add the totals for E, P, D, and NE using the Grading Rubric at the bottom of page.
7. Place an E, P, D, or NE in the yellow assessment period box, depending on the student's level of progress.

2 Months Developmental Mile Stones

1. Observe the student during their playtime, work activities, and transitions for a few days.
2. Look for signs of skill in the student.
3. Assess the student's behavior independently and consistently:
   - Exemplary: If the student consistently demonstrates the behavior without needing redirection.
   - Proficient: If the student demonstrates the behavior but occasionally requires redirection.
   - Developing: If the student demonstrates the behavior but frequently requires redirection.
   - Not Yet Evident: If the student does not demonstrate the behavior, even with redirection.
   - If skills are not age appropriate for a student or will not be part of the school curriculum, mark them as N/A (Not Applicable). N/A will not count in the final assessment grade.
4. Mark each skill as E (Exemplary), P (Proficient), D (Developing), or NE (Not Yet Evident) based on the student's progress.
5. Calculate the totals for E, P, D, and NE using the Grading Rubric at the bottom of the assessment page and place the final grade yellow total area.

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	
		Begin to laugh	Language Communication
		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

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8 Months Developmental Mile Stones

As an infant teacher, it's important to provide developmentally appropriate activities for 8-month-old babies. At this stage, babies are becoming more mobile and curious about their surroundings. Encourage their physical development by offering safe spaces for them to practice crawling, pulling up, and cruising. Provide soft toys and objects of different textures for them to explore with their hands and mouths. Engage their cognitive development by introducing simple cause-and-effect toys, such as stacking blocks or nesting cups. Sing songs, read books, and engage in interactive play to stimulate their language and social skills. Remember to closely supervise and ensure a safe environment for their explorations.

instructions for Childcare Educator:

The teacher will utilize milestone sheet to assist the teacher in accurately evaluating the students' progress and determining their development achievement.

1. Assessment Guide:
2. Exemplary: If the student consistently demonstrates the behavior without needing redirection.
3. Proficient: If the student demonstrates the behavior but occasionally requires redirection.
4. Developing: If the student demonstrates the behavior but frequently requires redirection.
5. Not Yet Evident: If the student does not demonstrate the behavior, even with redirection.
6. Mark each skill as E (Exemplary), P (Proficient), D (Developing), or NE (Not Yet Evident) based on the student's progress.
7. Add the totals for E, P, D, and NE using the Grading Rubric at the bottom of page.
8. Place an E, P, D, or NE in the yellow assessment period box, depending on the student's level of progress.

8 Months Developmental Mile Stones

1. Observe the student during their playtime, work activities, and transitions for a few days.
2. Look for signs of skill in the student.
3. Assess the student's behavior independently and consistently:
   - Exemplary: If the student consistently demonstrates the behavior without needing redirection.
   - Proficient: If the student demonstrates the behavior but occasionally requires redirection.
   - Developing: If the student demonstrates the behavior but frequently requires redirection.
   - Not Yet Evident: If the student does not demonstrate the behavior, even with redirection.
   - If skills are not age appropriate for a student or will not be part of the school curriculum, mark them as N/A (Not Applicable). N/A will not count in the final assessment grade.
4. Mark each skill as E (Exemplary), P (Proficient), D (Developing), or NE (Not Yet Evident) based on the student's progress.
5. Calculate the totals for E, P, D, and NE using the Grading Rubric at the bottom of the assessment page and place the final grade yellow total area.

Teacher Notes	Assessment Date / /	Grading Periods	
		Show visible dislike for specific people, objects, and places	Social/Emotional
		Enjoy "frolic play"—being bounced, lifted up highest	
		Start waving or responding to "bye-bye	
		Look at a picture when it's pointed out	Cognitive
		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	Language Communication
		Start to babble single sounds on their own, like "ba	
		Lifts arms up to be picked up)	
		Start sitting with less or even no support	Movement/Physical
		Make stepping movement when held up by both hands	
		Start using the pincer grasp (usually by using the pads of their fingers, not the tips)	
		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

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