

The Ounce Scale: Crosswalk to The Three Child Outcomes

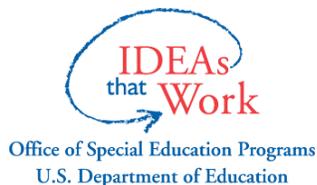
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<https://ectacenter.org/eco/pages/crosswalks.asp>

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E-LAP Profile

- **Publisher:** [Pearson](#)
- **Cost:** \$34.40
- **Age Range:** Birth–42 months
- **Purpose:** The Ounce Scale assesses children in a collaborative model between professionals and caregivers by providing interactive documentation, monitoring, and evaluation of development.
- **Areas Included:**
 - Social and Emotional Development
 - Communication and Language
 - Cognitive Development
 - Physical Development
- **Time to Administer:** Ongoing observation summarized periodically
- **Scored:** Yes, scores represent approximations of developmental ages for planning developmentally appropriate instruction.
- **Age Norms:** No
- **Age Ranges for Items:** Yes
- **Frequency:** 2–3 times per year
- **Standardized Tasks:** No
- **Based on Observation in Natural Settings:** Yes
- **Instructions Related to Parental Role:** Observations recorded in the family album are used in making ratings on the developmental profile and summary report at the end of each age level
- **Web-Based Data Entry:** Yes
- **Electronic Scoring:** Yes
- **Languages:** Spanish
- **Administered By:** Center or home-based child care program staff and early interventionists
- **Publisher Training:** Yes

Three Child Outcomes and E-LAP Items

A *precursor skill* for functional behaviors may not be appropriate or expected for some children with motor impairments.

Outcome 1: Positive Social-Emotional Skills (including social relationships)

Social and Emotional

I. Personal Connections

- Responds to familiar adults
- Engages with familiar adults
- Shows preference for familiar adults
- Relies on the presence of familiar adults to try things
- Shows need for familiar adult's approval
- Reflects attitudes and behaviors of familiar adults
- Shows awareness of unfamiliar people
- Notices and reacts to unfamiliar adults
- Shows awareness of unfamiliar adults
- Acts cautiously around unfamiliar adults
- Shows cautious interest in unfamiliar adults
- Shows comfort around new adults

II. Feelings about Self

- Expresses feelings (such as comfort and discomfort)
- Shows preferences, likes, and dislikes
- Expresses own ideas, interests, feelings
- Shows emerging sense of self (trying new things on their own)
- Shows comfort with independence, competence, feelings
- Shows awareness of social skills when expressing needs and wants
- Calms self
- Learning to cope with familiar and unfamiliar situations
- Tries to manage own behavior in different situations
- Growing ability to manage own behavior

III. Relationships with Other Children

- Shows awareness of other children
- Interacts with other children
- Watches and plays briefly with other children
- Plays beside other children
- Shows capacity to play cooperatively with other children
- Engages in cooperative play
- Begins to show awareness of other children's feelings
- Shows awareness of other children's feelings
- Responds to other children's feelings
- Shows increasing ability to understand the feelings of other children

Communication and Language

IV. Understanding and Communicating

- Pays attention to and tries to participate in conversations
- Participates in conversations

Outcome 2: Acquisition and Use of Knowledge and Skills

Communication and Language

IV. Understanding and Communicating

- Responds to sights and sounds (*precursor skill*)
- Responds to frequently heard sounds and words (*precursor skill*)
- Shows understanding of gestures and words (*precursor skill*)
- Follows simple directions and suggestions consistently
- Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories
- Understands requests, directions, concept words, stories, sequence
- Uses sounds and movement to communicate (*precursor skill*)
- Uses a variety of sounds and motions to communicate (*precursor skill*)
- Uses consistent sounds, verbal expressions, and gestures to communicate
- Uses some words to communicate
- Uses a growing number of words, puts several words together
- Uses words and some conventions of speech to express thoughts and ideas
- Uses conventions of speech while expressing ideas

Social and Emotional

II. Feelings about Self

- Expresses feelings through language and pretend play.

Cognitive Development

V. Exploration and Problem Solving

- Pays attention to what is happening in the environment
- Shows understanding of things in the environment during exploration
- Gains new understanding
- Explores the environment, learns how things work
- Explores new ways to do things, beginning understanding of concepts of color, size, matching, weight
- Explores and understands in more detailed and abstract ways
- Displays short term memory
- Demonstrates memory
- Shows increased memory skills
- Increasing memory for details and routines
- Makes things happen
- Makes expected things happen
- Uses toys and other objects with purpose
- Expects results when playing with toys and other objects
- Uses reasoning skills and planning ways to make things happen
- Begins to understand consequences when re-creating events and following familiar routines
- Plans before taking action
- Shows ability to figure things out
- Thinks about a problem and figures out what to do

Outcome 3: Use of Appropriate Behaviors to Meet Needs

Social and Emotional

II. Feelings about Self

- Expresses feelings (such as comfort and discomfort)
- Shows preferences, likes, and dislikes
- Expresses own ideas, interests, feelings
- Shows emerging sense of self (trying new things on their own)
- Shows comfort with independence, competence, feelings
- Shows awareness of social skills when expressing needs and wants
- Calms self
- Learning to cope with familiar and unfamiliar situations
- Tries to manage own behavior in different situations
- Growing ability to manage own behavior

Physical Development

VI. Movement and Coordination

- Gaining control of head and body (*precursor skill*)
- Changes body positions (*precursor skill*)
- Changes position and begins to move from place to place (*precursor skill*)
- Moves from place to place (*precursor skill*)
- Shows increasing coordination and balance, and combines actions to participate in play activities
- Demonstrates increased body control, combines several movements when participating in play activities
- Participates in many play activities and uses new movement skills
- Reaches toward things (*precursor skill*)
- Uses both hands with intention and purpose (*precursor skill*)
- Coordinates eyes with hands while holding and exploring objects (*precursor skill*)
- Uses hands to engage in activities (*precursor skill*)
- Uses hands and eyes to accomplish a variety of tasks
- Demonstrates eye-hand coordination while manipulating and exploring objects (*precursor skill*)
- Uses fingers, hands, and eyes to engage in a variety of activities (*precursor skill*)
- Uses hands with increasing control and precision for a variety of purposes (*precursor skill*)
- Holds on to things (*precursor skill*)
- Begins to participate in self-help activities
- Participates in self-help activities
- Accomplishes many self-help activities
- Accomplishes new self-help activities