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| Date of assessment, group name and team members       |
| **ASSESSMENT SCALE**  1 Seen regularly – 2 Needs some development – 3 Needs substantial development |
| **PERSONNEL ACTIVITIES** | 1  | 2  | 3  |
| 1. The personnel act as linguistic models, help the child expand their vocabulary and adapt their speech to the child’s level of proficiency. | [ ]  | [ ]  | [ ]  |
| *What already works in the group?*     | *What should still be developed and how?*   |
| 2. The personnel create a permissive and interactive atmosphere where the child is heard and accepted (e.g., enough time to listen to what the child has to say, tones of voice, non-verbal communication such as gestures, expressions, and touch). | [ ]  | [ ]  | [ ]  |
| *What already works in the group?*       | *What should still be developed and how?*       |
| 3. The personnel encourage the child to use the languages they speak in various situations. | [ ]  | [ ]  | [ ]  |
| *What already works in the group?*       | *What should still be developed and how?*       |
| **LEARNING ENVIRONMENT** | 1 | 2 | 3 |
| 1. The languages used by the child can be found in books, pictures, games, play and texts. | [ ]  | [ ]  | [ ]  |
| *What already works in the group?*       | *What should still be developed and how?*       |
| 2. Activities are differentiated to strengthen language proficiency (e.g., small groups andindividual guidance). | [ ]  | [ ]  | [ ]  |
| *What already works in the group?*       | *What should still be developed and how?*       |
| 3. The learning environment is modified according to the children’s needs and interests in light of their developing language proficiency (e.g., observation, use of pictures). | [ ]  | [ ]  | [ ]  |
| *What already works in the group?*       | *What should still be developed and how?*       |
| **CHILD’S INCLUSION** | 1 | 2 | 3 |
| 1. The personnel allow each child to be heard and included in all activities, regardless of their age, language skills or language background (e.g., gestures, use of pictures, repetition, observation). | [ ]  | [ ]  | [ ]  |
| *What already works in the group?*       | *What should still be developed and how?*       |
| 2. The personnel actively support the development of children’s multilingualism together with the guardians (e.g., provide guardians with pictures of vocabulary and songs learned in day care). | [ ]  | [ ]  | [ ]  |
| *What already works in the group?*       | *What should still be developed and how?*       |