

# Galileo® G3 Assessment Scales for Birth through 5 Years Alignment with Head Start Early Learning Outcomes Framework

---



**Assessment  
Technology  
Incorporated**

**Assessment Technology, Incorporated**

6700 E. Speedway Boulevard  
Tucson, Arizona 85710

Phone: 520.323.9033 • Fax: 520.323.9139

Copyright © Assessment Technology, Incorporated 2018. All rights reserved.  
"Galileo" and the Galileo logos are trademarks or registered trademarks of Assessment Technology, Incorporated.

*This document references the Head Start Early Learning Outcomes Framework (revised 2015).*

*Copyright © 2018 by Assessment Technology, Incorporated*

*All rights reserved. No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from the publisher.*

*“Galileo” and the Galileo logos are trademarks or registered trademarks of Assessment Technology, Incorporated.*

*Assessment Technology, Incorporated, Publishers*

*Tucson, Arizona, U.S.A.*

*Printed in the United States of America.*

*V4-040518*

# Galileo® G3 Assessment Scales for Birth through 5 Years Alignment with Head Start Early Learning Outcomes Framework

Assessment Technology, Incorporated

## Table of Contents

Table of Contents.....	i
I. Introduction to Galileo G3 Assessment Scales for Birth through 5 Years Alignment with Head Start Early Learning Outcomes Framework.....	1
II. Galileo G3 Assessment Scales Alignment with the Head Start Early Learning Framework Ages Birth to 3 Years	
A. Domain: Approaches to Learning.....	5
B. Domain: Social and Emotional Development .....	17
C. Domain: Language and Communication .....	30
D. Domain: Cognition .....	44
E. Domain: Perceptual, Motor, and Physical Development.....	59
III. Galileo G3 Assessment Scales Alignment with the Head Start Early Learning Framework Ages 3 through 5 Years:.....	70
A. Domain: Approaches to Learning.....	70
B. Domain: Social and Emotional Development .....	78
C.1. Domain: Language and Communication .....	85
C.2. Domain: Literacy .....	90
D.1. Domain: Mathematics .....	94
D.2. Domain: Scientific Reasoning .....	100
E. Domain: Perceptual, Motor, and Physical Development.....	105



# I. Galileo® G3 Scales Alignment with Head Start Early Learning Outcomes Framework

The *Head Start Child Development and Early Learning Framework* is designed to provide Head Start, and other early childhood programs, with a description of the skills, behaviors, and knowledge that are most important for a child's school and long-term success. The guidance provided by the *Head Start Child Development and Early Learning Framework* can inform and facilitate developmentally appropriate practice leading to early learners' success now, and in the future as these children make the transition to the early grades. The *Head Start Child Development and Early Learning Framework* can be used by programs in a number of ways to guide everyday local decision-making and action leading to positive outcomes for children. They can be included in:

- the selection and use of quality curriculum and assessment tools as part of an overall approach to promoting positive outcomes for children;
- the selection and implementation of developmentally appropriate learning opportunities in a variety of developmental domains;
- the establishment of school readiness goals consistent with state and local expectations;
- the monitoring of children's progress;
- the integration of child assessment data with various aspects of early childhood program planning and design;
- the collection of child assessment data for other early childhood reporting systems; and
- the promotion of child well-being, success, and continuous quality improvement in programs.

Galileo Pre-K Online is uniquely designed to support systemic implementation of *Head Start Child Development and Early Learning Framework*. Galileo Pre-K Online is a complete, fully integrated, research-based, and standards-aligned curriculum, assessment, and reporting system. Galileo Pre-K Online includes a comprehensive curriculum with an empirically-based scope and sequence as well as tools supporting planning, individualization, assessment, and the documentation of progress. Since 1987, Galileo Pre-K has been successfully implemented by Head Start, Early Head Start, public school preschool, and proprietary early childhood programs. Galileo Pre-K Online is currently used in early childhood programs to support a collaborative, data-driven, and goal-directed approach to promoting positive outcomes for children.

## A. Alignment with the Head Start Child Development and Early Learning Framework

The Galileo G3 assessment scales for ages birth through 5 provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, the *Head Start Child Development and Early Learning Framework* for children ages birth through 5. These reliable, valid scales form the basis for the comprehensive Galileo curriculum as well as the integrated Galileo assessment tools by defining research-based and empirically-based developmental sequences (progression) in five age ranges, birth to 8 months, 8 to 18 months, 18 to 24 months, 2 to 3 years, and 3 through 5 years.

This alignment document is organized into sections displaying the *Head Start Child Development and Early Learning Framework* along with the aligned capabilities from the Galileo G3 scales. The Galileo G3 scales for birth to age 3 years are organized into 5 domains of knowledge. The Galileo G3 scales for 3 through 5 years are organized into 12 domains of knowledge. In addition, the Galileo *School Readiness Scales* draw capabilities from across these domains to provide information about child progress towards mastery of the essential capabilities for school readiness within each age range. The following table indicates the number of capabilities included in each of the Galileo G3 scales.

TABLE 1  
Galileo® G3 Scales

Galileo G3 Scales	
<b>00-08 Months G3 scales</b>	<b>Capabilities</b>
Approaches to Learning	24
Cognitive Development & General Knowledge	53
Language, Communication, Reading & Writing	34
Physical Development & Health	39
Social & Emotional Development	58
<b>08-18 Months G3 scales</b>	<b>Capabilities</b>
Approaches to Learning	29
Cognitive Development & General Knowledge	65
Language, Communication, Reading & Writing	39
Physical Development & Health	42
Social & Emotional Development	71
<b>18-24 Months G3 scales</b>	<b>Capabilities</b>
Approaches to Learning	27
Cognitive Development & General Knowledge	56
Language, Communication, Reading & Writing	52
Physical Development & Health	47
Social & Emotional Development	64
<b>2-3 Years G3 scales</b>	<b>Capabilities</b>
Approaches to Learning	26
Cognitive Development & General Knowledge	55
Language, Communication, Reading & Writing	43
Physical Development & Health	41
Social & Emotional Development	53
<b>3-5 Years Galileo G3 scales</b>	<b>Capabilities</b>
Approaches to Learning	30
Creative Arts	36
English Language Acquisition	30
Language Development	33
Literacy Knowledge & Skills	50
Logic & Reasoning	36
Mathematics Knowledge & Skills	47
Nature & Science	56
Physical Development & Health	74
Social and Emotional Development	47
Social Studies	45
Technology	33

## B. Comprehensive Coverage to Support the Provision of Learning Opportunities and the Assessment of Children’s Progress

The knowledge areas comprising the Galileo G3 scales for birth through age 5 provide comprehensive coverage of a domain of knowledge in a way that makes it possible to implement a comprehensive curriculum, effectively assess children’s learning, and provide meaningful developmentally appropriate learning opportunities. Overall, the *Head Start Child Development and Early Learning Framework* is comprehensively represented through the wide variety of knowledge areas comprising the 12 developmental domains in the 3 through 5 years scale and the 5 developmental domains in the younger age range. These knowledge areas make it possible for early childhood programs to effectively assess the broad range and depth of knowledge and skills acquired by young children during the early years of learning, including capabilities important for school readiness. The knowledge areas within the *Galileo G3 Physical Development and Health* for 3 through 5 year-olds, for example, are indicated in Table 2.

TABLE 2  
*Galileo® G3 3-5 Years Physical Development & Health Scale Knowledge Areas*

3-5 Galileo G3 Physical Development & Health
Obtaining Nutrition
Practicing Hygiene
Exercising
Dressing
Toileting
Understanding of Health and Safety Practices
Developing Gross Motor Control and Balances
Developing Fine Motor Dexterity
Developing Hand-Eye Coordination

As you read through the alignment in this document, you will note that the domain from the *Head Start Child Development and Early Learning Framework* is labeled at the top of each table. The knowledge areas/subdomains, goals, developmental progressions and indicators of the framework are then listed. The columns present the details of how the Galileo G3 scales and the included capabilities correspond to the framework’s domain structure. Underlined capabilities are also reflected in the *Galileo G3 School Readiness Scale* for the corresponding age range.

## C. Comprehensive, Validated Development Sequences Extending Key Knowledge, Behaviors, and Skills

The *Head Start Child Development and Early Learning Framework* provides important information about key knowledge, behaviors, and skills acquired by young children and serves as a useful guide for the selection of a comprehensive curriculum as well as assessment instruments to assess children’s progress. The Galileo G3 scales illustrated in this document are comprised of in-depth, comprehensive, and empirically based developmental sequences/progressions for Galileo knowledge areas and capabilities, reflecting the new framework. In this regard, the Galileo G3 assessment scales make it

possible for early childhood programs to implement a research-based, standards-aligned, comprehensive, and developmentally appropriate approach to the provision of learning opportunities and the assessment of infants, toddlers and young children. As just one example of this capability, each Galileo knowledge area is comprised of a full range of capabilities forming empirically based developmental sequences. These empirically based sequences make it possible for early childhood programs to implement a comprehensive curriculum and to effectively and confidently use the results of assessment to provide developmentally appropriate learning opportunities to children based on individual abilities, strengths, interests, and needs. Moreover, the Galileo G3 assessment scales can be effectively utilized to measure growth over an extended period of time and to document program impact on children's learning.



## II. Galileo® G3 Assessment Scales Alignment with the Head Start Early Learning Outcomes Framework Ages Birth to 3 Years

### A. Domain: Approaches to Learning

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: IT-ATL 1.</b> Child manages feelings and emotions with support of familiar adults.	
<b>Birth to 9 Months</b>	
Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	<p><b>Social and Emotional Development – 00-08 months</b> 6) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration. 39) Cuddles head on the neck and shoulder of a familiar adult.</p> <p><b>Social and Emotional Development – 08-18 months</b> 1) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.</p> <p><b>Physical Development and Health – 00-08 months</b> 29) Becomes calm when hearing voices of familiar adults or environmental sounds. 31) Turns and smiles when her/his name is spoken by a familiar adult.</p>
<b>8 to 18 Months</b>	
Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	<p><b>Social and Emotional Development – 08-18 months</b> 22) Looks toward familiar adults for help when becoming upset.</p> <p><b>Social and Emotional Development – 18-24 months</b> 24) Looks to their parents, caregivers, and teachers when a loud sound scares them.</p>

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>16 to 36 Months</b>	
Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	<p><b>Social and Emotional Development – 08-18 months</b></p> <p>19) Turns head and breaks eye contact, frowns, and/or arches back when over stimulated.</p> <p>23) Looks toward familiar adults for help when becoming upset.</p> <p>21) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.</p> <p><b>Social and Emotional Development – 18-24 months</b></p> <p>23) Engages in reassuring self-talk or changing goals when frustrated or frightened.</p> <p>24) Looks to their parents, caregivers, and teachers when a loud sound scares them.</p> <p><b>Social and Emotional Development – 2-3 years</b></p> <p>19) Engages in reassuring self-talk or changing goals when frustrated or frightened.</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Looks to others for help in coping with strong feelings and emotions.</li> <li>Used strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.</li> </ul>	<p><b>Social and Emotional Development – 18-24 months years</b></p> <p>8) <u>Seeks support from familiar adults to resolve conflicts with peers. -18-24 SR 42.</u></p> <p><b>Social and Emotional Development – 2-3 years</b></p> <p>5) <u>Seeks support from familiar adults to resolve conflicts with peers. -2-3 SR 36.</u></p> <p>27) Continues to use comfort objects such as blankets and stuffed animals to calm her/himself.</p> <p>30) Seeks help from familiar adults when another child takes her/his toy.</p>
<b>Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.</b>	
<b>Birth to 9 Months</b>	
Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	<p><b>Physical Development and Health – 00-08 months</b></p> <p>29) Becomes calm when hearing voices of familiar adults or environmental sounds.</p>
<b>8 to 18 Months</b>	
Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	<p><b>Social and Emotional Development – 00-08 months</b></p> <p>24) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.</p> <p><b>Social and Emotional Development – 08-18 months</b></p> <p>19) Turns head and breaks eye contact, frowns, and/or arches back when over stimulated.</p> <p>21) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.</p>

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>16 to 36 Months</b>	
Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Let’s the adult know when they are hungry or tired.	<p><b>Social and Emotional Development – 2-3 years</b>  <u>20) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. -2-3 SR 39.</u>            23) Uses words or crying to get someone’s attention.            31) Tells another child “No. Stop!” when her/his toy is taken.</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Participates in and follows everyday routines with the support of familiar adults.</li> <li>Communicates verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults.</li> <li>Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult’s hand when crossing the street.</li> </ul>	<p><b>Physical Development and Health – 18-24 months</b>  <u>2) Actively participates in everyday health routines (e.g., washing hands). -18-24 SR 34.</u>  <b>Physical Development and Health – 2-3 years</b>            2) Actively participates in everyday health routines (e.g., washing hands).            25) Participates in “getting ready for” routines (e.g., going to sink to look for toothbrush or choosing a book to read).  <b>Social and Emotional Development – 2-3 years</b>  <u>20) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. -2-3 SR 39.</u>            23) Uses words or crying to get someone’s attention.</p>

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: IT-ATL 3. Child maintains focus and sustains attention with support</b>	
<b>Birth to 9 Months</b>	
Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	<p><b>Language, Communication, Reading and Writing – 00-08 months</b>            3) Turns her/his head in the direction of a sound (e.g., telephone ringing).            6) Pays attention to objects in the environment when prompted by an adult.  <b>Language, Communication, Reading and Writing – 08-18 months</b>            2) Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers.)</p>

<b>APPROACHES TO LEARNING</b> <b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>8 to 18 Months</b>		
<p>Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.</p>	<p><b>Approaches to Learning – 00-08 months</b> 6) Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p><b>Approaches to Learning – 08-18 months</b> 3) Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p><b>Social and Emotional Development - 08-18 months</b> 35) Stops and looks at familiar adults when her/his name is called. 36) Begins to attend during short, focused activities (e.g., listening to simple stories being read).</p> <p><b>Social and Emotional Development - 18-24 months</b> 26) Stops and looks at familiar adults when her/his name is called. 28) Begins to attend during short, focused activities (e.g., listening to simple stories being read).</p>	
<b>16 to 36 Months</b>		
<p>Participates in activities and experiences with people, objects, or materials that require attention and common focus.</p>	<p><b>Social and Emotional Development - 18-24 months</b> 27) Follows directions with adult assistance. 28) Begins to attend during short, focused activities (e.g., listening to simple stories being read). 50) Shows particular interest in a special book, music selection, or other object, event, or activity.</p> <p><b>Social and Emotional Development – 2-3 years</b> 22) Follows directions with adult assistance.</p>	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>• Maintains engagement in interactions with familiar adults and children.</li> <li>• Chooses to join in activities or pays attention to tasks and activities that are self-initiated.</li> <li>• Maintains focus and attention on a simple task or activity for short periods of time.</li> </ul>	<p><b>Social and Emotional Development 2-3 years</b> <u>4) Engages in positive social play alongside, and occasionally with, other children. -2-3 SR 34.</u> 22) Follows directions, with adult assistance.</p> <p><b>Approaches to Learning – 2-3 years</b> 14) Listens closely and turns the pages of a storybook that is being read by a parent, caregiver, or teacher.</p>	
<b>Goal: IT-ATL 4. Child develops the ability to show persistence in actions and behavior.</b>		
<b>Birth to 9 Months</b>		
<p>Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.</p>	<p><b>Approaches to Learning – 00-08 months</b> 10) <u>Explores objects (e.g., books) repeatedly with their hands and mouths. -00-08 SR 2.</u> 11) <u>Bangs an object repeatedly while exploring its properties. -00-08 SR 3.</u> 15) Looks at pictures in a book for an extended period of time.</p> <p><b>Language, Communication, Reading and Writing – 00-08 months</b> 25) Follows a moving object with her/his eyes.</p>	

<b>APPROACHES TO LEARNING</b> <b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>8 to 18 Months</b>		
<p>Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.</p>	<p><b>Approaches to Learning – 08-18 months</b>                      14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.</p> <p><b>Approaches to Learning – 18-24 months</b>                      10) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. -18-24 SR 1.</p> <p><b>Language, Communication, Reading and Writing – 00-08 months</b>                      13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). -00-08 SR 19.</p> <p><b>Language, Communication, Reading and Writing – 08-18 months</b>                      9) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).                      12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). -08-18 SR 19.</p> <p>15) Uses gestures, sounds, words, and movements to initiate an interaction or game (e.g., patty-cake).                      16) Says a few basic words (e.g., "mama", "dada"). -08-18 SR 18.</p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b>                      11) Says a few basic words (e.g., "mama", "dada"). -18-24 SR 16.</p> <p><b>Social and Emotional Development - 08-18 months</b>                      70) Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.</p> <p><b>Social and Emotional Development - 18-24 months</b>                      60) Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.</p>	
<b>16 to 36 Months</b>		
<p>Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.</p>	<p><b>Approaches to Learning – 18-24 months</b>                      13) Tries various shapes in a shape-sorting toy until the shape finally fits.                      14) Insists on completing a task even when assistance is needed.                      15) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).</p> <p><b>Approaches to Learning – 2-3 years</b>                      10) Tries various shapes in a shape-sorting toy until the shape finally fits.                      11) Insists on completing a task even when assistance is needed.</p>	

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	12) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice). <b>Cognitive Development and General Knowledge – 18-24 months</b> 41) Uses trial and error to fit different shapes into holes or to stack things in order.
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Persists in learning new skills or solving problems.</li> <li>Continues efforts to finish a challenging activity or task with support of an adult.</li> </ul>	<b>Approaches to Learning - 2-3 years</b> 16) Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors. - 2-3 SR 2. 17) Maintains concentration in an activity despite distractions or interruptions. <b>Cognitive Development and General Knowledge – 18-24 months</b> 56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). -18-24 SR 13. <b>Cognitive Development and General Knowledge – 2-3 years</b> 45) Persists with objects, or with frustrating toys. 54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).
<b>Goal: IT-ATL 5.</b> Child demonstrates the ability to be flexible in actions and behavior.	
<b>Birth to 9 Months</b>	
Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	<b>Approaches to Learning – 00-08 months</b> 8) Kicks or swats a mobile to repeat a sound or motion. 21) Raises bottle as the level of milk drops. <b>Cognitive Development and General Knowledge – 00-08 months</b> 44) Cries in different ways for different reasons (e.g., hunger, pain, fear). -00-08 SR 9. <b>Social and Emotional Development – 00-08 months</b> 49) Repeats an action when it makes people laugh. <b>Social and Emotional Development – 08-18 months</b> 55) Repeats an action when it makes people laugh.
<b>8 to 18 Months</b>	
Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	<b>Approaches to Learning – 00-08 months</b> 22) Drops a toy or object and looks for it. -00-08 SR 4. <b>Approaches to Learning – 08-18 months</b> 6) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck). 21) Drops a toy or object and looks for it. -08-18 SR 8. 22) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	<p>26) In the absence of a preferred object, substitutes another object to calm self when upset.</p> <p><b>Approaches to Learning – 18-24 months</b></p> <p>1) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).</p> <p>18) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).</p>
<b>16 to 36 Months</b>	
<p>Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.</p>	<p><b>Approaches to Learning – 08-18 months</b></p> <p>1) Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p><b>Social and Emotional Development – 08-18 months</b></p> <p>30) Moves away from a sticky plant when redirected by parents, caregivers, and teachers.</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>• Adjusts to changes in routines or usual activities when informed ahead of time by adults.</li> <li>• Makes common, everyday transitions that are part of a daily schedule.</li> <li>• Shows flexibility in problem solving by trying more than one approach.</li> </ul>	<p><b>Approaches to Learning – 2-3 years</b></p> <p>11) Insists on completing a task even when assistance is needed.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b></p> <p><u>56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). -18-24 SR 13.</u></p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>53) Finds solutions basic everyday problems (e.g., peels paper off a crayon to continue coloring).</p> <p>54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</p> <p><b>Social and Emotional Development – 18-24 months</b></p> <p><u>7) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -18-24 SR 41.</u></p> <p><b>Social and Emotional Development – 2-3 years</b></p> <p><u>3) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -2-3 SR 35.</u></p> <p>28) Moves around another child that is in her/his way (e.g., going up a slide).</p>

<b>APPROACHES TO LEARNING</b> <b>Sub-Domain: Initiative and Curiosity</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: IT-ATL 6.</b> Child demonstrates emerging initiative in interactions, experiences, and explorations.		
<b>Birth to 9 Months</b>		
<p>Initiates interactions with familiar adults through expressions, actions, or behaviors.</p>	<p><b>Approaches to Learning – 00-08 months</b> 12) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).</p> <p><b>Approaches to Learning – 08-18 months</b> 10) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).</p> <p><b>Language, Communication, Reading and Writing – 00-08 months</b> 12) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo). 13) <u>Uses word-like sounds to get needs met (e.g., points to dessert and jabbers).</u> -00-08 SR 19.</p> <p><b>Language, Communication, Reading and Writing – 08-18 months</b> 9) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo). 12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers).</p>	
<b>8 to 18 Months</b>		
<p>Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.</p>	<p><b>Approaches to Learning – 00-08 months</b> 14) <u>Asks or gestures that they want the same song or story repeated over and over again.</u> -00-08 SR 6.</p> <p><b>Approaches to Learning – 08-18 months</b> 4) Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone). 12) Asks or gestures that they want the same song or story repeated over and over again. 15) Remembers the location of, and searches for a favorite object.</p> <p><b>Approaches to Learning – 18-24 months</b> 11) Remembers the location of, and searches for a favorite object.</p> <p><b>Social and Emotional Development – 08-18 months</b> 56) Protests when given a non-preferred food rather than a preferred food. 65) Plays with a preferred toy more than others.</p>	
<b>16 to 36 Months</b>		
<p>Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.</p>	<p><b>Cognitive Development and General Knowledge – 2-3 years</b> 51) Begins to locate/select materials for an activity (e.g., gets out art supplies for a project but may forget things or not get enough).</p> <p><b>Social and Emotional Development – 2-3 years</b> 53) Gets materials needed for an activity, without prompts.</p>	



<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Initiative and Curiosity</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Engages others in interactions or shared activities.</li> <li>Demonstrates initiative by making choices or expressing preferences.</li> <li>Attempts challenging tasks with or without adult help.</li> <li>Shows eagerness to try new things.</li> </ul>	<p><b>Approaches to Learning – 2-3 years</b></p> <p>11) Insists on completing a task even when assistance is needed.</p> <p>16) <u>Shows interest in completing simple puzzles, stringing-beads successfully, and repeating attempts to use scissors. - 2-3 SR 2.</u></p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b></p> <p>4) States clear preferences regarding colors, foods, and clothes.</p> <p><b>Social and Emotional Development – 2-3 years</b></p> <p>36) Initiates play with a familiar peer.</p> <p>38) Enjoys an activity of interest (e.g., art) with a friend.</p> <p>51) Shows interest in wanting to dress her/himself.</p>
<b>Goal: IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.</b>	
<b>Birth to 9 Months</b>	
Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	<p><b>Approaches to Learning – 00-08 months</b></p> <p>7) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.</p> <p>8) Kicks or swats a mobile to repeat a sound or motion.</p> <p><b>Approaches to Learning – 08-18 months</b></p> <p>5) <u>Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. -08-18 SR 2.</u></p> <p><b>Social and Emotional Development – 00-08 months</b></p> <p>51) Smiles and claps hands when they successfully accomplish a task (e.g., climbing upstairs).</p> <p>58) Smiles as she/he helps with simple tasks (e.g., picking up toys).</p> <p><b>Social and Emotional Development – 08-18 months</b></p> <p>57) Smiles and claps hands when they successfully accomplish a task (e.g., climbing upstairs).</p> <p>67) Smiles as she/he helps with simple tasks (e.g., picking up toys).</p>
<b>8 to 18 Months</b>	
Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	<p><b>Approaches to Learning – 00-08 months</b></p> <p>15) Looks at pictures in a book for an extended period of time.</p> <p><b>Approaches to Learning – 8-18 months</b></p> <p>6) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).</p> <p>9) Begins to explore the environment independently.</p> <p>13) Looks at pictures in a book for an extended period of time.</p> <p><b>Approaches to Learning – 18-24 months</b></p> <p>1) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).</p> <p>5) Begins to explore the environment independently.</p>

<b>APPROACHES TO LEARNING</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Initiative and Curiosity</b>		
		6) Eagerly seeks and takes pleasure in learning new skills.
<b>16 to 36 Months</b>		
Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	<p><b>Approaches to Learning – 18-24 months</b></p> <p>7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.</p> <p>9) Explores most areas of the classroom.</p> <p><b>Approaches to Learning – 2-3 years</b></p> <p>1) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.</p> <p>8) Explores most areas of the classroom.</p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p>20) Asks questions to obtain information or assistance. -18-24 SR 27.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>13) Asks questions to obtain information or assistance. -2-3 SR 17.</p>	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Asks questions about what things are, how they are used, or what is happening.</li> <li>Experiments with different ways of using new objects or materials.</li> <li>Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.</li> </ul>	<p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>11) Asks questions while a book is being read by a familiar adult.</p> <p>15) Persistently asks “Why?”</p> <p>19) Participates in rearranging areas of the room.</p>	

<b>APPROACHES TO LEARNING</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Creativity</b>		
<b>Goal: IT-ATL 8.</b> Child uses creativity to increase understanding and learning.		
<b>Birth to 9 Months</b>		
Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	<p><b>Social and Emotional Development – 00-08 months</b></p> <p>49) Repeats an action when it makes people laugh.</p> <p>52) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.</p> <p>54) Cries in particular ways to get needs met.</p> <p><b>Social and Emotional Development – 08-18 months</b></p> <p>55) Repeats an action when it makes people laugh.</p> <p>63) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.</p>	

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Creativity</b>	
<b>Galileo® G3 Assessment Scale Goal</b>	
<b>8 to 18 Months</b>	
Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	<p><b>Approaches to Learning – 08-18 months</b> 22) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).</p> <p><b>Approaches to Learning – 18-24 months</b> 18) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).</p> <p><u>21) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).</u> -18-24 SR 8.</p> <p><b>Approaches to Learning – 2-3 years</b> 18) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).</p>
<b>16 to 36 Months</b>	
Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	<p><b>Approaches to Learning – 18-24 months</b> 26) Uses objects together as tools.</p> <p><b>Approaches to Learning – 2-3 years</b> 20) <u>Uses objects together as tools.</u> -2-3 SR 3. 25) <u>Combines materials, objects, equipment in new ways to produce multiple uses.</u> -2-3 SR 6.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b> 51) Uses materials such as pencils, paints, and play dough in different and varied ways.</p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b> 37) Uses materials such as pencils, paints, and play dough in different and varied ways.</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>• Pays attention to new or unusual things.</li> <li>• Shows willingness to participate in new activities or experiences.</li> <li>• Uses language in creative ways, sometimes making up words or rhymes.</li> </ul>	<p><b>Approaches to Learning – 2-3 years</b> 1) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys. 5) Explores new toys to see how they work.</p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b> 17) Invents new words for fun and experimenting.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b> 9) Combines words to create meaningful short sentences. <u>10) Enjoys repeating rhymes and songs.</u> -2-3 SR 12.</p> <p><b>Social and Emotional Development – 2-3 years</b> 12) Tries out new games and toys. 13) Starts becoming more comfortable when entering new environments.</p>

<b>APPROACHES TO LEARNING</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Creativity</b>		
<b>Goal: IT-ATL 9.</b> Child shows imagination in play and interactions with others.		
<b>Birth to 9 Months</b>		
<i>Emerging</i>		
<b>8 to 18 Months</b>		
Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.		<p><b>Language, Communication, Reading and Writing – 08-18 months</b> 24) Uses gestures, sounds, or facial expressions to show a memory for familiar stories, rhymes, or songs.</p> <p><b>Physical Development and Health – 08-18 months</b> 34) Participates in listening and vocalizing activities (e.g., finger plays and songs).</p> <p><b>Physical Development and Health – 18-24 months</b> 12) Imitates the hand motions of finger plays (e.g., “Where is Thumpkin?”). 39) Sings simple songs and finger plays.</p>
<b>16 to 36 Months</b>		
Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.		<p><b>Approaches to Learning – 08-18 months</b> <u>27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) -08-18 SR 7.</u></p> <p><b>Approaches to Learning – 18-24 months</b> <u>19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) -18-24 SR 2.</u> <u>24) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). – 18-24 SR 7.</u></p> <p><b>Approaches to Learning – 2-3 years</b> <u>19) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). – 2-3 SR 4.</u></p>
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>• Uses pretend and imaginary objects or people in play or interaction with others.</li> <li>• Uses materials such as paper, paint, crayons, or blocks to make novel things.</li> </ul>		<p><b>Approaches to Learning – 2-3 years</b> <u>25) Combines materials, objects, equipment in new ways to produce multiple uses. -2-3 SR 6.</u></p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b> 32) Pretends to be a character from a story or show. 42) Takes on roles during pretend play.</p> <p><b>Social and Emotional Development – 2-3 years</b> <u>6) Takes on the role of an adult figure in pretend play. -2-3 SR 38.</u></p>

## B. Domain: Social and Emotional Development

## Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Relationships with Adults</b>		
<b>Goal: IT-SE 1.</b> Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.		
<b>Birth to 9 Months</b>		
Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	<p><b>Social and Emotional Development – 00-08 months</b></p> <p>1) Exhibits mutual eye gazes during routine activities. 6) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration. 21) Raises arms to familiar adults for comfort or to be picked up. 23) Looks toward familiar adults for help when becoming upset. 38) Responds to the presence of familiar adults by kicking her/his feet and smiling.</p> <p><b>Social and Emotional Development – 08-18 months</b></p> <p>1) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration. 22) Looks toward familiar adults for help when becoming upset.</p>	
<b>8 to 18 Months</b>		
Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	<p><b>Social and Emotional Development – 08-18 months</b></p> <p>4) Becomes distressed in the presence of unfamiliar adults. 22) Looks toward familiar adults for help when becoming upset. 25) Demonstrates the ability to be comforted by familiar adults when frightened. 47) Frequently check for familiar adults in new situations.</p> <p><b>Social and Emotional Development – 18-24 months</b></p> <p>18) Demonstrates the ability to be comforted by familiar adults when frightened.</p>	
<b>16 to 36 Months</b>		
Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	<p><b>Social and Emotional Development – 08-18 months</b></p> <p>43) Seeks comfort from parents, caregivers, and teachers when hurt or frightened.</p> <p><b>Social and Emotional Development – 18-24 months</b></p> <p><u>8) Seeks support from familiar adults to resolve conflicts with peers. -18-24 SR 42.</u> 19) Seeks comfort from familiar adults when hurt or frightened.</p>	

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Relationships with Adults</b>		
		24) Looks to their parents, caregivers, and teachers when a loud sound scares them. 35) Seeks comfort from parents, caregivers, and teachers when hurt or frightened. <b>Social and Emotional Development – 2-3 years</b> <u>5) Seeks support from familiar adults to resolve conflicts with peers. -2-3 SR 36.</u>
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Shows emotional connection and attachment to familiar adults.</li> <li>Turns to familiar adults for protection, comfort, and getting needs met.</li> </ul>		<b>Social and Emotional Development – 2-3 years</b> <u>5) Seeks support from familiar adults to resolve conflicts with peers. -2-3 SR 36.</u>
<b>Goal IT-SE 2.</b> Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.		
<b>Birth to 9 Months</b>		
Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.		<b>Social and Emotional Development – 00-08 months</b> 4) Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room. 5) Stiffens/leans away from a stranger who tries to pick them up. 8) Looks around while being held on the shoulders of a familiar adult. 12) Responds to sound by cooing when songs are sung by familiar adults. 21) Raises arms to familiar adults for comfort or to be picked up.
<b>8 to 18 Months</b>		
Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.		<b>Cognitive Development and General Knowledge – 08-18 months</b> 29) Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult). <b>Social and Emotional Development – 08-18 months</b> 4) Becomes distressed in the presence of unfamiliar adults. 22) Looks toward familiar adults for help when becoming upset.
<b>16 to 36 Months</b>		
Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.		<b>Social and Emotional Development – 08-18 months</b> 41) Moves nearer to a familiar adult when noticing a stranger entering the room. 52) Looks across the room to familiar adults periodically when playing with peers. <b>Social and Emotional Development – 18-24 months</b> 33) Moves nearer to a familiar adult when noticing a stranger entering the room.

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>Galileo® G3 Assessment Scale Goal</b>	
<b>Sub-Domain: Relationships with Adults</b>	
	42) Looks across the room to familiar adults periodically when playing with peers. 43) Acknowledges the presence/arrival of familiar adults when they see them (e.g., says "hi"). <b>Social and Emotional Development – 2-3 years</b> 34) Acknowledges the presence/arrival of familiar adults when they see them (e.g., says "hi").
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>• Engages in and may initiate behaviors that build relationships with familiar adults.</li> <li>• Uses familiar adults for reassurance when engaging with new adults.</li> </ul>	<b>Social and Emotional Development – 2-3 years</b> 2) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll). 34) Acknowledges the presence/arrival of familiar adults when they see them (e.g., says "hi"). 35) With the help of teachers, begins to effectively handle separation from parents when they leave her/him at the early care/education setting. 39) Approaches a new person after familiar adults have talked with that person for a while.
<b>Goal: IT-SE 3. Child learns to use adults as a resource to meet needs.</b>	
<b>Birth to 9 Months</b>	
Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	<b>Social and Emotional Development – 00-08 months</b> 4) Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room. 23) Looks toward familiar adults for help when becoming upset. 34) Cries, rocks back and forth, and lifts arms to signal for help. <b>Social and Emotional Development – 08-18 months</b> 22) Looks toward familiar adults for help when becoming upset. 37) Cries, rocks back and forth, and lifts arms to signal for help.
<b>8 to 18 Months</b>	
Looks to or seeks help from a familiar adults, such as taking the adult's hand and leading them to something the child wants or needs.	<b>Cognitive Development and General Knowledge – 18-24 months</b> 52) Takes an adult's hand, leads the adult to the block area, and gives the adult a block. <b>Social and Emotional Development – 00-08 months</b> 37) Looks to familiar adults for help when he/she falls down while attempting to walk. <b>Social and Emotional Development – 08-18 months</b> 8) Seeks help from trusted parents, caregivers, and teachers. 40) Looks to familiar adults for help when he/she falls down while attempting to walk. 48) Offers a toy to a familiar adult. <b>Social and Emotional Development – 18-24 months</b>

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Relationships with Adults</b>		
		3) Seeks help from trusted parents, caregivers, and teachers.
<b>16 to 36 Months</b>		
Asks familiar adult for help or assistance when encountering difficult tasks or situations.		<b>Social and Emotional Development – 18-24 months</b> 29) Look to their parents, caregivers, and teachers for help when unable to complete a task. 61) Seeks help from familiar adults after unsuccessfully attempting to complete a task. <b>Social and Emotional Development – 2-3 years</b> 37) Seeks help from familiar adults after unsuccessfully attempting to complete a task.
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.</li> <li>Shows preference for familiar adults when in distress.</li> </ul>		<b>Social and Emotional Development –2-3 years</b> 5) <u>Seeks support from familiar adults to resolve conflicts with peers. -2-3 SR 36.</u>

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Relationships with Other Children</b>		
<b>Goal: IT-SE 4.</b> Child shows interest in, interacts with, and develops personal relationships with other children.		
<b>Birth to 9 Months</b>		
Looks at attentively, touches or explores another child’s face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.		<b>Social and Emotional Development – 00-08 months</b> 9) <u>Begins to show interest in other children, playing side-by-side using the same or similar toys. -00-08 SR 31.</u> 35) <u>Gains the attention of peers through vocalizations, reaching out, and smiling. -00-08 SR 32.</u> <b>Social and Emotional Development – 08-18 months</b> 6) <u>Begins to show interest in other children, playing side-by-side using the same or similar toys. -08-18 SR 31.</u> 38) <u>Gains the attention of peers through vocalizations, reaching out, and smiling.</u>
<b>8 to 18 Months</b>		
Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.		<b>Social and Emotional Development – 08-18 months</b> 49) <u>Touches or imitates another child sitting nearby.</u> 50) <u>Recognizes the name of a friend.</u> <b>Social and Emotional Development – 18-24 months</b> 40) <u>Recognizes the name of a friend.</u>



<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Relationships with Other Children</b>		
<b>16 to 36 Months</b>		
Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	<b>Social and Emotional Development – 18-24 months</b> 6) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll). 46) Initiates play with a familiar peer. <b>Social and Emotional Development – 2-3 years</b> 2) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll). 36) Initiates play with a familiar peer.	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Shows increasing interest in interacting with other children.</li> <li>Shows preference for particular playmates, such as by greeting friends by name.</li> </ul>	<b>Social and Emotional Development – 2-3 years</b> 4) <u>Engages in positive social play alongside, and occasionally with, other children. -2-3 SR 34.</u> 9) Verbally or nonverbally invites a peer to play.	
<b>Goal: IT-SE 5. Child imitates and engages in play with other children.</b>		
<b>Birth to 9 Months</b>		
Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	<b>Social and Emotional Development – 00-08 months</b> 9) <u>Begins to show interest in other children, playing side-by-side using the same or similar toys. -00-08 SR 31.</u> 15) Reaches for and grasps objects. 44) Touches or imitates another child sitting nearby. <b>Social and Emotional Development – 08-18 months</b> 6) <u>Begins to show interest in other children, playing side-by-side using the same or similar toys. -08-18 SR 31.</u> 11) Reaches for and grasps objects. 49) Touches or imitates another child sitting nearby.	
<b>8 to 18 Months</b>		
Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	<b>Social and Emotional Development – 00-08 months</b> 9) <u>Begins to show interest in other children, playing side-by-side using the same or similar toys. -00-08 SR 31.</u> <b>Social and Emotional Development – 08-18 months</b> 6) <u>Begins to show interest in other children, playing side-by-side using the same or similar toys. -08-18 SR 31.</u> 49) Touches or imitates another child sitting nearby. 58) Moves his/her body to fit inside a tunnel toy with a peer or sibling. <b>Social and Emotional Development – 18-24 months</b> 47) Moves his/her body to fit inside a tunnel toy with a peer or sibling.	

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Relationships with Other Children</b>		
<b>16 to 36 Months</b>		
Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	<b>Social and Emotional Development – 18-24 months</b> 5) Participates in parallel play. -18-24 SR40. 32) Waits to take her/his turn. 46) Initiates play with a familiar peer. <b>Social and Emotional Development – 2-3 years</b> 1) Participates in parallel play. 26) Waits to take her/his turn. 36) Initiates play with a familiar peer.	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>• Uses multiple strategies, such as imitating or responding, in order to enter play with other children.</li> <li>• Engages in extended play with other children with a common focus.</li> <li>• Engages in simple cooperative play with other children.</li> </ul>	<b>Social and Emotional Development – 2-3 years</b> 24) Plays beside another child for short periods of time. 26) Waits to take her/his turn. 36) Initiates play with a familiar peer. 38) Enjoys an activity of interest (e.g., art) with a friend.	

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Emotional Functioning</b>		
<b>Goal: IT-SE 6. Child learns to express a range of emotions.</b>		
<b>Birth to 9 Months</b>		
Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.	<b>Cognitive Development and General Knowledge – 00-08 months</b> 3) Laughs aloud when lightly tickled. <b>Social and Emotional Development – 00-08 months</b> 3) Turns head, looking away, frowning, and/or arching her/his back to end or avoid interactions. 18) Cries when hungry, uncomfortable, or unhappy. 20) Kicks legs in excitement and settles when seeing a familiar adult. 32) Smiles at others.	
<b>8 to 18 Months</b>		
Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	<b>Social and Emotional Development – 08-18 months</b> 45) Imitates and terminates a social smile and repeats the behavior as adults respond. 63) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.	

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Emotional Functioning</b>		
<b>16 to 36 Months</b>		
Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	<b>Social and Emotional Development – 18-24 months</b> 1) Shows affection, such as hugs and kisses. 2) Begins to enjoy and initiate humor, such as laughing in response to games. 21) Begins to recognize that others smile when they smile, and others look unhappy when they cry. 22) Begins to end tantrums with some redirection. <b>Social and Emotional Development – 2-3 years</b> 17) Begins to recognize that others smile when they smile, and others look unhappy when they cry. 22) Begins to end tantrums with some redirection.	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Expresses a variety of emotions through facial expressions, sounds, gestures, or words.</li> <li>Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.</li> </ul>	<b>Social and Emotional Development – 2-3 years</b> <u>7) Responds to another child's or adult's distress with efforts to assist. -2-3 SR 37.</u> <u>20) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. -2-3 SR 39.</u> 23) Uses words or crying to get someone's attention.	
<b>Goal: IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.</b>		
<b>Birth to 9 Months</b>		
Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	<b>Social and Emotional Development – 00-08 months</b> <u>10) Shows empathy for familiar others, especially those perceived to be hurt or sad. -00-08 SR 34.</u> <b>Social and Emotional Development – 00-08 months</b> <u>9) Shows empathy for familiar others, especially those perceived to be hurt or sad. -08-18 SR 34.</u>	
<b>8 to 18 Months</b>		
Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	<b>Social and Emotional Development – 00-08 months</b> 49) Repeats an action when it makes people laugh. <b>Social and Emotional Development – 08-18 months</b> 3) Claps and smiles in a back and forth manner with a parent, caregiver, or teacher. 24) Recognizes the smiles on familiar adults' faces. 55) Repeats an action when it makes people laugh. <b>Social and Emotional Development – 18-24 months</b> 17) Recognizes the smiles on familiar adults' faces.	
<b>16 to 36 Months</b>		
Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate nonverbal ways.	<b>Social and Emotional Development – 18-24 months</b> 17) Recognizes the smiles on familiar adults' faces. 20) Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child. 21) Begins to recognize that others smile when they smile, and others look unhappy when they cry.	

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Emotional Functioning</b>		
		<b>Social and Emotional Development – 2-3 years</b> 17) Begins to recognize that others smile when they smile, and others look unhappy when they cry.
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Recognizes feelings and emotions of others.</li> <li>Responds to feelings and emotions of others with support from familiar adults.</li> <li>Describes feelings of characters in a book with support from an adult.</li> </ul>		<b>Cognitive Development and General Knowledge – 2-3 years</b> 28) Uses words to describe feelings (e.g., “happy”). 40) Points to pictures that represent feelings and names the emotions. 47) Comforts crying peers. <b>Social and Emotional Development – 2-3 years</b> <u>7) Responds to another child’s or adult’s distress with efforts to assist. -2-3 SR 37.</u>
<b>Goal: IT-SE 8. Child expresses care and concern towards others.</b>		
<b>Birth to 9 Months</b>		
May cry when another child cries.		<b>Social and Emotional Development – 00-08 months</b> 22) Looks at and possibly cries themselves when another child cries. <b>Social and Emotional Development – 08-18 months</b> 20) Looks at and possibly cries themselves when another child cries.
<b>8 to 18 Months</b>		
Looks sad or concerned when another child is crying or upset. May seek adult’s help or offer something, such as a blanket, food, or a soft toy.		<b>Social and Emotional Development – 08-18 months</b> 27) Pats a crying child on the back as parents, caregivers, or teachers help the hurt child. <b>Social and Emotional Development – 18-24 months</b> 20) Pats a crying child on the back as parents, caregivers, or teachers help the hurt child.
<b>16 to 36 Months</b>		
Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.		<b>Social and Emotional Development – 08-18 months</b> <u>9) Shows empathy for familiar others, especially those perceived to be hurt or sad. -00-08 SR 34.</u> 27) Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child. <b>Social and Emotional Development – 18-24 months</b> <u>4) Shows empathy for familiar others, especially those perceived to be hurt or sad. -08-18 SR 34.</u> 20) Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child.
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Shows care and concern for others, including comforting others in distress.</li> <li>Responds to needs of others and tries to help others with simple tasks.</li> </ul>		<b>Social and Emotional Development – 2-3 years</b> <u>7) Responds to another child’s or adult’s distress with efforts to assist. -2-3 SR 37.</u> <b>Cognitive Development and General Knowledge – 2-3 years</b>

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Emotional Functioning</b>		
		47) Comforts crying peers.
<b>Goal: IT-SE 9. Child manages emotions with the support of familiar adults.</b>		
<b>Birth to 9 Months</b>		
Quiets or stops crying when held and gently rocked or talked to by a familiar adult.		<p><b>Social and Emotional Development – 00-08 months</b></p> <p>11) Responds to touch by relaxing (e.g., when back is rubbed).</p> <p>12) Responds to sound by cooing when songs are sung by familiar adults.</p> <p>26) Stops crying, often when cuddled/picked up by a familiar adult.</p> <p><b>Social and Emotional Development – 08-18 months</b></p> <p>10) Responds to touch by relaxing (e.g., when back is rubbed).</p>
<b>8 to 18 Months</b>		
Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.		<p><b>Social and Emotional Development – 08-18 months</b></p> <p>21) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.</p> <p>22) Looks toward familiar adults for help when becoming upset.</p> <p>25) Demonstrates the ability to be comforted by familiar adults when frightened.</p> <p>28) Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep).</p> <p><b>Social and Emotional Development – 18-24 months</b></p> <p>18) Demonstrates the ability to be comforted by familiar adults when frightened.</p>
<b>16 to 36 Months</b>		
Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.		<p><b>Social and Emotional Development – 08-18 months</b></p> <p>21) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.</p> <p>28) Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep).</p> <p>31) Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired.</p> <p>44) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p> <p><b>Social and Emotional Development – 18-24 months</b></p> <p>36) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p>
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>• Uses different ways to calm or comfort self when upset.</li> <li>• Responds positively to emotional support from adults and other children.</li> </ul>		<p><b>Social and Emotional Development – 2-3 years</b></p> <p>19) Engages in reassuring self-talk or changing goals when frustrated or frightened.</p> <p>27) Continues to use comfort objects such as blankets and stuffed animals to calm her/himself.</p>

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Sense of Identity and Belonging</b>		
<b>Goal: IT-SE 10.</b> Child shows awareness about self and how to connect with others.		
<b>Birth to 9 Months</b>		
Learns about self by exploring hands, feet, body, and movement.		<b>Physical Development and Health – 00-08 months</b> 11) Examines her/his own hands. <b>Social and Emotional Development – 00-08 months</b> 45) Realizes she/he has control over her/his hands.
<b>8 to 18 Months</b>		
Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.		<b>Language, Communication, Reading and Writing – 08-18 months</b> 4) Uses some sign or body language to indicate a need (e.g., “more” “eat”). <b>Language, Communication, Reading and Writing – 18-24 months</b> 2) Uses some sign or body language to indicate a need (e.g., “more” “eat”). <b>Social and Emotional Development – 08-18 months</b> 61) Points to and names several of her/his own body parts. <b>Social and Emotional Development – 18-24 months</b> 52) Points to and names several of her/his own body parts.
<b>16 to 36 Months</b>		
Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.		<b>Social and Emotional Development – 18-24 months</b> 49) Indicates ownership of an object when it is taken by another child (e.g., says “Mine, mine!”). 51) Uses “I”, “mine”, and “me” often.
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Shows awareness of self, including own body, abilities, thoughts, and feelings.</li> <li>Shows awareness of others as having thoughts and feelings separate from own.</li> </ul>		<b>Social and Emotional Development – 2-3 years</b> 41) Points to her/himself in a photograph. 42) Notices that another child has features (e.g., brown hair) similar to her/his own. 43) Identifies other children as “boys” and “girls”.
<b>Goal: IT-SE 11.</b> Child understands some characteristics of self and others.		
<b>Birth to 9 Months</b>		
Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.		<b>Social and Emotional Development – 00-08 months</b> 28) Relaxes when cuddled and rocked or spoken to in a soft voice.
<b>8 to 18 Months</b>		
Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.		<b>Social and Emotional Development – 08-18 months</b> 35) Stops and looks at familiar adults when her/his name is called. <b>Social and Emotional Development – 18-24 months</b> 26) Stops and looks at familiar adults when her/his name is called.

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Sense of Identity and Belonging</b>		
<b>16 to 36 Months</b>		
Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	<p><b>Social and Emotional Development – 18-24 months</b> 54) Notices that another child has features (e.g., brown hair) similar to her/his own.</p> <p><b>Social and Emotional Development – 2-3 years</b> 42) Notices that another child has features (e.g., brown hair) similar to her/his own.</p>	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Recognizes own name.</li> <li>Identifies some physical characteristics of self, such as hair color, age gender, or size.</li> <li>Recognizes some similarities and differences between self and others.</li> </ul>	<p><b>Social and Emotional Development – 2-3 years</b> 42) Notices that another child has features (e.g., brown hair) similar to her/his own.</p>	
<b>Goal: IT-SE 12.</b> Child shows confidence in own abilities through relationships with others.		
<b>Birth to 9 Months</b>		
Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	<p><b>Social and Emotional Development – 00-08 months</b> 40) Imitates and terminates a social smile and repeats the behavior as adults respond. 42) Tries to imitate the kisses of familiar adults. 44) Touches or imitates another child sitting nearby.</p> <p><b>Social and Emotional Development – 08-18 months</b> 45) Imitates and terminates a social smile and repeats the behavior as adults respond. 46) Tries to imitate the kisses of familiar adults. 49) Touches or imitates another child sitting nearby.</p>	
<b>8 to 18 Months</b>		
Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	<p><b>Social and Emotional Development – 08-18 months</b> 51) Shows preferences for familiar adults when hurt or needing comfort. 56) Protests when given a non-preferred food rather than a preferred food. 65) Plays with a preferred toy more than others.</p> <p><b>Social and Emotional Development – 18-24 months</b> 41) Shows preferences for familiar adults when hurt or needing comfort.</p>	
<b>16 to 36 Months</b>		
Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	<p><b>Social and Emotional Development – 08-18 months</b> 70) Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.</p> <p><b>Social and Emotional Development – 18-24 months</b> 59) Shows "drawing" or scribbling to a familiar adult.</p>	

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b> <b>Sub-Domain: Sense of Identity and Belonging</b>		<b>Galileo® G3 Assessment Scale Goal</b>
		60) Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty. 63) Shows interest in wanting to dress her/himself. 64) Shows increased interest in toileting. <b>Social and Emotional Development – 2-3 years</b> 51) Shows interest in wanting to dress her/himself. 52) Shows increased interest in toileting.
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Shows confidence in increasing abilities.</li> <li>Shows others what they can do.</li> </ul>		<b>Social and Emotional Development – 2-3 years</b> 13) Starts becoming more comfortable when entering new environments. 45) Refers to her/himself by positive characteristics (e.g., “smart” or “strong”). 46) Insists on doing thing on her/his own (e.g., carrying own plate to the table). 48) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud. 50) Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).
<b>Goal: IT-SE 13.</b> Child develops a sense of belonging through relationships with others.		
<b>Birth to 9 Months</b>		
Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.		<b>Physical Development and Health – 00-08 months</b> 24) Responds to adult feeding cues by kicking feet or turning head. 25) Responds positively to sleeping routines by relaxing when rocked. <b>Physical Development and Health – 08-18 months</b> 23) Responds to adult feeding cues by kicking feet or turning head. 24) Responds positively to sleeping routines by relaxing when rocked. <b>Social and Emotional Development – 00-08 months</b> <u>16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). -00-08 SR 33.</u> <b>Social and Emotional Development – 08-18 months</b> <u>13) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). -08-18 SR32.</u>



<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Sense of Identity and Belonging</b>		
<b>8 to 18 Months</b>		
Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	<p><b>Social and Emotional Development – 00-08 months</b>  <u>16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). -00-08 SR 33.</u></p> <p><b>Social and Emotional Development – 08-18 months</b>            13) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub).</p> <p><b>Social and Emotional Development – 18-24 months</b>  <u>7) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -18-24 SR 41.</u></p>	
<b>16 to 36 Months</b>		
Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	<p><b>Cognitive Development and General Knowledge – 2-3 years</b>            34) Answers questions about prior events.</p> <p><b>Social and Emotional Development – 2-3 years</b>            47) Talks about the neighborhood, city, or area in which she/he lives.</p>	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>• Identifies self as a member of a family.</li> <li>• Points to or names self and other familiar people, such as in photos or pictures.</li> <li>• Talks about family members, familiar people, or friends who may not be present.</li> </ul>	<p><b>Social and Emotional Development – 2-3 years</b>            41) Points to her/himself in a photograph.            44) Talks about her/his family.</p>	

## C. Domain: Language and Communication

## Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Attending and Understanding</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: IT-LC 1.</b> Child attends to, understands, and responds to communication and language from others.	
<b>Birth to 9 Months</b>	
Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	<p><b>Cognitive Development and General Knowledge – 00-08 months</b></p> <p>14) Makes faces back at familiar adults.</p> <p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>8) Makes faces back at familiar adults.</p> <p><b>Language, Communication, Reading and Writing – 00-08 months</b></p> <p>4) Gazes at the face of an adult and makes facial expressions as the adult talks.</p> <p><u>10) Begins to coo using vowel sounds and other sounds consistent with the home language. -00-08 SR 12.</u></p>
<b>8 to 18 Months</b>	
Shows understanding of the meaning of familiar caregivers’ verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	<p><b>Language, Communication, Reading and Writing – 00-08 months</b></p> <p>5) Turns and smiles when her/his name is called by an adult.</p> <p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>1) Turns and smiles when her/his name is called by an adult.</p> <p>3) Looks in the likely location when asked by an adult where an object/person might be (e.g., “Where is the kitty?”).</p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p><u>1) Looks in the likely location when asked by an adult where an object/person might be (e.g., “Where is the kitty?”). -18-24 SR 15.</u></p>
<b>16 to 36 Months</b>	
Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	<p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p><u>6) Follows a one-step direction from an adult. -08-18 SR 16.</u></p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p><u>4) Follows a one-step direction from an adult. -18-24 SR 14.</u></p> <p><u>7) Reacts to funny portions of a story by smiling or laughing. -18-24 SR 18.</u></p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b></p>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Attending and Understanding</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	4) Reacts to funny portions of a story by smiling or laughing. 16) Initiates conversations with others using toys, experiences, books, or pretend play.
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.</li> <li>Shows comprehension of simple sentences, such as by listening and following one-or two-step directions.</li> </ul>	<p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p><u>6) Responds appropriately to questions about a picture book being read. -2-3 SR 16.</u></p> <p>9) Combines words to create meaningful short sentences. 15) Participates in conversations at snack and play times.</p> <p><b>Social and Emotional Development – 2-3 years</b></p> <p><u>20) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. -2-3 SR 39.</u></p>
<b>Goal IT-LC 2. Child learns from communication and language experiences with others.</b>	
<b>Birth to 9 Months</b>	
Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	<p><b>Language, Communication, Reading and Writing – 00-08 months</b></p> <p>6) Pays attention to objects in the environment when prompted by an adult.</p> <p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>2) Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flower).</p>
<b>8 to 18 Months</b>	
Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	<p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>3) Looks in the likely location when asked by an adult where an object/person might be (e.g., "Where is the kitty?").</p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p><u>1) Looks in the likely location when asked by an adult where an object/person might be (e.g., "Where is the kitty?"). -18-24 SR 15.</u></p>
<b>16 to 36 Months</b>	
Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	<p><b>Language, Communication, Reading and Writing – 8-18 months</b></p> <p>13) Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").</p> <p><u>16) Says a few basic words (e.g., "mama," "dada"). -08-18 SR 18.</u></p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Attending and Understanding</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	<p>10) Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").</p> <p>11) Says a few basic words (e.g., "mama," "dada"). -18-24 SR 16.</p> <p>20) Asks questions to obtain information or assistance. -18-24 SR 27.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>13) Asks questions to obtain information or assistance. -2-3 SR 17.</p> <p>14) Uses words to describe activities (e.g., playing catch) or functions of objects (e.g., spoon for eating). -2-3 SR 18.</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Acts on descriptions provided by others about people, objects, or events.</li> <li>Demonstrates interest and understanding when participating in language activities or games.</li> </ul>	<p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p>30) Asks adults to repeat favorite rhymes, finger plays, or stories.</p> <p>32) Points to appropriate picture in a book when asked by an adult. -18-24 SR 22.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>19) Asks questions to keep a conversation going.</p>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Communicating and Speaking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: IT-LC 3. Child communicates needs and wants non-verbally and by using language.</b>	
<b>Birth to 9 Months</b>	
Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	<p><b>Language, Communication, Reading and Writing – 00-08 months</b></p> <p>1) Moves arms and legs upon hearing a familiar voice.</p> <p>9) Makes sucking motions to communicate hunger.</p>
<b>8 to 18 Months</b>	
Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.	<p><b>Language, Communication, Reading and Writing – 00-08 months</b></p> <p>13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). -00-08 SR 19.</p> <p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>9) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).</p> <p>12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). -08-18 SR 19.</p>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Communicating and Speaking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	<p>13) Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").</p> <p><u>16) Says a few basic words (e.g., "mama", "dada").-08-18 SR 18.</u></p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p>10) Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").</p> <p><u>11) Says a few basic words (e.g., "mama", "dada").-18-24 SR 16.</u></p>
<b>16 to 36 Months</b>	
<p>Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice."</p> <p>Children who are dual language learners may combine their two languages or switch between them.</p>	<p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>17) Uses two-word sentences to share ideas, feelings, or needs.</p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p>14) Uses two-word sentences to share ideas, feelings, or needs.</p> <p>24) Combines words to create meaningful short sentences.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>9) Combines words to create meaningful short sentences.</p> <p><b>Social and Emotional Development – 08-18 months</b></p> <p>71) Uses words to get her/his needs met (e.g., "More juice.").</p> <p><b>Social and Emotional Development – 18-24 months</b></p> <p><u>62) Uses words to get her/his needs met (e.g., "More juice."). -18-24 SR 44.</u></p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>• Uses combinations of words and simple sentences or signs in a variety of situations.</li> <li>• Uses simple sentences, such as 3–4 word sentences, to communicate needs and wants.</li> </ul>	<p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>3) Verbalizes observations, such as "Milk gone!" or "Daddy here!"</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>9) Combines words to create meaningful short sentences.</p> <p><u>13) Asks questions to obtain information or assistance. -2-3 SR 17.</u></p>
<b>Goal: IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.</b>	
<b>Birth to 9 Months</b>	
<p>Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.</p>	<p><b>Language, Communication, Reading and Writing – 00-08 months</b></p> <p><u>10) Begins to coo using vowel sounds and other sounds consistent with the home language. -00-08 SR 12.</u></p> <p>12) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).</p>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Communicating and Speaking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	<p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>9) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).</p>
<b>8 to 18 Months</b>	
Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.	<p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>13) Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").</p> <p>15) Uses gestures, sounds, words, and movements to initiate an interaction or game (e.g., patty-cake).</p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p>10) Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").</p>
<b>16 to 36 Months</b>	
Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	<p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>17) Uses two-word sentences to share ideas, feelings, or needs.</p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p>14) Uses two-word sentences to share ideas, feelings, or needs.</p> <p>24) Combines words to create meaningful short sentences.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>9) Combines words to create meaningful short sentences.</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Initiates and responds in conversations with others.</li> <li>Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.</li> <li>Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.</li> </ul>	<p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>11) Asks questions while a book is being read by a familiar adult.</p> <p>28) Uses words to describe feelings (e.g., "happy").</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>7) Practices conversational skills during pretend play.</p> <p>15) Participates in conversations at snack and play times.</p> <p>16) Initiates conversations with others using toys, experiences, books, or pretend play.</p>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Communicating and Speaking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: IT-LC 5.</b> Child uses increasingly complex language in conversation with others.	
<b>Birth to 9 Months</b>	
Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”	<b>Language, Communication, Reading and Writing – 00-08 months</b> <u>10) Begins to coo using vowel sounds and other sounds consistent with the home language. -00-08 SR 12.</u> 15) Explores sounds through babbling and imitation.
<b>8 to 18 Months</b>	
Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	<b>Language, Communication, Reading and Writing – 08-18 months</b> <u>8) Babbles using repeated syllables (e.g., "ma ma ma"). -00-08 SR 15.</u> 9) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo). 11) Uses sounds to name people, such as dada and mama. <b>Language, Communication, Reading and Writing – 18-24 months</b> 9) Uses sounds to name people, such as dada and mama. <u>12) Babbles using repeated syllables (e.g., "ma ma ma"). -08-18 SR 12.</u>
<b>16 to 36 Months</b>	
Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.  Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.	<b>Language, Communication, Reading and Writing – 08-19 months</b> 17) Uses two-word sentences to share ideas, feelings, or needs. <b>Language, Communication, Reading and Writing – 18-24 months</b> 14) Uses two-word sentences to share ideas, feelings, or needs. <u>20) Asks questions to obtain information or assistance. -18-24 SR 27.</u> 22) Engages in short conversation with other children and/or adults. 24) Combines words to create meaningful short sentences. <b>Language, Communication, Reading and Writing – 2-3 years</b> 9) Combines words to create meaningful short sentences. <u>13) Asks questions to obtain information or assistance. -2-3 SR 17.</u>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Communicating and Speaking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>• Uses sentences of three or more words in conversation with others.</li> <li>• Asks and answers simple questions in conversations with others.</li> <li>• Refers to past or future events in conversation with others.</li> </ul>	<p><b>Cognitive Development and General Knowledge – 2-3 years</b> 34) Answers questions about prior events.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b> 9) Combines words to create meaningful short sentences. <u>13) Asks questions to obtain information or assistance. -2-3 SR 17.</u> 17) Asks questions to get the attention of an adult. 19) Asks questions to keep a conversation going.</p>
<b>Goal: IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.</b>	
<b>Birth to 9 Months</b>	
Takes turns in nonverbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	<p><b>Cognitive Development and General Knowledge – 00-08 months</b> 14) Makes faces back at familiar adults.</p> <p><b>Cognitive Development and General Knowledge – 08-18 months</b> 8) Makes faces back at familiar adults.</p> <p><b>Language, Communication, Reading and Writing – 00-08 months</b> 14) Takes turns making sounds with an adult.</p> <p><b>Language, Communication, Reading and Writing – 08-18 months</b> 14) Takes turns making sounds with an adult.</p>
<b>8 to 18 Months</b>	
Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.	<p><b>Language, Communication, Reading and Writing – 18-24 months</b> <u>20) Asks questions to obtain information or assistance. -18-24 SR 27.</u></p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b> <u>13) Asks questions to obtain information or assistance. -2-3 SR 17.</u></p>
<b>16 to 36 Months</b>	
Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”	<p><b>Language, Communication, Reading and Writing – 18-24 months</b> 16) Uses question words (e.g., “why” and “what”). 20) Asks questions to obtain information or assistance. -18-24 SR 27.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b> <u>13) Asks questions to obtain information or assistance. -2-3 SR 17.</u></p>



<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Communicating and Speaking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Asks questions in a variety of ways.</li> <li>Repeats or re-phrases questions until a response is received.</li> </ul>	<p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p><u>8) Repeats or tries different words/sentences to get another child or adult to respond. -2-3 SR 14.</u></p> <p><u>13) Asks questions to obtain information or assistance. -2-3 SR 17.</u></p> <p>17) Asks questions to get the attention of an adult.</p> <p>19) Asks questions to keep a conversation going.</p>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Vocabulary</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: IT-LC 7. Child understands an increasing number of words used in communication with others.</b>	
<b>Birth to 9 Months</b>	
Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	<p><b>Language, Communication, Reading and Writing – 00-08 months</b></p> <p>6) Pays attention to objects in the environment when prompted by an adult.</p> <p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>2) Pays attention to objects in the environment when prompted by an adult.</p>
<b>8 to 18 Months</b>	
Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	<p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>3) Looks in the likely location when asked by an adult where an object/person might be (e.g., “Where is the kitty?”).</p> <p><u>6) Follows a one-step direction from an adult. -08-18 SR 16.</u></p> <p>7) Points to body parts when asked.</p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p><u>1) Looks in the likely location when asked by an adult where an object/person might be (e.g., “Where is the kitty?”). -18-24 SR 15.</u></p> <p><u>4) Follows a one-step direction from an adult. -18-24 SR 14.</u></p>
<b>16 to 36 Months</b>	
Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	<p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p>5) Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.</p> <p><u>7) Reacts to funny portions of a story by smiling or laughing. -18-24 SR 18.</u></p>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Vocabulary</b>	
<b>Galileo® G3 Assessment Scale Goal</b>	
	<p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>1) Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.</p> <p>4) Reacts to funny portions of a story by smiling or laughing.</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Shows understanding of the meaning of common words used in daily activities.</li> <li>Attends to new words used in conversation with others.</li> <li>Understands most positional words, such as on, under, up, or down.</li> </ul>	<p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>6) <u>Responds appropriately to questions about a picture book being read. -2-3 SR 16.</u></p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>25) <u>Puts an object “on top of” or “under” the table, upon request. -2-3 SR 9.</u></p>
<b>Goal: IT-LC 8. Child uses an increasing number of words in communication and conversation with others.</b>	
<b>Birth to 9 Months-</b>	
May use signs or verbalizations for familiar people or objects.	<p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>11) Uses sounds to name people, such as dada and mama.</p>
<b>8 to 18 Months</b>	
Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	<p><b>Language, Communication, Reading and Writing – 08-18 months</b></p> <p>9) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).</p> <p>13) Uses one-word utterances or short phrases to influence the actions of others (e.g., “mine”).</p> <p>16) <u>Says a few basic words (e.g., “mama”, “dada”). -08-18 SR 18.</u></p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p>10) Uses one-word utterances or short phrases to influence the actions of others (e.g., “mine”).</p> <p>11) <u>Says a few basic words (e.g., “mama”, “dada”). -18-24 SR 16.</u></p>
<b>16 to 36 Months</b>	
<p>Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly.</p> <p>Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.</p>	<p><b>Language, Communication, Reading and Writing – 18-24 months</b></p> <p>19) Repeats or tries different words/sentences to get another child or adult to respond.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b></p> <p>8) <u>Repeats or tries different words/sentences to get another child or adult to respond. -2-3 SR 14.</u></p> <p>11) Uses descriptive words with objects (e.g., “pretty flowers”).</p> <p>14) <u>Uses words to describe activities (e.g., playing catch) or functions of objects (e.g., spoon for eating). -2-3 SR 18.</u></p>

<b>LANGUAGE AND COMMUNICATION</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Vocabulary</b>		
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Shows rapid growth in number of words or signs used in conversation with others.</li> <li>Demonstrates a vocabulary of at least 300 words in home language.</li> <li>Asks questions about the meaning of new words.</li> </ul>	<b>Physical Development and Health – 2-3 years</b> 33) Expands understandable vocabulary.	
<b>LANGUAGE AND COMMUNICATION</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Emergent Literacy</b>		
<b>Goal: IT-LC 9.</b> Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.		
<b>Birth to 9 Months</b>		
Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	<b>Language, Communication, Reading and Writing – 00-08 months</b> 18) <u>Babbles while looking at a book with an adult. -00-08 SR 18.</u> <b>Language, Communication, Reading and Writing – 08-18 months</b> 18) Babbles while looking at a book with an adult.	
<b>8 to 18 Months</b>		
Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	<b>Language, Communication, Reading and Writing – 08-18 months</b> 20) Responds positively to the rhythm and repetition of familiar voices, sounds, rhymes, and songs in their home language.	
<b>16 to 36 Months</b>		
Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	<b>Language, Communication, Reading and Writing – 18-24 months</b> 34) <u>Repeats portions of familiar books and rhymes. -18-24 SR 24.</u> <b>Language, Communication, Reading and Writing – 2-3 years</b> 21) Repeats portions of familiar books and rhymes.	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Repeats simple familiar rhymes or sings favorite songs.</li> <li>Retells familiar stories using props.</li> </ul>	<b>Language, Communication, Reading and Writing – 2-3 years</b> 10) <u>Enjoys repeating rhymes and songs. – -2-3 SR 12.</u> 24) <u>Retells a familiar story, poem, or song in his/her own words. -2-3 SR 19.</u>	

**LANGUAGE AND COMMUNICATION**  
**Sub-Domain: Emergent Literacy**

**Galileo® G3 Assessment Scale Goal**

**Goal: IT-LC 10.** Child handles books and relates them to their stories or information.

**Birth to 9 Months**

Explores a book by touching it, patting it, or putting it in his/her mouth.

**Approaches to Learning – 00-08 months**

10) Explores objects (e.g., books) repeatedly with their hands and mouths. -00-08 SR 2.

**Language, Communication, Reading and Writing – 00-08 months**

16) Investigates books by chewing, shaking, and banging. - 00-08 SR 13.

17) Reaches for a book.

**8 to 18 Months**

Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.

**Language, Communication, Reading and Writing – 00-08 months**

20) Focuses attention on picture books with bold and colorful images. -00-08 SR 16.

**Language, Communication, Reading and Writing – 08-18 months**

19) Turns pages of books.-08-18 SR 13.

22) Focuses attention on picture books with bold and colorful images. --08-18 SR 15.

25) Points to pictures in books as they are named by an adult.

**Language, Communication, Reading and Writing – 18-24 months**

26) Points to pictures in books as they are named by an adult.

**16 to 36 Months**

Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.

**Language, Communication, Reading and Writing – 18-24 months**

33) Pretends to read a book or story.

38) Engages in "pretend" reading with other children during play activities.

**Language, Communication, Reading and Writing – 2-3 years**

28) Engages in "pretend" reading with other children during play activities.

**INDICATORS: By 36 Months**

- Asks to have several favorite books read over and over.
- Holds book, turns pages, and pretends to read.

**Language, Communication, Reading and Writing – 2-3 years**

25) Requests rereading of favorite books.

28) Engages in "pretend" reading with other children during play activities.

29) Uses "reading" in play activities.

**LANGUAGE AND COMMUNICATION**  
**Sub-Domain: Emergent Literacy**

**Galileo® G3 Assessment Scale Goal**

**Goal: IT-LC 11.** Child recognizes pictures and some symbols, signs, or words.

**Birth to 9 Months**

Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.

**Language, Communication, Reading and Writing – 00-08 months**

20) Focuses attention on picture books with bold and colorful images. -00-08 SR 16.

**Language, Communication, Reading and Writing – 08-18 months**

22) Focuses attention on picture books with bold and colorful images. -08-18 SR 15.

**8 to 18 Months**

Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.

**Language, Communication, Reading and Writing – 08-18 months**

25) Points to pictures in books as they are named by an adult.

**Language, Communication, Reading and Writing – 18-24 months**

26) Points to pictures in books as they are named by an adult.

**16 to 36 Months**

Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings.

Children who are DLLs recognize and use written forms of each of their languages.

**Language, Communication, Reading and Writing – 18-24 months**

27) Brings books over to adults to read.

31) Uses words to label and describe pictures/objects in books. -18-24 SR 25.

52) Recognizes the first letter in her/his first name. -18-24 SR 31.

**Language, Communication, Reading and Writing – 2-3 years**

30) Asks adults to read printed information such as signs, labels, advertisements. -2-3 SR 21.

41) Recognizes the first letter in her/his first name. -2-3 SR 22.

**INDICATORS: By 36 Months**

- Points to and names some letters or characters in their names.
- Recognizes familiar signs on a building or street.
- Attributes meaning to some symbols, such as a familiar logo or design.

**Language, Communication, Reading and Writing – 2-3 years**

41) Recognizes the first letter in her/his first name. -2-3 SR 22.

**Goal: IT-LC 12.** Child comprehends pictures and some symbols, signs, or words.

**Birth to 9 Months**

Looks at picture books and listens to an adult talk about pictures in a book.

**Language, Communication, Reading and Writing – 00-08 months**

18) Babbles while looking at a book with an adult. -00-08 SR 18.

**Language, Communication, Reading and Writing – 08-18 months**

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Emergent Literacy</b>	
<b>Galileo® G3 Assessment Scale Goal</b>	
	18) <u>Babbles while looking at a book with an adult. -00-08 SR 18.</u>
<b>8 to 18 Months</b>	
Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	<b>Language, Communication, Reading and Writing – 08-18 months</b> 25) Points to pictures in books as they are named by an adult. <b>Language, Communication, Reading and Writing – 18-24 months</b> 26) Points to pictures in books as they are named by an adult. 31) <u>Uses words to label and describe pictures/objects in books. -18-24 SR 25.</u>
<b>16 to 36 Months</b>	
Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	<b>Language, Communication, Reading and Writing – 18-24 months</b> 35) <u>Makes connections between her/his own experiences and those presented in books/stories. -18-24 SR 29.</u> 36) Comments on characters in books. <b>Language, Communication, Reading and Writing – 2-3 years</b> 22) Makes connections between her/his own experiences and those presented in books/stories. 24) <u>Retells a familiar story, poem, or song in his/her own words. -2-3 SR 19.</u>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>• Uses pictures as a guide to talk about a story that has been read.</li> <li>• Asks or answers questions about what is happening in a book or story.</li> <li>• Identifies the feelings of characters in a book or story.</li> </ul>	<b>Language, Communication, Reading and Writing – 2-3 years</b> 6) <u>Responds appropriately to questions about a picture book being read. -2-3 SR 16.</u> 30) <u>Asks adults to read printed information such as signs, labels, and advertisements. -2-3 SR 21.</u>
<b>Goal: IT-LC 13. Child makes marks and uses them to represent objects or actions.</b>	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
Makes marks on a paper with a large crayon or marker to explore writing materials.	<b>Language, Communication, Reading and Writing – 00-08 months</b> 33) <u>Imitates writing by scribbling without regard to direction or location. -00-08 SR 20.</u> <b>Language, Communication, Reading and Writing – 08-18 months</b> 34) <u>Imitates writing by scribbling without regard to direction or location. -08-18 SR 21.</u> 37) <u>Repeats motions to make additional marks on paper. -08-18 SR 22.</u>

<b>LANGUAGE AND COMMUNICATION</b> <b>Sub-Domain: Emergent Literacy</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>16 to 36 Months</b>		
<p>Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.</p>	<p><b>Language, Communication, Reading and Writing – 18-24 months</b>            45) Scribbles spontaneously often using circular motions.            48) <u>Draws horizontal and vertical lines. -18-24 SR 28.</u>            50) <u>Uses scribbles on paper to communicate a message. -18-24 SR 30.</u></p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b>            32) <u>Draws horizontal and vertical lines. -2-3 SR 15.</u></p>	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>• Draws pictures using scribbles and talks with others about what they have made.</li> <li>• Draws straight lines or curved lines. Identifies the feelings of characters in a book or story.</li> <li>• Makes letter-like marks or scribbles on paper.</li> </ul>	<p><b>Language, Communication, Reading and Writing – 18-24 months</b>            40) Shows scribbling or markings to others.            50) <u>Uses scribbles on paper to communicate a message. -18-24 SR 30.</u></p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b>            37) Shows scribbling work to others.</p>	

## D. Domain: Cognition

### Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>COGNITION</b>	
<b>Galileo® G3 Assessment Scale Goal</b>	
<b>Sub-Domain: Exploration and Discovery</b>	
<b>Goal: IT-C 1. Child actively explores people and objects to understand self, others, and objects.</b>	
<b>Birth to 9 Months</b>	
<p>Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.</p>	<p><b>Approaches to Learning – 00-08 months</b>            4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).  <u>11) Bangs an object repeatedly while exploring its properties. -00-08 SR 3.</u></p> <p><b>Approaches to Learning – 08-18 months</b>            2) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p><b>Cognitive Development and General Knowledge – 00-08 months</b>            4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).  <u>10) Touches and mouths objects for sensory exploration. -00-08 SR 8.</u>  <u>45) Reaches for objects within view. -00-08 SR 10.</u></p> <p><b>Cognitive Development and General Knowledge – 08-18 months</b>            3) Touches and mouths objects for sensory exploration.</p>
<b>8 to 18 Months</b>	
<p>Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.</p>	<p><b>Approaches to Learning – 08-18 months</b>            18) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).</p> <p><b>Approaches to Learning – 18-24 months</b>            16) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).</p> <p><b>Cognitive Development and General Knowledge – 08-18 months</b>  <u>58) Uses a stick or object to obtain something out of reach. -08-18 SR 11.</u>            64) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b>            9) Pulls on the hand of adults when wanting to communicate.            43) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.</p> <p><b>Social and Emotional Development – 08-18 months</b></p>



<b>COGNITION</b>	
<b>Sub-Domain: Exploration and Discovery</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	39) Vocalizes and points to get the attention of a familiar adult.
<b>16 to 36 Months</b>	
Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	<p><b>Cognitive Development and General Knowledge – 18-24 months</b></p> <p>11) <u>Explores the contents of cabinets and drawers. -18-24 SR 11.</u></p> <p>12) Stacks blocks and knocks them down.</p> <p>16) <u>Explores objects by taking things apart, stacking sorting, tracing, etc. -18-24 SR 12.</u></p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>4) <u>Explores objects by taking things apart, stacking sorting, tracing, etc. -2-3 SR 7.</u></p> <p><b>Social and Emotional Development – 18-24 months</b></p> <p>30) Uses words or crying to get someone's attention.</p> <p>34) <u>Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. -08-18 SR 33.</u></p> <p><b>Social and Emotional Development – 2-3 years</b></p> <p>23) Uses words or crying to get someone's attention.</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Learns about characteristics of people and properties and uses of objects through the senses and active exploration.</li> <li>Experiments with everyday objects or materials to answer "What?", "Why?" or "How?" questions.</li> </ul>	<p><b>Approaches to Learning – 2-3 years</b></p> <p>7) Looks at insects, leaves, or other things from nature, examines and watches them move or grow.</p> <p>8) Explores most areas of the classroom.</p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>4) <u>Explores objects by taking things apart, stacking sorting, tracing, etc. -2-3 years SR 7.</u></p> <p>15) Persistently asks "Why?"</p>
<b>Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.</b>	
<b>Birth to 9 Months</b>	
Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	<p><b>Cognitive Development and General Knowledge – 00-08 months</b></p> <p>11) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p>12) Shakes toys to elicit a response or sound.</p> <p>13) Enjoys rolling a ball to familiar adults.</p> <p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>1) Shakes toys to elicit a response or sound.</p> <p>2) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p>7) Enjoys rolling a ball to familiar adults.</p>
<b>8 to 18 Months</b>	
Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	<p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>16) Fills and dumps sand, toys, and blocks.</p>

<b>COGNITION</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Exploration and Discovery</b>		
		<p>20) Drops a toy or a bottle on the floor and watches to see what happens.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b></p> <p>2) Drops a toy or a bottle on the floor and watches to see what happens.</p>
<b>16 to 36 Months</b>		
Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.		<p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>63) Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b></p> <p>41) Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p><u>56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</u> -18-24 SR 13</p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</p> <p><b>Social and Emotional Development – 08-18 months</b></p> <p>64) Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over).</p>
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Makes simple predictions about what will happen next, such as in a story or in everyday routines.</li> <li>Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.</li> </ul>		<p><b>Nature and Science- 3-5 years</b></p> <p><u>27) Predicts what might come next in a life cycle sequence (e.g., seed to plant).</u> -3-5 SR 18.</p> <p>28) Predicts that a plant will die if it does not receive water.</p> <p>35) Predicts which way a scale will tip when a weight is added to one side. -3-5 SR 19.</p> <p><u>49) Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</u> -3-5 SR 22.</p>

<b>COGNITION (EXECUTIVE FUNCTIONING)</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Memory</b>		
<b>Goal: IT-C 3.</b> Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.		
<b>Birth to 9 Months</b>		
Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.		<p><b>Cognitive Development and General Knowledge – 00-08 months</b></p> <p>8) Smiles at familiar faces.</p>

<b>COGNITION (EXECUTIVE FUNCTIONING)</b> <b>Sub-Domain: Memory</b>		<b>Galileo® G3 Assessment Scale Goal</b>
		21) Demonstrates knowing/recognition of family members (e.g., smiling, cooing, moving, reaching). 34) Begins to differentiate between strangers and familiar people.
<b>8 to 18 Months</b>		
Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.		<b>Cognitive Development and General Knowledge – 00-08 months</b> 33) Moves toward a familiar adult when a stranger appears. <b>Cognitive Development and General Knowledge – 18-24 months</b> 17) Enacts familiar events or household chores. 27) Occasionally asks about a favorite adult when the adult is not present. <b>Social and Emotional Development – 00-08 months</b> <u>16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). -00-08 SR 33.</u> <b>Social and Emotional Development – 08-18 months</b> <u>13) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). -08-18 SR 32.</u>
<b>16 to 36 Months</b>		
Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.		<b>Social and Emotional Development – 18-24 months</b> <u>7) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -18-24 SR 41.</u> <b>Social and Emotional Development – 2-3 years</b> <u>3) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -2-3 SR 35.</u>
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.</li> <li>Tells others about what will happen next or about changes in usual routines or schedules.</li> </ul>		<b>Physical Development and Health – 2-3 years</b> 32) Uses language to communicate with parents, caregivers, teachers, and peers.
<b>Goal: IT-C 4. Child recognizes the stability of people and objects in the environment.</b>		
<b>Birth to 9 Months</b>		
Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.		<b>Cognitive Development and General Knowledge – 00-08 months</b> 26) Pulls the cover off a toy hidden from view. 29) Finds hidden objects. <b>Cognitive Development and General Knowledge – 08-18 months</b> 26) Pulls the cover off a toy hidden from view. 28) Finds hidden objects.

<b>COGNITION (EXECUTIVE FUNCTIONING)</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Memory</b>		
<b>8 to 18 Months</b>		
Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	<b>Cognitive Development and General Knowledge – 08-18 months</b> 26) Pulls the cover off a toy hidden from view. 28) Finds hidden objects.	<b>Cognitive Development and General Knowledge – 18-24 months</b> 20) Finds hidden objects. 27) Occasionally asks about a favorite adult when the adult is not present.
<b>16 to 36 Months</b>		
Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	<b>Cognitive Development and General Knowledge – 18-24 months</b> 31) Searches for removed or lost objects.	<b>Cognitive Development and General Knowledge – 2-3 years</b> 17) Searches for removed or lost objects.
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Notices who is missing from a familiar group, such as family at dinner or children in a playgroup.</li> <li>Looks in several different places for a toy that was played with a few days before.</li> </ul>	<b>Cognitive Development and General Knowledge – 18-24 months</b> 27) Occasionally asks about a favorite adult when the adult is not present.	<b>Cognitive Development and General Knowledge – 2-3 years</b> 17) Searches for removed or lost objects. 27) Understands that some family/friends may live far away.
<b>Goal: IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.</b>		
<b>Birth to 9 Months</b>		
Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	<b>Cognitive Development and General Knowledge – 00-08 months</b> 22) Anticipates feeding time (e.g., responds to stimuli such as appearance of a bottle). 24) Shows pleasure when presented with a familiar object.	
<b>8 to 18 Months</b>		
Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	<b>Cognitive Development and General Knowledge – 08-18 months</b> 38) Enacts familiar events or household chores.	<b>Cognitive Development and General Knowledge – 18-24 months</b> 17) Enacts familiar events or household chores.
	<b>Physical Development and Health – 08-18 months</b> 25) Anticipates meals by pointing and reaching.	

<b>COGNITION (EXECUTIVE FUNCTIONING)</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Memory</b>		
<b>16 to 36 Months</b>		
Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	<p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>45) Pulls/pushes a wagon or cart around the play area possibly putting toys in it.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b></p> <p>28) Pulls/pushes a wagon or cart around the play area possibly putting toys in it.</p> <p>30) Places items back in their “correct” place.</p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>16) Places items back in their “correct” place.</p>	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Recalls a similar family event when hearing a story read.</li> <li>Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.</li> <li>Repeats simple rules about expected behavior, such as “We wash our hands before we eat.”</li> </ul>	<p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>34) Answers questions about prior events.</p> <p><b>Physical Development and Health – 2-3 years</b></p> <p>4) Begins to put away toys when clean-up is announced.</p> <p><b>Social and Emotional Development – 2-3 years</b></p> <p>53) Gets materials needed for an activity, without prompts.</p>	

<b>COGNITION</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Reasoning and Problem Solving</b>		
<b>Goal: IT-C 6.</b> Child learns to use a variety of strategies in solving problems.		
<b>Birth to 9 Months</b>		
Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	<p><b>Cognitive Development and General Knowledge – 00-08 months</b></p> <p>4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).</p> <p>36) Smiles as she/he figures out how to move around an object.</p> <p>42) Stretches out arms in a motion to be picked up.</p>	
<b>8 to 18 Months</b>		
Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	<p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>16) Fills and dumps sand, toys, and blocks.</p> <p><u>18) Places items in containers and then pours them out, repeatedly. -08-18 SR 9.</u></p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b></p>	

<b>COGNITION</b> <b>Sub-Domain: Reasoning and Problem Solving</b>		<b>Galileo® G3 Assessment Scale Goal</b>
		1) <u>Places items in containers and then pours them out, repeatedly.</u> -18-24 SR 10.
<b>16 to 36 Months</b>		
<p>Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.</p>	<p><b>Cognitive Development and General Knowledge – 08-18 months</b>            63) Uses trial and error to fit different shapes into holes or to stack things in order.            64) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b>            12) Stacks blocks and knocks them down.            41) Uses trial and error to fit different shapes into holes or to stack things in order.            43) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.  <u>56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</u> -18-24 SR 13.</p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b>            54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</p>	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>• Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.</li> <li>• Tries to solve the same problem in several different ways at different times.</li> </ul>	<p><b>Approaches to Learning – 18-24 months</b>  <u>17) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.</u> -18-24 SR 4.</p> <p><b>Approaches to Learning – 2-3 years</b>            15) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b>  <u>56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</u> -18-24 SR 13.</p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b>            13) Repeatedly does the same puzzles.            53) Finds solutions basic everyday problems (e.g., peels paper off a crayon to continue coloring).            54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</p> <p><b>Social and Emotional Development – 2-3 years</b></p>	

<b>COGNITION</b>	
<b>Sub-Domain: Reasoning and Problem Solving</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	37) Seeks help from familiar adults after unsuccessfully attempting to complete a task.
<b>Goal: IT-C 7. Child uses reasoning and planning ahead to solve problems.</b>	
<b>Birth to 9 Months</b>	
Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	<p><b>Cognitive Development and General Knowledge – 00-08 months</b></p> <p>4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).</p> <p>51) Points, gestures, and makes sound to indicate what she/he wants.</p> <p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>60) Points, gestures, and makes sound to indicate what she/he wants.</p> <p><b>Social and Emotional Development – 00-08 months</b></p> <p><u>53) Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over). -00-08 SR 30.</u></p> <p><b>Social and Emotional Development – 08-18 months</b></p> <p>64) Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over).</p>
<b>8 to 18 Months</b>	
Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	<p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>62) Chooses to solve simple tasks (e.g., attempting a simple puzzle).</p> <p>63) Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p>64) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b></p> <p>38) Chooses to solve simple tasks (e.g., attempting a simple puzzle).</p> <p>41) Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p>43) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.</p> <p><b>Social and Emotional Development – 18-24 months</b></p> <p>60) Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.</p>

<b>COGNITION</b>	
<b>Sub-Domain: Reasoning and Problem Solving</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>16 to 36 Months</b>	
Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	<p><b>Cognitive Development and General Knowledge – 18-24 months</b> 46) Uses negotiation and language, with the help from adults, to solve problems when playing with peers.</p> <p><b>Social and Emotional Development – 08-18 months</b> 44) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p> <p><b>Social and Emotional Development – 18-24 months</b> 36) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>• Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.</li> <li>• Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.</li> </ul>	<p><b>Approaches to Learning – 18-24 months</b> 18) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b> <u>56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</u> -18-24 SR 13.</p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b> 53) Finds solutions basic everyday problems (e.g., peels paper off a crayon to continue coloring). 54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).</p>

<b>COGNITION</b>	
<b>Sub-Domain: Emergent Mathematical Thinking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: IT-C 8.</b> Child develops sense of number and quantity.	
<b>Birth to 9 Months</b>	
Attends to quantity in play with objects, such as reaching or looking for more than one object.	<p><b>Cognitive Development and General Knowledge – 08-18 months</b> 15) Shows pleasure when read to by smiling or using words such as “Yea!” or “More!”</p>
<b>8 to 18 Months</b>	
Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.	<p><b>Cognitive Development and General Knowledge – 08-18 months</b> 30) Asks for more (e.g., food, objects, activity).</p>



<b>COGNITION</b>	
<b>Sub-Domain: Emergent Mathematical Thinking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>16 to 36 Months</b>	
Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	<b>Cognitive Development and General Knowledge – 2-3 years</b> 30) Asks questions that include “How many?” or “How much?”
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order.</li> <li>Identifies “more” or “less” with a small number of items without needing to count them.</li> <li>Uses fingers to show how old they are.</li> </ul>	<b>Early Math - 3-5 years</b> <u>2) Counts to find how many are in a group up to 5. -3-5 SR 1</u> 16) Indicates that a small group has more after some have been added. 18) Indicates that a small group has less after taking some away.
<b>Goal: IT-C 9. Child uses spatial awareness to understand objects and their movement in space.</b>	
<b>Birth to 9 Months</b>	
Explores or examines objects and watches objects when they move.	<b>Approaches to Learning – 00-08 months</b> 8) Kicks or swats a mobile to repeat a sound or motion. <b>Cognitive Development and General Knowledge – 00-08 months</b> 18) Watches and follows the movement of a mobile. 19) Watches and follows both horizontal and vertical movements of objects. <b>Cognitive Development and General Knowledge – 08-18 months</b> 25) Watches and follows both horizontal and vertical movements of objects.
<b>8 to 18 Months</b>	
Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	<b>Cognitive Development and General Knowledge – 08-18 months</b> 7) Enjoys rolling a ball to familiar adults. 20) Drops a toy or a bottle on the floor and watches to see what happens. <b>Cognitive Development and General Knowledge – 18-24 months</b> 2) Drops a toy or a bottle on the floor and watches to see what happens.
<b>16 to 36 Months</b>	
Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	<b>Cognitive Development and General Knowledge – 18-24 months</b> 12) Stacks blocks and knocks them down. 13) Successfully completes simple inset puzzles. <u>16) Explores objects by taking things apart, stacking sorting, tracing, etc. -18-24 SR 12.</u> <b>Cognitive Development and General Knowledge – 2-3 years</b>

<b>COGNITION</b>	
<b>Sub-Domain: Emergent Mathematical Thinking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	1) Successfully completes simple inset puzzles. 4) <u>Explores objects by taking things apart, stacking sorting, tracing, etc. -2-3 SR 7.</u>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Does puzzles with interlocking pieces, different colors and shapes.</li> <li>Understands some effects of size or weight when picking up or moving objects.</li> </ul>	<b>Cognitive Development and General Knowledge – 2-3 years</b> 1) Successfully completes simple inset puzzles. 2) Successfully hooks toys together.
<b>Goal: IT-C 10.</b> Child uses matching and sorting of objects or people to understand similar and different characteristics.	
<b>Birth to 9 Months</b>	
Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	<b>Cognitive Development and General Knowledge – 00-08 months</b> 11) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys). 12) Shakes toys to elicit a response or sound. <b>Cognitive Development and General Knowledge – 08-18 months</b> 1) Shakes toys to elicit a response or sound. 2) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
<b>8 to 18 Months</b>	
Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	<b>Cognitive Development and General Knowledge – 08-18 months</b> 39) Pretends to call familiar people on a play phone. 43) Matches sounds to pictures of animals. <b>Cognitive Development and General Knowledge – 18-24 months</b> 18) Pretends to call familiar people on a play phone. 22) Matches sounds to pictures of animals.
<b>16 to 36 Months</b>	
Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	<b>Approaches to Learning – 18-24 months</b> <u>8) Shows interest in sorting (e.g., sorting colored pegs into single-color piles, putting the small buttons in one container and the big buttons in another). -18-24 SR 9.</u> <b>Approaches to Learning – 2-3 years</b> 3) Shows interest in sorting (e.g., sorting colored pegs into single-color piles, putting the small buttons in one container and the big buttons in another). <b>Cognitive Development and General Knowledge – 18-24 months</b> <u>16) Explores objects by taking things apart, stacking sorting, tracing, etc. -18-24 SR 12.</u> <b>Cognitive Development and General Knowledge – 2-years</b>

<b>COGNITION</b>	
<b>Sub-Domain: Emergent Mathematical Thinking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	4) <u>Explores objects by taking things apart, stacking sorting, tracing, etc. -2-3 SR 7.</u>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Sorts toys or other objects by color, shape or size.</li> <li>Orders some objects by size.</li> <li>Identifies characteristics of people, such as “Mom has black hair like me.”</li> </ul>	<b>Physical Development and Health – 2-3 years</b> 11) Sorts basic shapes (e.g., triangles and squares). 13) Sort objects by a dimension, such as size or color. <b>Cognitive Development and General Knowledge – 2-3 years</b> <u>29) Lines objects up in one-to-one relationships (e.g., shoe/sock, fork/plate). -2-3 SR 11.</u> <u>31) Sorts objects (e.g., beads) by color or by size. -2-3 SR 10.</u>

<b>COGNITION</b>	
<b>Sub-Domain: Imitation and Symbolic Representation and Play</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: IT-C 11.</b> Child observes and imitates sounds, words, gestures, actions, and behaviors.	
<b>Birth to 9 Months</b>	
Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	<b>Cognitive Development and General Knowledge – 00-08 months</b> 14) Makes faces back at familiar adults. 16) Imitates familiar sounds and movements. 38) Claps hands to music along with a familiar adult. <b>Cognitive Development and General Knowledge – 08-01 months</b> 8) Makes faces back at familiar adults.
<b>8 to 18 Months</b>	
Imitates what other people did earlier, such as wiping up a spill or closing a door.	<b>Cognitive Development and General Knowledge – 08-18 months</b> 9) Holds a toy phone to her/his ear and “talks”. 39) Pretends to call familiar people on a play phone. <b>Cognitive Development and General Knowledge – 18-24 months</b> 18) Pretends to call familiar people on a play phone.
<b>16 to 36 Months-</b>	
Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	<b>Approaches to Learning – 18-24 months</b> <u>3) Imitates adult activities such as reading a magazine or helping to set the table. -18-24 SR 3.</u> <b>Approaches to Learning – 2-3 years</b> 2) Imitates adult activities such as reading a magazine or helping to set the table. <b>Cognitive Development and General Knowledge –08-18 months</b>

<b>COGNITION</b>	
<b>Sub-Domain: Imitation and Symbolic Representation and Play</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	<p>39) Pretends to call familiar people on a play phone. <b>Cognitive Development and General Knowledge –18-24 months</b></p> <p>18) Pretends to call familiar people on a play phone. <b>Physical Development and Health – 18-24 months</b></p> <p>12) Imitates the hand motions of finger plays (e.g., “Where is Thumpkin?”). <b>Physical Development and Health – 2-3 years</b></p> <p>10) Imitates the hand motions of finger plays (e.g., “Where is Thumpkin?”). -2-3 SR 29.</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.</li> <li>Imitates someone else’s conversation, such as in pretend play or on a toy phone.</li> </ul>	<p><b>Approaches to Learning – 2-3 years</b></p> <p>2) Imitates adult activities such as reading a magazine or helping to set the table. <b>Cognitive Development and General Knowledge –2-3 years</b></p> <p>46) Imitates other children’s play or begins to play with others in associative play. <b>Social and Emotional Development – 2-3 years</b></p> <p>8) Starts to imitate adult social behaviors such as using words like “please” and “thank you”.</p>
<b>Goal: IT-C 12. Child uses objects or symbols to represent something else.</b>	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	<p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>9) Holds a toy phone to her/his ear and “talks”.</p> <p>39) Pretends to call familiar people on a play phone. <b>Cognitive Development and General Knowledge – 18-24 months</b></p> <p>18) Pretends to call familiar people on a play phone.</p>
<b>16 to 36 Months</b>	
Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	<p><b>Cognitive Development and General Knowledge –18-24 months</b></p> <p>48) Uses objects for other than their intended purposes. <b>Social and Emotional Development – 08-18 months</b></p> <p>16) Uses familiar objects in new and different ways (e.g., a shoe as a telephone). <b>Social and Emotional Development – 18-24 months</b></p> <p>10) Uses familiar objects in new and different ways (e.g., a shoe as a telephone).</p>

<b>COGNITION</b>	
<b>Sub-Domain: Imitation and Symbolic Representation and Play</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>• Uses familiar objects to represent something else.</li> <li>• Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.</li> <li>• Understands that some symbols have meaning, such as a sign or a drawing.</li> </ul>	<p><b>Approaches to Learning – 18-24 months</b>  <u>21) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).</u> -18-24 SR 8.</p> <p><b>Approaches to Learning – 2-3 years</b>            18) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).            21) Scribbles on a piece of paper to communicate (e.g., making a shopping list).</p> <p><b>Language Communication, Reading and Writing – 2-3 years</b>  <u>30) Asks adults to read printed information such as signs, labels, advertisements.</u> -2-3 SR 21.</p>
<b>Goal: IT-C 13.</b> Child uses pretend play to increase understanding of culture, environment and experiences.	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	<p><b>Cognitive Development and General Knowledge – 08-18 months</b>            39) Pretends to call familiar people on a play phone.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b>            10) Plays "dress-up", imitating the behaviors of familiar adults.            18) Pretends to call familiar people on a play phone.</p>
<b>16 to 36 Months</b>	
Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	<p><b>Approaches to Learning – 08-18 months</b>  <u>27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door).</u> -08-18 SR 7.</p> <p><b>Approaches to Learning – 18-24 months</b>  <u>19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door).</u> -18-24 SR 2.</p> <p><b>Language Communication, Reading and Writing – 18-24 months</b>            41) Attempts to feed, dress, or cuddle their dolls and stuffed animals.            44) Uses a toy telephone to "talk to Grampa."</p>
<b>INDICATORS: By 36 Months</b>	
<ul style="list-style-type: none"> <li>• Seeks to involve others in pretend or make-believe play.</li> <li>• Looks for props to use when telling or making up a story.</li> <li>• Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.</li> </ul>	<p><b>Approaches to Learning – 2-3 years</b>  <u>19) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher).</u> -2-3 SR 4.</p>

<b>COGNITION</b>	
<b>Sub-Domain: Imitation and Symbolic Representation and Play</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	<p><b>Cognitive Development and General Knowledge – 2-3 years</b></p> <p>41) Brings others into their play (e.g., “Let’s go on a bus ride. Here are the seats, and you be the driver”).</p> <p>42) Takes on roles during pretend play.</p> <p><b>Language Communication, Reading and Writing – 2-3 years</b></p> <p>34) Pretends to cook food using housekeeping props.</p> <p>35) Brings a “cake” from the sand area and asks familiar adults to “eat it”.</p>

## E. Domain: Perceptual, Motor, and Physical Development

## Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Perception</b>		
<b>Goal: IT-PMP 1.</b> Child uses perceptual information to understand objects, experiences, and interactions.		
<b>Birth to 9 Months</b>		
Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	<b>Cognitive Development and General Knowledge – 00-08 months</b> <u>10) Touches and mouths objects for sensory exploration. -00-08 SR 8.</u>	<b>Cognitive Development and General Knowledge – 08-18 months</b> <u>3) Touches and mouths objects for sensory exploration.</u>
	<b>Physical Development and Health – 00-08 months</b> <u>10) Follows a human face with her/his eyes.</u>	
<b>8 to 18 Months</b>		
Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	<b>Approaches to Learning – 08-18 months</b> <u>27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). -08-18 SR 7.</u>	<b>Approaches to Learning – 18-24 months</b> <u>19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). -18-24 SR 2.</u>
	<b>Physical Development and Health – 08-18 months</b> <u>17) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around).</u>	<b>Physical Development and Health – 18-24 months</b> <u>14) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). -18-24 SR 37.</u>
<b>16 to 36 Months</b>		
Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	<b>Physical Development and Health – 18-24 months</b> <u>24) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on).</u>	<b>Physical Development and Health – 2-3 years</b> <u>20) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on).</u>
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>• Combines information gained through the senses to understand objects, experiences, and interactions.</li> <li>• Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.</li> </ul>	<b>Approaches to Learning – 18-24 months</b> <u>27) Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). -18-24 SR 5.</u>	<b>Approaches to Learning – 2-3 years</b> <u>23) Finds solutions to simple problems (e.g., riding toy is</u>

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Perception</b>		
<ul style="list-style-type: none"> <li>Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.</li> </ul>	<p>stuck on another toy so the child backs up and drives around the toy).</p> <p><b>Cognitive Development and General Knowledge – 08-18 months</b></p> <p>40) Makes a detour to retrieve an object.</p> <p><b>Cognitive Development and General Knowledge – 18-24 months</b></p> <p>19) Makes a detour to retrieve an object.</p>	
<b>Goal IT-PMP 2.</b> Child uses perceptual information in directing own actions, experiences, and interactions.		
<b>Birth to 9 Months</b>		
Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	<p><b>Language, Communication, Reading &amp; Writing – 00-08 months</b></p> <p>32) <u>Passes an object from one hand to another. -00-08 SR 27.</u></p> <p><b>Language, Communication, Reading &amp; Writing – 08-18 months</b></p> <p>29) Passes an object from one hand to another.</p> <p><b>Physical Development and Health – 00-08 months</b></p> <p>6) <u>Stands firmly on legs and bounces actively when held in standing position. -00-08 SR 24.</u></p> <p>9) Sits without adult support.</p>	
<b>8 to 18 Months</b>		
Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	<p><b>Physical Development and Health – 08-18 months</b></p> <p>4) Shows independence as she/he moves around in a safe environment.</p> <p>6) Crawls on hands and knees.</p> <p>9) Climbs up and walks down stairs with adult assistance.</p> <p><b>Physical Development and Health – 18-24 months</b></p> <p>4) <u>Climbs up and walks down stairs with adult assistance. -18-24 SR 32.</u></p>	
<b>16 to 36 Months</b>		
Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	<p><b>Approaches to Learning – 08-18 months</b></p> <p>29) <u>Stomps feet to loud music and tiptoes to soft music.</u></p> <p><b>Approaches to Learning – 18-24 months</b></p> <p>25) <u>Stomps feet to loud music and tiptoes to soft music. -18-24 SR 6.</u></p> <p><b>Physical Development and Health – 18-24 months</b></p> <p>2) <u>Actively participates in everyday health routines (e.g., washing hands). -18-24 SR 34.</u></p> <p>29) Participates in “getting ready for” routines (e.g., going to sink to look for toothbrush or choosing a book to read).</p> <p><b>Physical Development and Health – 2-3 years</b></p> <p>2) Actively participates in everyday health routines (e.g., washing hands).</p> <p>25) Participates in “getting ready for” routines (e.g., going to sink to look for toothbrush or choosing a book to read).</p>	



<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Perception</b>		
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.</li> <li>Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.</li> </ul>	<p><b>Approaches to Learning – 18-24 months</b>  <u>24) Stomps feet to loud music and tiptoes to soft music. -18-24 SR 6.</u></p> <p><b>Cognitive Development and General Knowledge – 2-3 years</b>            37) Uses materials such as pencils, paints, and play dough in different and varied ways.</p> <p><b>Physical Development and Health – 2-3 years</b>  <u>9) Walks up and down stairs independently, using alternating feet, and without holding rail. -2-3 SR 31.</u></p>	

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Gross Motor</b>		
<b>Goal: IT-PMP 3.</b> Child demonstrates effective and efficient use of large muscles for movement and position.		
<b>Birth to 9 Months</b>		
Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.	<p><b>Physical Development and Health – 00-08 months</b>            1) Rolls over from back to front.            4) Turns head from side to side, kicks feet, and moves hands.            5) Sits with adult support.            7) Pushes chest and head up from a flat surface.</p> <p><b>Physical Development and Health – 08-18 months</b>            5) Sits with adult support.</p>	
<b>8 to 18 Months</b>		
Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	<p><b>Physical Development and Health – 08-18 months</b>  <u>7) Walks without help. -08-18 SR 26.</u>            9) Climbs up and walks down stairs with adult assistance.</p> <p><b>Physical Development and Health – 18-24 months</b>  <u>4) Climbs up and walks down stairs with adult assistance. -18-24 SR 32.</u></p>	
<b>16 to 36 Months</b>		
Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	<p><b>Physical Development and Health – 18-24 months</b>            7) Stands on tiptoes to reach for an object.  <u>8) Runs although she/he may have difficulty stopping and turning. -18-24 SR 35.</u></p> <p><b>Physical Development and Health – 2-3 years</b>            5) Runs although she/he may have difficulty stopping and turning.</p>	

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Gross Motor</b>		
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Coordinates movements and actions for a purpose.</li> <li>Walks and runs, adjusting speed or direction depending on the situation.</li> </ul>	<p><b>Physical Development and Health – 18-24 months</b>  <u>5) Walks to a destination without help. -18-24 SR 33.</u></p> <p><b>Physical Development and Health – 2-3 years</b>  <u>6) Walks to a destination without help. -2-3 SR 26.</u>            7) Jumps in place and off low objects, such as a step.            8) Stops and turns while running.</p>	
<b>Goal: IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.</b>		
<b>Birth to 9 Months</b>		
<p>Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.</p>	<p><b>Cognitive Development and General Knowledge – 00-08 months</b>            4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).</p> <p><b>Language, Communication, Reading and Writing – 00-08 months</b>            27) Pushes her/his body up with arms when on tummy.  <u>30) Holds toys with both hands. -00-08 SR 14.</u>            31) Reaches, grasps, and places objects in her/his mouth.</p> <p><b>Language, Communication, Reading and Writing – 08-18 months</b>            28) Holds toys with both hands.</p>	
<b>8 to 18 Months</b>		
<p>Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.</p>	<p><b>Language, Communication, Reading and Writing – 00-08 months</b>  <u>32) Passes an object from one hand to another. -00-08 SR 27.</u></p> <p><b>Language, Communication, Reading and Writing – 08-18 months</b>            29) Passes an object from one hand to another.</p> <p><b>Physical Development and Health – 00-08 months</b>            8) Begins to crawl.</p> <p><b>Physical Development and Health – 08-18 months</b>            42) Demonstrates an interest in actively exploring the environment.</p> <p><b>Physical Development and Health – 18-24 months</b>            45) Demonstrates an interest in actively exploring the environment.</p>	
<b>16 to 36 Months</b>		
<p>Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.</p>	<p><b>Physical Development and Health – 2-3 years</b>  <u>41) Makes use of inside and outside environments to play in. - 2-3 SR 30.</u></p>	

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Gross Motor</b>		
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.</li> <li>Experiments with different ways of moving the body, such as dancing around the room.</li> </ul>	<b>Approaches to Learning – 2-3 year</b> 8) Explores most areas of the classroom. <b>Cognitive Development and General Knowledge – 2-3 years</b> 44) Demonstrates the ability to move in time with music.	
<b>Goal: IT-PMP 5.</b> Child uses sensory information and body awareness to understand how their body relates to the environment.		
<b>Birth to 9 Months</b>		
Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	<b>Physical Development and Health – 00-08 months</b> 24) Responds to adult feeding cues by kicking feet or turning head. 30) Turns head in response to a sound. <b>Physical Development and Health – 08-18 months</b> 23) Responds to adult feeding cues by kicking feet or turning head.	
<b>8 to 18 Months</b>		
Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	<b>Physical Development and Health – 08-18 months</b> 6) Crawls on hands and knees. 9) Climbs up and walks down stairs with adult assistance. <b>Physical Development and Health – 18-24 months</b> 4) <u>Climbs up and walks down stairs with adult assistance. - 18-24 SR 32.</u>	
<b>16 to 36 Months-</b>		
Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	<b>Language, Communication, Reading and Writing – 18-24 months</b> 41) Attempts to feed, dress, or cuddle their dolls and stuffed animals.	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.</li> <li>Adjusts position of body to fit through or into small spaces.</li> </ul>	<b>Physical Development and Health – 2-3 years</b> 40) Has calm and settled rest periods.	

## PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

## Galileo® G3 Assessment Scale Goal

### Sub-Domain: Fine Motor

**Goal: IT-PMP 6.** Child coordinates hand and eye movements to perform actions.

#### Birth to 9 Months

Coordinates hands and eyes when reaching for and holding stable or moving objects.

#### Physical Development and Health – 00-08 months

15) Looks at objects as he/she transfers them from hand to hand. -00-08 SR 26.

18) Reaches for and holds bottle while being fed by an adult.

#### Physical Development and Health – 08-18 months

15) Looks at objects as he/she transfers them from hand to hand. -08-18 SR 27.

#### 8 to 18 Months

Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.

#### Physical Development and Health – 08-18 months

16) Builds a tower of two to four cubes.

18) Drinks from a cup with help.

20) Regularly feeds him/herself finger foods.

#### Physical Development and Health – 18-24 months

13) Builds a tower of two to four cubes.

#### 16 to 36 Months

Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.

#### Cognitive Development and General Knowledge – 18-24 months

50) Threads beads by coordinating a string into the bead opening

#### Cognitive Development and General Knowledge – 2-3 years

36) Threads beads by coordinating a string into the bead opening

#### Physical Development and Health – 08-18 months

13) Puts objects in a box.

#### Physical Development and Health – 18-24 months

9) Puts objects in a box.

10) Tries to turn the key on a wind-up toy.

#### INDICATORS: By 36 Months

- Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.
- Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.

#### Cognitive Development and General Knowledge – 2-3 years

36) Threads beads by coordinating a string into the bead opening.

#### Physical Development and Health – 2-3 years

16) Pulls apart large pop-it beads and tries to push them together again.

17) Uses one hand to turn the pages of a book.

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Fine Motor</b>		
<b>Goal: IT-PMP 7.</b> Child uses hands for exploration, play, and daily routines.		
<b>Birth to 9 Months</b>		
Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	<b>Approaches to Learning – 00-08 months</b> 4) Explores objects using a variety of senses (e.g., mouthing, waving, banging). <b>Approaches to Learning – 08-18 months</b> 2) Explores objects using a variety of senses (e.g., mouthing, waving, banging). <b>Physical Development and Health – 00-08 months</b> 11) Examines her/his own hands.	
<b>8 to 18 Months</b>		
Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	<b>Approaches to Learning – 00-08 months</b> <u>11) Bangs an object repeatedly while exploring its properties. -00-08 SR 3.</u> <b>Approaches to Learning – 08-18 months</b> <u>5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. -08-18 SR 2.</u> <b>Physical Development and Health – 08-18 months</b> 12) Points to objects/people that attract her/his attention. 14) Picks up small objects with thumb and forefinger.	
<b>16 to 36 Months</b>		
Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	<b>Physical Development and Health – 18-24 months</b> 15) Empties and fills containers. 16) Scribbles using a variety of materials (e.g., chalk, finger paints, crayons). <b>Physical Development and Health – 2-3 years</b> 15) Empties and fills containers. 16) Pulls apart large pop-it beads and tries to push them together again.	
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>• Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.</li> <li>• Coordinates use of both hands to put things together, such as connecting blocks or linking toys.</li> </ul>	<b>Physical Development and Health – 18-24 months</b> 21) Eats with a spoon with some assistance. 23) Unzips zippers. <b>Social and Emotional – 18-24 months</b> 10) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects). <b>Social and Emotional – 2-3 years</b> 10) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).	

## PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

## Galileo® G3 Assessment Scale Goal

### Sub-Domain: Fine Motor

**Goal: IT-PMP 8.** Child adjusts reach and grasp to use tools.

#### Birth to 9 Months

Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.

#### Physical Development and Health – 00-08 months

16) Picks up small objects with thumb and forefinger.

#### Physical Development and Health – 08-18 months

14) Picks up small objects with thumb and forefinger.

#### 8 to 18 Months

Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.

#### Cognitive Development and General Knowledge – 08-18 months

58) Uses a stick or object to obtain something out of reach. - 08-18 SR 11.

#### Social and Emotional Development – 08-18 months

18) Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.

#### Social and Emotional Development – 18-24 months

12) Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.

#### 16 to 36 Months

Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.

#### Cognitive Development and General Knowledge – 18-24 months

49) Uses a spoon to get food into her/his mouth.

#### Cognitive Development and General Knowledge – 2-3 years

35) Uses a spoon to get food into her/his mouth.

#### Language, Communication, Reading and Writing – 18-24 months

51) Holds pencil with thumb and forefinger. -18-24 SR 26.

#### Language, Communication, Reading and Writing – 2-3 years

38) Holds pencil with thumb and forefinger. -2-3 SR 24.

#### Physical Development and Health – 18-24 months

21) Eats with a spoon with some assistance.

23) Unzips zippers.

#### Physical Development and Health – 2-3 years

18) Watches lines and squiggles appear as they move a writing tool (marker, paint brush) over a piece of paper.

19) Unzips zippers.

#### Social and Emotional – 18-24 months

12) Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.

PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT		Galileo® G3 Assessment Scale Goal
Sub-Domain: Fine Motor		
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Adjusts grasp with ease to new tools and materials.</li> <li>Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.</li> <li>Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.</li> </ul>	<p><b>Cognitive Development and General Knowledge – 2-3 years</b> 37) Uses materials such as pencils, paints, and play dough in different and varied ways.</p> <p><b>Language, Communication, Reading and Writing – 2-3 years</b> 38) <u>Holds pencil with thumb and forefinger. -2-3 SR 24.</u></p> <p><b>Language, Communication, Reading and Writing – 18-24 months</b> 47) <u>Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). -18-24 SR 17.</u></p>	

PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT		Galileo® G3 Assessment Scale Goal
Sub-Domain: Health, Safety and Nutrition		
<b>Goal: IT-PMP 9.</b> Child demonstrates healthy behaviors with increasing independence as part of everyday routines.		
<b>Birth to 9 Months</b>		
<i>Emerging</i>		
<b>8 to 18 Months</b>		
Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	<p><b>Physical Development and Health – 00-08 months</b> 3) <u>Cooperates with daily routines. -00-08 SR 22.</u></p> <p><b>Physical Development and Health – 08-18 months</b> 1) <u>Cooperates with daily routines. -08-18 SR 25.</u> 36) Cooperates with daily cleaning of gums and teeth.</p> <p><b>Physical Development and Health – 18-24 months</b> 27) Helps feed self. 28) Participates in bathing/washing routines (e.g., using a washcloth or towel). 30) Brushes teeth with help.</p>	
<b>16 to 36 Months</b>		
Participates in health care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	<p><b>Physical Development and Health – 08-18 months</b> 1) <u>Cooperates with daily routines. -08-18 SR 25.</u></p> <p><b>Physical Development and Health – 18-24 months</b> 42) Chooses a cup over a bottle or pacifier.</p> <p><b>Physical Development and Health – 2-3 years</b> 21) Insists on washing and drying his/her own hands. 29) Feeds his/herself without help.</p>	

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Health, Safety and Nutrition</b>		
		37) Begins to independently brush their teeth with supervision.
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Shows increasing independence in self-care routines with guidance from adults.</li> <li>Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.</li> </ul>		<p><b>Physical Development and Health – 18-24 months</b> 2) <u>Actively participates in everyday health routines (e.g., washing hands).</u> -18-24 SR 34.</p> <p><b>Physical Development and Health – 2-3 years</b> 2) Actively participates in everyday health routines (e.g., washing hands). 3) Develops self-care skills, such as helping to dress him/herself. 19) Unzips zippers. 20) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on.) 21) Insists on washing and drying his/her own hands.</p>
<b>Goal: IT-PMP 10.</b> Child demonstrates effective and efficient use of large muscles to explore the environment.		
<b>Birth to 9 Months</b>		
<i>Emerging</i>		
<b>8 to 18 Months</b>		
<i>Emerging</i>		
<b>16 to 36 Months</b>		
Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.		<p><b>Physical Development and Health – 18-24 months</b> 40) Looks at the adult giving directions and then follows the directions.</p> <p><b>Physical Development and Health – 2-3 years</b> 31) <u>Looks at the adult giving directions and then follows the directions.</u> -2-3 SR 33.</p>
<b>INDICATORS: By 36 Months</b>		
<ul style="list-style-type: none"> <li>Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog.</li> <li>Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.</li> </ul>		<p><b>Physical Development and Health – 3-5 years</b> 35) Understands that parents and teachers are helpful resources. 38) <u>Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).</u> -3-5 SR 80. 40) Identifies nonedible/poisonous substances, without assistance. 41) <u>Identifies potentially dangerous situations/activities, without assistance.</u> -3-5 SR 81.</p>



## PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

### Sub-Domain: Health, Safety and Nutrition

### Galileo® G3 Assessment Scale Goal

**Goal IT-PMP 11.** Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

#### Birth to 9 Months

*Emerging*

#### 8 to 18 Months

Shows interest in new foods that are offered.

#### Physical Development and Health – 08-18 months

31) Consumes a variety of healthy foods from all food groups when offered by an adult. -08-18 SR 28.

#### Physical Development and Health – 18-24 months

31) Consumes a variety of healthy foods from all food groups when offered by an adult. -18-24 SR 38.

33) Makes personal food choices from several healthy options. -18-24 SR 39.

34) Takes age-appropriate amounts of food with encouragement from adults.

#### Social and Emotional – 00-08 months

15) Explores a new food with their senses.

#### Social and Emotional – 08-18 months

9) Explores a new food with their senses.

#### 16 to 36 Months

Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.

#### Physical Development and Health – 08-18 months

31) Consumes a variety of healthy foods from all food groups when offered by an adult. -08-18 SR 28.

38) Eats healthy snacks.

#### Physical Development and Health – 18-24 months

31) Consumes a variety of healthy foods from all food groups when offered by an adult. -18-24 SR 38.

#### INDICATORS: By 36 Months

- Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.
- Sometimes makes nutritious choices with support from an adult.
- Communicates to adults when hungry, thirsty, or has had enough to eat.

#### Cognitive Development and General Knowledge – 18-24 months

4) States clear preferences regarding colors, foods, and clothes.

#### Physical Development and Health – 18-24

44) Uses vocalizations, gestures or words to indicate basic needs.

### III. Galileo® G3 Assessment Scales Alignment with the Head Start Early Learning Outcomes Framework 3 through 5 Years

#### A. Domain: Approaches to Learning

## Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term "emerging" is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: P-ATL 1.</b> Child manages feelings and emotions with increasing independence.	
<b>36 to 48 Months</b>	
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	<b>Social and Emotional Development</b> 16) Seeks support from familiar adults to resolve conflicts with peers. 28) Comforts self by engaging in calming/soothing activities some of the time.
<b>48 to 60 Months</b>	
Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	<b>Social and Emotional Development</b> 28) Comforts self by engaging in calming/soothing activities some of the time. <b>Social Studies</b> 6) Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Expresses emotions in ways that are appropriate to the situation.</li> <li>• Looks for adult assistance when emotions are most intense.</li> <li>• Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</li> </ul>	<b>Social and Emotional Development</b> 9) Engages in reassuring self-talk or changing goals when frustrated or frightened. 10) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 19) Expresses wants and needs in conflict situations. <u>37) Chooses to express self to others safely/respectfully in calm situations. -3-5 SR 72.</u>
<b>Goal IT P-ATL 2.</b> Child follows classroom rules and routines with increasing independence.	
<b>36 to 48 Months</b>	
Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	<b>Social and Emotional Development</b> <u>12) Follows established rules and routines in the classroom. - 3-5 SR 68.</u>

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>48 to 60 Months</b>	
Usually follows classroom rules and routines with occasional reminders from adults, such as following an end of lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<b>Social and Emotional Development</b> <u>30) Carries out a classroom routine, without prompts (e.g., putting coat in cubby).</u> -3-5 SR 69.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</li> <li>• Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.</li> <li>• Responds to signals when transitioning from one activity to another.</li> </ul>	<b>Social and Emotional Development</b> <u>30) Carries out a classroom routine, without prompts (e.g., putting coat in cubby).</u> -3-5 SR 69. <b>Physical Development and Health</b> 37) Follows outdoor and indoor play rules, without prompts. <u>42) Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</u> -3-5 SR 82.
<b>Goal: P-ATL 3.</b> Child appropriately handles and takes care of classroom materials.	
<b>36 to 48 Months</b>	
Handles classroom materials, such as putting them where they belong, with adult support.	<b>Creative Arts</b> 16) Takes care of art materials/supplies (e.g., washes brushes, covers paint).
<b>48 to 60 Months</b>	
Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	<b>Social and Emotional Development</b> 15) Uses classroom materials safely and for their intended purpose.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Appropriately handles materials during activities.</li> <li>• Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</li> </ul>	<b>Social and Emotional Development</b> 15) Uses classroom materials safely and for their intended purpose. <u>30) Carries out a classroom routine, without prompts (e.g., putting coat in cubby).</u> -3-5 SR 69.
<b>Goal: P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.	
<b>36 to 48 Months</b>	
Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	<b>Social and Emotional Development</b> 10) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 19) Expresses wants and needs in conflict situations.
<b>48 to 60 Months</b>	
Manages own actions, words, and behavior with occasional support from adults.	<b>Social and Emotional Development</b> 28) Comforts self by engaging in calming/soothing activities some of the time. 43) Chooses to express self to others safely/respectfully in difficult situations. <b>Social Studies</b> 6) Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.</li> <li>Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</li> <li>Waits for turn, such as waits in line to wash hands or waits for turn on swings.</li> <li>Refrains from aggressive behavior towards others.</li> <li>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</li> </ul>	<p><b>Approaches to Learning</b> 15) Persists with a difficult or non-preferred activity. 27) Says, signs, or gestures when it is her/his turn in a game or activity.</p> <p><b>Social and Emotional Development</b> 25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p> <p><b>Social Studies</b> 6) Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play). 8) Demonstrates awareness of the outcomes of one's own choices.</p>

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	
<b>36 to 48 Months</b>	
Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	<b>Social and Emotional – 2-3 years</b> 18) Begins to end tantrums with some redirection.
<b>48 to 60 Months</b>	
Sometimes controls impulses independently, while at other times needs support from an adult.	<b>Approaches to Learning – 2-3 years</b> 11) Insists on completing a task even when assistance is needed. <b>Social and Emotional – 2-3 years</b> 18) Begins to end tantrums with some redirection. <b>Social and Emotional – 3-5 years</b> 9) Engages in reassuring self-talk or changing goals when frustrated or frightened.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Stops an engaging activity to transition to another less desirable activity with adult guidance and support.</li> <li>Delays having desires met, such as agreeing to wait turn to start an activity.</li> <li>Without adult reminders, waits to communicate information to a group.</li> <li>Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting</li> </ul>	<p><b>Approaches to Learning</b> 24) <u>Takes turns playing with a toy or object.</u> -3-5 SR 63.</p> <p><b>Social and Emotional Development</b> 13) Makes transitions between activities with minimal assistance.</p> <p><b>Social Studies</b> 4) <u>Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</u> -3-5 SR 31.</p>

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>	<b>Galileo® G3 Assessment Scale Goal</b>
materials rather than grabbing them.	
<b>Goal: P-ATL 6.</b> Child maintains focus and sustains attention with minimal adult support.	
<b>36 to 48 Months</b>	
With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	<b>Approaches to Learning</b> 12) Maintains interest in an activity for an appropriate period of time.
<b>48 to 60 Months</b>	
With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	<b>Approaches to Learning</b> 11) Maintains concentration in an activity despite distractions or interruptions.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Maintains focus on activities for extended periods of time, such as 15 minutes or more.</li> <li>Engages in purposeful play for extended periods of time.</li> <li>Attends to adult during large and small group activities with minimal support.</li> </ul>	<b>Approaches to Learning</b> 6) Initiates preferred purposeful activities when playing in interest centers. 11) Maintains concentration in an activity despite distractions or interruptions. 12) Maintains interest in an activity for an appropriate period of time.
<b>Goal: P-ATL 7.</b> Child persists in tasks.	
<b>36 to 48 Months</b>	
Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	<b>Approaches to Learning</b> 15) Persists with a difficult or non-preferred activity.
<b>48 to 60 Months</b>	
Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	<b>Approaches to Learning</b> 16) Checks to see if a simple task has been completed, without being asked.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</li> <li>Returns with focus to an activity or project after having been away from it.</li> </ul>	<b>Approaches to Learning</b> 18) Sets a goal prior to beginning of an activity or a project. 19) Says, signs, or gestures whether or not a simple task has been completed.
<b>Goal: P-ATL 8.</b> Child holds information in mind and manipulates it to perform tasks.	
<b>36 to 48 Months</b>	
Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	<b>Language</b> 3) Follows a small set of step-by-step directions, without prompts.

<b>APPROACHES TO LEARNING</b>	
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>48 to 60 Months</b>	
Holds an increasing amount of information in mind in order to successfully complete tasks.	<b>Language</b> 3) Follows a small set of step-by-step directions, without prompts.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Accurately recounts recent experiences in the correct order and includes relevant details.</li> <li>Successfully follows detailed, multi-step directions, sometimes with reminders.</li> <li>Remembers actions to go with stories or songs shortly after being taught.</li> </ul>	<b>Language</b> 3) Follows a small set of step-by-step directions, without prompts. <b>Social Studies</b> 38) Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39) Arranges sequences of personal and shared events through pictures, growth charts, and other media.
<b>Goal: P- ATL 9. Child demonstrates flexibility in thinking and behavior.</b>	
<b>36 to 48 Months</b>	
Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	<b>Approaches to Learning</b> 9) Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). <b>Social and Emotional Development</b> 22) Shows the ability to compromise in conflict resolution. -3-5 SR 70.
<b>48 to 60 Months</b>	
Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	<b>Approaches to Learning</b> 9) Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). 24) Takes turns playing with a toy or object. -3-5 SR 63. <b>Social and Emotional Development</b> 22) Shows the ability to compromise in conflict resolution. -3-5 SR 70.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Tries different strategies to complete work or solve problems including with other children.</li> <li>Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</li> <li>Transitions between activities without getting upset.</li> </ul>	<b>Approaches to Learning</b> 10) Experiments with a variety of strategies to solve a problem or complete a task. <b>Logic and Reasoning</b> 16) Seeks assistance from peers when attempting to solve a problem. <b>Physical Development and Health</b> 37) Follows outdoor and indoor play rules, without prompts.

<b>APPROACHES TO LEARNING</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Initiative and Curiosity</b>		
<b>Goal: P-ATL 10.</b> Child demonstrates initiative and independence.		
<b>36 to 48 Months</b>		
Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	<b>Approaches to Learning</b> 4) Selects activities or objects from a choice of at least two in a daily routine.	
<b>48 to 60 Months</b>		
Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	<b>Approaches to Learning</b> 2) Participates in an increasing variety of experiences independently.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Engages in independent activities.</li> <li>Makes choices and communicates these to adults and other children.</li> <li>Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</li> <li>Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</li> </ul>	<b>Approaches to Learning</b> 2) Participates in an increasing variety of experiences independently. 6) Initiates preferred purposeful activities when playing in interest centers. 13) Completes a simple self-selected activity or task. <u>20) Sets a goal, and with adult help, plans a small number of steps to achieve it. -3-5 SR 59.</u> <b>Creative Arts</b> 33) Describes the story or situation that will occur during dramatic play. <b>Social and Emotional Development</b> 6) Talks about his/her interests (what I like to do). <b>Social Studies</b> 7) Demonstrates increasing ability to follow through on plans.	
<b>Goal: P-ATL 11.</b> Child shows interest in and curiosity about the world around them.		
<b>36 to 48 Months</b>		
Seeks out new information and explores new play and tasks with adult support.	<b>Approaches to Learning</b> 1) Explores most areas of the classroom.	
<b>48 to 60 Months</b>		
Seeks out new information and explores new play and tasks both independently and with adult support.	<b>Approaches to Learning</b> 2) Participates in an increasing variety of experiences independently. 13) Completes a simple self-selected activity or task.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Asks questions and seeks new information.</li> <li>Is willing to participate in new activities or experiences even if they are perceived as challenging.</li> <li>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</li> </ul>	<b>Approaches to Learning</b> <u>7) Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). -3-5 SR 62.</u>	

<b>APPROACHES TO LEARNING</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Creativity</b>		
<b>Goal: P-ATL 12.</b> Child expresses creativity in thinking and communication.		
<b>36 to 48 Months</b>		
Responds to adults' prompts to express creative ideas in words and/or actions.	<b>Creative Arts</b> <u>4) Uses movement to express what is being felt/heard in various songs or tunes. -3-5 SR 67.</u> 21) Participates in various art activities (e.g., paint, sculpture, collage, masks). 30) Uses dramatic play to express feelings (e.g., fear).	
<b>48 to 60 Months</b>		
Communicates creative ideas and actions both with and without prompting from adults.	<b>Creative Arts</b> 24) Describes a self-made art project (tells what it is about) to a child or adult. 28) Uses a variety of colors to create moods or feelings in artwork. 31) Acts out a real or make-believe character during dramatic play.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> <li>Approaches tasks, activities, and play in ways that show creative problem solving.</li> <li>Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</li> </ul>	<b>Approaches to Learning</b> <u>7) Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). -3-5 SR 62.</u> <b>Creative Arts</b> 11) Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). 28) Uses a variety of colors to create moods or feelings in artwork. <b>Language</b> 32) Draws pictures or uses dramatic play or music to tell a story. <b>Logic and Reasoning</b> 17) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 19) Tries out new ideas to see if they will work.	
<b>Goal: P-ATL 13.</b> Child uses imagination in play and interactions with others.		
<b>36 to 48 Months</b>		
Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	<b>Logic and Reasoning</b> <u>10) Uses dramatic play to make-believe with objects (e.g., cooking an egg). -3-5 SR 15.</u>	
<b>48 to 60 Months</b>		
Develops more elaborate imaginary play, stories, and other creative works with children and adults.	<b>Logic and Reasoning</b> 9) Acts out different roles (e.g., child, adult) in dramatic play situations.	



**APPROACHES TO LEARNING****Sub-Domain: Creativity****Galileo® G3 Assessment Scale Goal****INDICATORS: By 60 Months**

- Engages in social and pretend play.
- Uses imagination with materials to create stories or works of art.
- Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

**Creative Arts**

21) Participates in various art activities (e.g., paint, sculpture, collage, masks).

25) Uses various tools to create art projects (e.g., rollers, string, straws).

**Language**

32) Draws pictures or uses dramatic play or music to tell a story.

**Logic and Reasoning**

4) Assigns parts to self and peers to act out scene.

10) Uses dramatic play to make-believe with objects (e.g., cooking an egg). -3-5 SR 15.

11) Uses materials in inventive/creative ways (e.g., table/chairs become airplane).

## B. Domain: Social and Emotional Development

## Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Relationships with Adults</b>		
<b>Goal P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.		
<b>36 to 48 Months</b>		
Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	<b>Social and Emotional Development</b> 27) Insists on routines for transitions (e.g., when parents drop-off the child at the center). 29) Accepts arrival and departure transitions as routine parts of the day.	
<b>48 to 60 Months</b>		
Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Child initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	<b>Logic and Reasoning</b> 15) Seeks assistance from an adult when attempting to solve a problem.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Interacts readily with trusted adults.</li> <li>• Engages in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>• Shows affection and preference for adults who interact with them on a regular basis.</li> <li>• Seeks help from adults when needed.</li> </ul>	<b>Logic and Reasoning</b> 15) Seeks assistance from an adult when attempting to solve a problem.	
<b>Goal P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.		
<b>36 to 48 Months</b>		
Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.	<b>Social and Emotional Development</b> 14) Comfortably accepts guidance and directions from a familiar adult.	
<b>48 to 60 Months</b>		
Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	<b>Social and Emotional Development</b> 14) Comfortably accepts guidance and directions from a familiar adult.	

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Relationships with Adults</b>		
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Engages in prosocial behaviors with adults, such as using respectful language or greetings.</li> <li>Attends to an adult when asked.</li> <li>Follows adult guidelines and expectations for appropriate behavior.</li> <li>Asks or waits for adult permission before doing something when they are unsure.</li> </ul>	<p><b>Social and Emotional Development</b></p> <p><u>12) Follows established rules and routines in the classroom. -3-5 SR 68.</u></p> <p>14) Comfortably accepts guidance and directions from a familiar adult.</p>	

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Relationships with other Children</b>		
<b>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</b>		
<b>36 to 48 Months</b>		
<p>Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.</p>	<p><b>Social and Emotional Development</b></p> <p>31) Responds appropriately to greeting by familiar peers.</p> <p>32) Initiates greeting of familiar peers.</p> <p><u>35) Plays without disrupting or destroying the work of others. -3-5 SR 71.</u></p> <p>36) Says, signs, or gestures the names of friends.</p> <p><b>Social Studies</b></p> <p><u>4) Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. -3-5 SR 31.</u></p>	
<b>48 to 60 Months</b>		
<p>Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p>	<p><b>Social and Emotional Development</b></p> <p>33) Verbally or nonverbally invites a peer to play.</p> <p>39) Sustains a cooperative participation with others.</p>	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Engages in and maintains positive interactions with other children.</li> <li>Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> <li>Takes turns in conversations and interactions with other children.</li> <li>Develops friendships with one or two preferred other children.</li> </ul>	<p><b>Social and Emotional Development</b></p> <p>33) Verbally or nonverbally invites a peer to play.</p> <p>36) Says, signs, or gestures the names of friends.</p> <p><u>38) Joins a cooperative play activity using appropriate verbal/nonverbal strategies. -3-5 SR 73.</u></p> <p>39) Sustains a cooperative participation with others.</p>	

## SOCIAL AND EMOTIONAL DEVELOPMENT

### Sub-Domain: Relationships with other Children

### Galileo® G3 Assessment Scale Goal

**Goal P-SE 4.** Child engages in cooperative play with other children.

#### 36 to 48 Months

Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.

#### Social Studies

4) Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. -3-5 SR 31.

#### 48 to 60 Months

Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.

#### Social and Emotional Development

33) Verbally or nonverbally invites a peer to play.  
39) Sustains a cooperative participation with others.

#### INDICATORS: By 60 Months

- Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.
- Demonstrates willingness to include others' ideas during interactions and play.
- Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.
- Engages in reflection and conversation about past play experiences.

#### Creative Arts

34) Uses dramatic play to practice cooperation (e.g., who sets table, cooks). -3-5 SR 64.

**Goal P-SE 5.** Child uses basic problem-solving skills to resolve conflicts with other children.

#### 36 to 48 Months

Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.

#### Social and Emotional Development

17) Moves around another child that is in her/his way (e.g., going up a slide).  
18) Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).

#### 48 to 60 Months

Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.

#### Social and Emotional Development

20) Says, signs, or gestures to a child who is being offensive to stop the behavior.  
22) Shows the ability to compromise in conflict resolution. -3-5 SR 70.  
23) Uses negotiation to reach a solution.

#### INDICATORS: By 60 Months

- Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"
- Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.
- Expresses feelings, needs, and opinions in conflict

#### Social and Emotional Development

16) Seeks support from familiar adults to resolve conflicts with peers.  
21) Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.  
35) Plays without disrupting or destroying the work of others.-3-5 SR 71.

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>Sub-Domain: Relationships with other Children</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<p>situations.</p> <ul style="list-style-type: none"> <li>Seeks adult help when needed to resolve conflicts.</li> </ul>	<p>37) <u>Chooses to express self to others safely/respectfully in calm situations. -3-5 SR 72.</u></p> <p>41) Recognizes the impact of his/her actions on others' feelings.</p> <p>43) Chooses to express self to others safely/respectfully in difficult situations.</p>

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>Sub-Domain: Emotional Functioning</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</b>	
<b>36 to 48 Months</b>	
Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	<p><b>Social and Emotional Development</b></p> <p>34) Begins to recognize that others smile when they smile, and others look unhappy when they cry.</p>
<b>48 to 60 Months</b>	
Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.	<p><b>Social and Emotional Development</b></p> <p>10) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</p> <p>11) Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).</p>
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Recognizes and labels basic emotions in books or photographs.</li> <li>Uses words to describe own feelings.</li> <li>Uses words to describe the feelings of adults or other children.</li> </ul>	<p><b>Social and Emotional Development</b></p> <p>10) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</p> <p>11) Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).</p>
<b>Goal P-SE 7. Child expresses care and concern toward others.</b>	
<b>36 to 48 Months</b>	
Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	<p><b>Social and Emotional Development</b></p> <p>46) Expresses empathy or caring for others by consoling, comforting, or helping.</p>
<b>48 to 60 Months</b>	
Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	<p><b>Social and Emotional Development</b></p> <p>46) Expresses empathy or caring for others by consoling, comforting, or helping.</p>

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Emotional Functioning</b>		
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Makes empathetic statements to adults or other children.</li> <li>Offers support to adults or other children who are distressed.</li> </ul>	<b>Social and Emotional Development</b> 41) Recognizes the impact of his/her actions on others' feelings. 46) Expresses empathy or caring for others by consoling, comforting, or helping.	
<b>Goal P-SE 8. Child manages emotions with increasing independence.*</b>		
<b>36 to 48 Months</b>		
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	<b>Social and Emotional Development</b> 16) Seeks support from familiar adults to resolve conflicts with peers. 28) Comforts self by engaging in calming/soothing activities some of the time.	
<b>48 to 60 Months</b>		
Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	<b>Social and Emotional Development</b> 28) Comforts self by engaging in calming/soothing activities some of the time. <b>Social Studies</b> 6) Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Expresses emotions in ways that are appropriate to the situation.</li> <li>Looks for adult assistance when emotions are most intense.</li> <li>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</li> </ul>	<b>Social and Emotional Development</b> 9) Engages in reassuring self-talk or changing goals when frustrated or frightened. 10) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 19) Expresses wants and needs in conflict situations. <u>37) Chooses to express self to others safely/respectfully in calm situations. -3-5 SR 72.</u>	

\* This is the same as P-ATL Goal 1.

## SOCIAL AND EMOTIONAL DEVELOPMENT

### Sub-Domain: Sense of Identity and Belonging

### Galileo® G3 Assessment Scale Goal

**Goal P-SE 9.** Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

#### 36 to 48 Months

Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.

#### Social and Emotional Development

- 1) Knows his/her own first and last names.
- 2) Knows his/her age.
- 3) Knows his/her gender.
- 5) Describes his/her physical attributes (what I look like).

#### 48 to 60 Months

Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.

#### Social and Emotional Development

- 4) Refers to her/himself by positive characteristics (e.g., "smart" or "strong").

#### INDICATORS: By 60 Months

- Describes self-using several different characteristics.
- Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.

#### Social and Emotional Development

- 4) Refers to her/himself by positive characteristics (e.g., "smart" or "strong").
- 5) Describes his/her physical attributes (what I look like).
- 7) Says positive things about his/her appearance.

**Goal P-SE 10.** Child expresses confidence in own skills and positive feelings about self.

#### 36 to 48 Months

Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.

#### Social and Emotional Development

- 8) Talks positively about a recent accomplishment.

#### 48 to 60 Months

Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.

#### Social and Emotional Development

- 8) Talks positively about a recent accomplishment.

#### INDICATORS: By 60 Months

- Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.
- Expresses own ideas or beliefs in group contexts or in interactions with others.
- Uses positive words to describe self, such as kind or hard-worker.

#### Social and Emotional Development

- 4) Refers to her/himself by positive characteristics (e.g., "smart" or "strong").
- 5) Describes his/her physical attributes (what I look like).
- 7) Says positive things about his/her appearance.
- 8) Talks positively about a recent accomplishment.

<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Sense of Identity and Belonging</b>		
<b>Goal P-SE 11.</b> Child has sense of belonging to family, community, and other groups.		
<b>36 to 48 Months</b>		
Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	<b>Social Studies</b> 1) Shares personal family stories and traditions. 2) Identifies family members and relationship to each. <u>9) Describes or illustrates the roles/responsibilities of community workers. -3-5 SR 27.</u>	
<b>48 to 60 Months</b>		
Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	<b>Social Studies</b> <u>3) Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). -3-5 SR 26.</u> <u>9) Describes or illustrates the roles/responsibilities of community workers. -3-5 SR 27.</u>	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</li> <li>Relates personal stories about being a part of different groups.</li> <li>Identifies similarities and differences about self across familiar environments and settings.</li> </ul>	<b>Social Studies</b> 38) Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39) Arranges sequences of personal and shared events through pictures, growth charts, and other media. 41) Shows recognition of and respect for differences between genders. 42) Shows respect for those with special needs. 43) Shows respect for members of different cultures. 44) Shows respect for varying family structures. 45) Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	



## C. 1. Domain: Language and Communication

## Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Attending and Understanding</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: P-LC 1. Child attends to communication and language from others.</b>	
<b>36 to 48 Months</b>	
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	<b>Language</b> 1) Listens attentively to a conversation, story, poem, or song. 2) Follows a simple one-step direction.
<b>48 to 60 Months</b>	
Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<b>Language</b> 3) Follows a small set of step-by-step directions, without prompts.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</li> <li>• Shows ongoing connection to a conversation, group discussion, or presentation.</li> </ul>	<b>Language</b> <u>4) Asks questions and/or makes comments about a story, poem, or song. -3-5 SR 32.</u> 19) Responds to comments or questions from others during a conversation.
<b>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</b>	
<b>36 to 48 Months</b>	
Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	<b>Language</b> 1) Listens attentively to a conversation, story, poem, or song. 2) Follows a simple one-step direction.
<b>48 to 60 Months</b>	
Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<b>Language</b> 3) Follows a small set of step-by-step directions, without prompts. <u>4) Asks questions and/or makes comments about a story, poem, or song. -3-5 SR 32.</u>
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Shows an ability to recall (in order) multiple step directions.</li> <li>• Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?”</li> <li>• Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.</li> <li>• Shows an understanding of talk related to the past or future.</li> </ul>	<b>Language</b> 3) Follows a small set of step-by-step directions, without prompts. <u>5) Retells a familiar story, poem or song in his/her own words. -3-5 SR 33.</u> 13) Understands past and future tense (e.g., went, will). <b>Social Studies</b> <u>35) Begins to use or respond to the language of time such as related to daily routines or schedules. -3-5 SR 30.</u>

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Attending and Understanding</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<ul style="list-style-type: none"> <li>Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</li> </ul>	

<b>LANGUAGE AND COMMUNICATION</b>	
<b>Sub-Domain: Communication and Speaking</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal: P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.	
<b>36 to 48 Months</b>	
Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	<b>Language</b> 15) Uses appropriate words or gestures to share information or experiences. 16) Asks questions to obtain information or assistance.
<b>48 to 60 Months</b>	
Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	<b>Language</b> 17) Uses appropriate words or gestures to relate feelings, needs, or opinions.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</li> <li>Uses language, spoken or sign, to clarify a word or statement when misunderstood.</li> <li>Children who are DLLs may switch between their languages.</li> </ul>	<b>Language</b> 15) Uses appropriate words or gestures to share information or experiences. 16) Asks questions to obtain information or assistance. 17) Uses appropriate words or gestures to relate feelings, needs, or opinions.
<b>Goal P-LC 4.</b> Child understands, follows, and uses appropriate social and conversational rules.	
<b>36 to 48 Months</b>	
Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	<b>Language</b> 18) Takes turns being a speaker.
<b>48 to 60 Months</b>	
Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	<b>Language</b> 20) Adjusts conversation to changes in topic.

<b>LANGUAGE AND COMMUNICATION</b> <b>Sub-Domain: Communication and Speaking</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</li> <li>With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</li> </ul>	<b>Language</b> 16) Asks questions to obtain information or assistance. 17) Uses appropriate words or gestures to relate feelings, needs, or opinions. 20) Adjusts conversation to changes in topic. 21) Changes inflection during a conversation to communicate meaning.	
<b>Goal P-LC 5. Child expresses himself in increasingly long, detailed, and sophisticated ways.</b>		
<b>36 to 48 Months</b>		
Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.	<b>Language</b> 14) Repeats or tries different words/sentences to get another child or adult to respond. 22) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).	
<b>48 to 60 Months</b>		
Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	<b>Language</b> 23) Combines words to create meaningful short sentences. 25) Uses descriptive words with objects (e.g. pretty flowers). 27) Uses pronouns to refer to people and things (e.g., she, he, it).	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</li> <li>Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</li> <li>Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.</li> </ul>	<b>Language</b> 28) Uses past and future tenses (e.g., went, will). 29) Uses possessive endings (e.g., Jose's, Emma's). 30) Uses compound sentences (e.g., sentences joined by and, but, or). 33) Makes up a story from beginning, to middle, to end.	

<b>LANGUAGE AND COMMUNICATION</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Vocabulary</b>		
<b>Goal P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes.		
<b>36 to 48 Months</b>		
Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	<b>Language</b>	22) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). 25) Uses descriptive words with objects (e.g. pretty flowers). 27) Uses pronouns to refer to people and things (e.g., she, he, it).
<b>48 to 60 Months</b>		
Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	<b>Language</b>	26) Takes apart and puts together compound words. 28) Uses past and future tenses (e.g., went, will). 29) Uses possessive endings (e.g., Jose's, Emma's).
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.</li> <li>• Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</li> <li>• With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes.</li> <li>• With support, forms guesses about the meaning of new words from context clues.</li> </ul>	<b>Language</b>	22) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). 25) Uses descriptive words with objects (e.g. pretty flowers). 26) Takes apart and puts together compound words. 27) Uses pronouns to refer to people and things (e.g., she, he, it). 28) Uses past and future tenses (e.g., went, will). 29) Uses possessive endings (e.g., Jose's, Emma's).
<b>Goal P-LC 7.</b> Child shows understanding of word categories and relationships among words.		
<b>36 to 48 Months</b>		
Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	<b>Logic and Reasoning</b>	25) <u>Provides rationale for sorting objects into specific groups (e.g., all flat).</u> -3-5 SR 11.
<b>48 to 60 Months</b>		
Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	<b>Language</b>	12) Understands words that describe the qualities of objects (e.g., color, soft, cold). 13) Understands past and future tense (e.g., went, will)
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</li> <li>• Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”</li> <li>• Identifies shared characteristics among people, places,</li> </ul>	<b>Logic and Reasoning</b>	24) Describes the similarities/differences between two events (e.g., day/night). 25) <u>Provides rationale for sorting objects into specific groups (e.g., all flat).</u> -3-5 SR 11. 26) Associates events/experiences with their intent(s) (e.g., school: learning).

**LANGUAGE AND COMMUNICATION****Sub-Domain: Vocabulary****Galileo® G3 Assessment Scale Goal**

things, or actions, such as identifying that both cats and dogs are furry and have four legs.

- Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.
- Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”

## C. 2. Domain: Literacy

### Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

LITERACY	
Sub-Domain: Phonological Awareness	Galileo® G3 Assessment Scale Goal
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
<b>36 to 48 Months</b>	
Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	<b>Literacy</b> <u>1) Recognizes matching and dissimilar sounds of consonants and vowels. -3-5 SR 37.</u> 2) Distinguishes between some beginning consonant sounds in spoken language.
<b>48 to 60 Months</b>	
Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	<b>Literacy</b> <u>3) Says both syllables of a two-syllable word, with distinct separation. -3-5 SR 38.</u> <u>4) Recognizes rhymes in poems, readings, or conversation, most of the time. -3-5 SR 39.</u> 5) Distinguishes between some ending consonant sounds in spoken language.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</li> <li>• Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</li> <li>• Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</li> </ul>	<b>Literacy</b> 2) Distinguishes between some beginning consonant sounds in spoken language. 5) Distinguishes between some ending consonant sounds in spoken language. 6) Creates rhyming words in play activities. 7) Distinguishes between some vowel sounds in spoken language.

LITERACY	
Sub-Domain: Print and Alphabet Knowledge	Galileo® G3 Assessment Scale Goal
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
<b>36 to 48 Months</b>	
Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	<b>Literacy</b> <u>23) Knows that print conveys information to the reader (e.g., a message, facts, how to do something). -3-5 SR 47.</u> 26) Asks adults to read printed information such as signs, labels, advertisements.

<b>LITERACY</b>	
<b>Sub-Domain: Print and Alphabet Knowledge</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>48 to 60 Months</b>	
Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	<p><b>Literacy</b></p> <p>17) Views reading materials one page at a time (front to back), most of the time.</p> <p><u>21) Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). -3-5 SR 45.</u></p> <p><u>22) Recognizes that a spoken word/speech can be written and read. -3-5 SR 46.</u></p> <p><u>24) Recognizes that pages are read from top to bottom. -3-5 SR 48.</u></p> <p><u>25) Recognizes that sentences are read from left to right. -3-5 SR 49.</u></p>
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Understands that print is organized differently for different purposes, such as a note, list, or storybook.</li> <li>Understands that written words are made up of a group of individual letters.</li> <li>Begins to point to single-syllable words while reading simple, memorized texts.</li> <li>Identifies book parts and features, such as the front, back, title, and author.</li> </ul>	<p><b>Literacy</b></p> <p><u>19) Requests a favorite book by title, author, or illustrator. -3-5 SR 44.</u></p> <p>29) Recognizes that words are separated by spaces.</p> <p><u>30) Identifies familiar short words in print, some of the time.</u></p> <p>32) Tracks by moving his/her finger along text as it is read by an adult.</p> <p><u>33) Reads familiar words in a sentence from a book/poem, with assistance. -3-5 SR 51.</u></p>
<b>Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</b>	
<b>36 to 48 Months</b>	
Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	<p><b>Literacy</b></p> <p>46) Names 1 or more letters.</p> <p><u>47) Points to and names the first letter in familiar words. -3-5 SR 57.</u></p>
<b>48 to 60 Months</b>	
Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	<p><b>Literacy</b></p> <p><u>45) Identifies all the letters in her/his name. -3-5 SR 56.</u></p> <p><u>48) Names 10 or more letters. -3-5 SR 58.</u></p>
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Names 18 upper- and 15 lower-case letters.</li> <li>Knows the sounds associated with several letters.</li> </ul>	<p><b>Literacy</b></p> <p>49) Identifies 1 or more sounds to corresponding letters.</p> <p>50) Identifies 10 or more sounds to corresponding letters.</p>

<b>LITERACY</b>	
<b>Sub-Domain: Comprehension and Text Structure</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal P-LIT 4.</b> Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
<b>36 to 48 Months</b>	
With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	<b>Literacy</b> 10) <u>Uses picture cues to tell what is happening in a story. -3-5 SR 42.</u> 11) <u>Predicts story events using picture or verbal cues. -3-5 SR 43.</u>
<b>48 to 60 Months</b>	
Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	<b>Language</b> 5) <u>Retells a familiar story, poem or song in his/her own words. -3-5 SR 33.</u> 31) Recalls story events using some spoken dialogue. <b>Literacy</b> 28) Predicts what word might come next in a familiar story, some of the time.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</li> <li>Tells fictional or personal stories using a sequence of at least 2–3 connected events.</li> <li>Identifies characters and main events in books and stories.</li> </ul>	<b>Creative Arts</b> 33) Describes the story or situation that will occur during dramatic play. <b>Social Studies</b> 38) Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.
<b>Goal P-LIT 5.</b> Child asks and answers questions about a book that was read aloud.	
<b>36 to 48 Months</b>	
Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	<b>Language</b> 4) <u>Asks questions and/or makes comments about a story, poem, or song. -3-5 SR 32.</u> <b>Literacy</b> 28) Predicts what word might come next in a familiar story, some of the time.
<b>48 to 60 Months</b>	
With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	<b>Language</b> 5) <u>Retells a familiar story, poem or song in his/her own words. -3-5 SR 33.</u> 31) Recalls story events using some spoken dialogue. <b>Literacy</b> 28) Predicts what word might come next in a familiar story, some of the time.



<b>LITERACY</b>	
<b>Sub-Domain: Comprehension and Text Structure</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”</li> <li>Answers increasingly complex inferential questions, such as requiring children to make predictions based on multiple pieces of information from the story; infer characters feelings or intentions; or provide evaluations or judgments that are grounded in the text.</li> <li>Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</li> </ul>	<p><b>Language</b></p> <p>5) <u>Retells a familiar story, poem or song in his/her own words. -3-5 SR 33.</u></p> <p>31) Recalls story events using some spoken dialogue.</p> <p><b>Literacy</b></p> <p>28) Predicts what word might come next in a familiar story, some of the time.</p>

<b>LITERACY</b>	
<b>Sub-Domain: Writing</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	
<b>36 to 48 Months</b>	
Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	<p><b>Literacy</b></p> <p>34) <u>Uses scribble on paper to communicate a message. -3-5 SR 52.</u></p> <p>37) Draws horizontal and vertical lines.</p> <p>39) Uses a variety of writing tools and materials to communicate with others.</p>
<b>48 to 60 Months</b>	
Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, child may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	<p><b>Literacy</b></p> <p>35) <u>Communicates by scribbling and with some letter-like shapes. -3-5 SR 53.</u></p> <p>36) Draws figures and shapes to convey meanings.</p> <p>41) Writes some letters.</p>
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Creates a variety of written products that may or may not phonetically relate to intended messages.</li> <li>Shows an interest in copying simple words posted in the classroom.</li> <li>Attempts to independently write some words using invented spelling, such as K for kite.</li> <li>Writes first name correctly or close to correctly.</li> <li>Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</li> </ul>	<p><b>Literacy</b></p> <p>40) <u>Copies her/his name from a sample. -3-5 SR 54.</u></p> <p>42) Writes using inventive spelling.</p> <p>43) <u>Write her/his name, without assistance. -3-5 SR 55.</u></p>

## D. 1. Domain: Mathematics

## Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>MATHEMATICS</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Counting and Cardinality</b>		
<b>Goal P-MATH 1.</b> Child knows number names and the count sequence.		
<b>36 to 48 Months</b>		
Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.	<b>Early Math</b>	1) Uses one-to-one correspondence when counting objects. 4) <u>Counts to find how many are in a group up to 10. -3-5 SR 3.</u>
<b>48 to 60 Months</b>		
Says or signs more number words in sequence.	<b>Early Math</b>	3) <u>Counts forward from a number &gt; 1 to find how many are in a group. -3-5 SR 2.</u> 5) Counts to find out how many are in a group greater than 10.
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Counts verbally or signs to at least 20 by ones.</li> </ul>	<b>Early Math</b>	5) Counts to find out how many are in a group greater than 10.
<b>Goal P-MATH 2.</b> Child recognizes the number of objects in a small set.		
<b>36 to 48 Months</b>		
Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	<b>Early Math</b>	7) <u>Writes numerals to indicate 6 or less objects. -3-5 SR 4.</u> 8) <u>Writes numerals to indicate between 7 and 10 objects. -3-5 SR 5.</u> 9) <u>Writes numerals to indicate between 11 and 20 objects. -3-5 SR 6.</u> 10) Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 11) <u>Separates a group into two sets and identifies the number of items in both sets. -3-5 SR 7.</u>
<b>48 to 60 Months</b>		
Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	<b>Early Math</b>	7) <u>Writes numerals to indicate 6 or less objects. -3-5 SR 4.</u> 8) <u>Writes numerals to indicate between 7 and 10 objects. -3-5 SR 5.</u> 9) <u>Writes numerals to indicate between 11 and 20 objects. -3-5 SR 6.</u>

<b>MATHEMATICS</b>	
<b>Sub-Domain: Counting and Cardinality</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	<p>10) Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p><u>11) Separates a group into two sets and identifies the number of items in both sets. -3-5 SR 7.</u></p>
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.</li> </ul>	<p><b>Early Math</b></p> <p><u>7) Writes numerals to indicate 6 or less objects. -3-5 SR 4.</u></p> <p><u>8) Writes numerals to indicate between 7 and 10 objects. -3-5 SR 5.</u></p> <p><u>9) Writes numerals to indicate between 11 and 20 objects. -3-5 SR 6.</u></p> <p>10) Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p><u>11) Separates a group into two sets and identifies the number of items in both sets. -3-5 SR 7.</u></p>
<b>Goal P-MATH 3. Child understands the relationship between numbers and quantities.</b>	
<b>36 to 48 Months</b>	
<p>Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as cardinality).</p>	<p><b>Early Math</b></p> <p>1) Uses one-to-one correspondence when counting objects.</p> <p><u>2) Counts to find how many are in a group up to 5. -3-5 SR 1.</u></p>
<b>48 to 60 Months</b>	
<p>Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).</p>	<p><b>Early Math</b></p> <p><u>3) Counts forward from a number &gt; 1 to find how many are in a group. -3-5 SR 2.</u></p> <p><u>4) Counts to find how many are in a group up to 10. -3-5 SR 3.</u></p> <p>5) Counts to find out how many are in a group greater than 10.</p>
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.</li> <li>Counts and answers “How many?” questions for approximately 10 objects.</li> <li>Accurately counts as many as 5 objects in a scattered configuration.</li> <li>Understands that each successive number name refers to a quantity that is one larger.</li> <li>Understands that the last number said represents the number of objects in a set.</li> </ul>	<p><b>Early Math</b></p> <p><u>3) Counts forward from a number &gt; 1 to find how many are in a group. -3-5 SR 2.</u></p> <p><u>4) Counts to find how many are in a group up to 10. -3-5 SR 3.</u></p> <p>5) Counts to find out how many are in a group greater than 10.</p>

<b>MATHEMATICS</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Counting and Cardinality</b>		
<b>Goal P-MATH 4.</b> Child compares numbers.		
<b>36 to 48 Months</b>		
Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	<b>Early Math</b> 11) <u>Separates a group into two sets and identifies the number of items in both sets. -3-5 SR 7.</u>	
<b>48 to 60 Months</b>		
Counts to determine and compare number amounts even when the larger groups' objects are smaller in size, such as buttons, compared with the smaller groups objects that are larger in size, such as markers. Child uses numbers related to order or position.	<b>Early Math</b> 11) <u>Separates a group into two sets and identifies the number of items in both sets. -3-5 SR 7.</u> 30) Arranges objects in order by size.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.</li> <li>Child identifies and uses numbers related to order or position from first to tenth.</li> </ul>	<b>Early Math</b> 10) Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
<b>Goal P-MATH 5.</b> Child associates a quantity with written numerals up to 5 and begins to write numbers.		
<b>36 to 48 Months</b>		
Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	<b>Early Math</b> 12) Identifies numerals 0 to 5. <b>Literacy</b> 36) Draws figures and shapes to convey meanings.	
<b>48 to 60 Months</b>		
Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	<b>Early Math</b> 7) <u>Writes numerals to indicate 6 or less objects. -3-5 SR 4.</u> 13) Identifies numerals 6 to 10. 14) Identifies numerals 11 to 20.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Associates a number of objects with a written numeral 0–5.</li> <li>Recognizes and, with support, writes some numerals up to 10.</li> </ul>	<b>Early Math</b> 7) <u>Writes numerals to indicate 6 or less objects. -3-5 SR 4.</u> 8) <u>Writes numerals to indicate between 7 and 10 objects. -3-5 SR 5.</u> 9) <u>Writes numerals to indicate between 11 and 20 objects. -3-5 SR 6.</u> 13) Identifies numerals 6 to 10. 14) Identifies numerals 11 to 20.	

<b>MATHEMATICS</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Operations and Algebraic Thinking</b>		
<b>Goal P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.		
<b>36 to 48 Months</b>		
Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, “You have 3 grapes and get 1 more. How many in all?” Child counts out 3, then counts out 1 more, then counts all 4: “1, 2, 3, 4. I have 4!”	<b>Early Math</b> 15) Adds one to a small group, when asked. 16) Indicates that a small group has more after some have been added. 18) Indicates that a small group has less after taking some away. 19) Indicates that one was taken away from a small group.	
<b>48 to 60 Months</b>		
Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	<b>Early Math</b> 17) <u>Adds two small groups by combining the groups and counting all the objects.</u> -3-5 SR 8. 20) <u>Indicates how many are left after taking one from a small group.</u> -3-5 SR 9.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.</li> <li>Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</li> <li>With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, “five, four, three...two!” (keeping track with fingers).</li> </ul>	<b>Logic and Reasoning</b> 18) <u>Uses concrete materials to solve a problem (e.g., blocks to count).</u> -3-5 SR 14. 21) Acts out a simple word problem using objects (e.g., shows 3 toy lizards then takes 1 toy lizard away). 22) Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).	
<b>Goal P-MATH 7.</b> Child understands simple patterns.		
<b>36 to 48 Months</b>		
Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	<b>Early Math</b> 38) Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 39) Repeats an alternating visual pattern (e.g., red/green/red/green). 40) Repeats an alternating auditory pattern (e.g., loud/soft claps). 41) Extends a number series (e.g., 1,2,3 blocks to 4 blocks).	
<b>48 to 60 Months</b>		
Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	<b>Early Math</b> 42) Creates an alternating visual pattern using art or play materials. <b>Logic and Reasoning</b> 35) Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red).	

<b>MATHEMATICS</b> <b>Sub-Domain: Operations and Algebraic Thinking</b>		<b>Galileo® G3 Assessment Scale Goal</b>
		36) Creates an original AB pattern when shown an AB pattern (e.g., circle, square, circle, square).
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Fills in missing elements of simple patterns.</li> <li>Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug, and extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</li> <li>Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</li> </ul>	<p><b>Early Math</b></p> <p>42) Creates an alternating visual pattern using art or play materials.</p> <p>43) Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p> <p><b>Logic and Reasoning</b></p> <p>35) Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red).</p> <p>36) Creates an original AB pattern when shown an AB pattern (e.g., circle, square, circle, square).</p>	

<b>MATHEMATICS</b> <b>Sub-Domain: Measurement</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal P-MATH 8.</b> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.		
<b>36 to 48 Months</b>		
<p>With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.</p>	<p><b>Early Math</b></p> <p>24) Matches objects to an example.</p> <p><u>25) Sorts diverse objects based on a physical attribute (e.g., shape). -3-5 SR 10.</u></p>	
<b>48 to 60 Months</b>		
<p>With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.</p>	<p><b>Early Math</b></p> <p>10) Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p>28) Identifies the shorter or taller of two persons or things.</p> <p>29) Identifies the shortest or tallest in a group.</p>	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Measures using the same unit, such as putting together snap cubes to see how tall a book is.</li> <li>Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</li> <li>Uses comparative language, such as shortest, heavier, or biggest.</li> </ul>	<p><b>Early Math</b></p> <p>27) Sorts diverse objects based on multiple attributes (e.g., size and shape).</p> <p>28) Identifies the shorter or taller of two persons or things.</p> <p>29) Identifies the shortest or tallest in a group.</p> <p>44) Uses non-standard unit (e.g., cut-out paper squares) to measure area.</p> <p>45) Uses non-standard units (e.g., paper cups) to measure volume.</p> <p><u>46) Uses non-standard units (e.g., paper clips) to measure length. -3-5 SR 12.</u></p>	

<b>MATHEMATICS</b>	
<b>Sub-Domain: Measurement</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	47) Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

<b>MATHEMATICS</b>	
<b>Sub-Domain: Geometry and Spatial Sense</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>Goal P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	
<b>36 to 48 Months</b>	
Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	<b>Early Math</b> 34) Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.
<b>48 to 60 Months</b>	
Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	<b>Early Math</b> 35) Places a circle, square, or triangle appropriately on a foam board.
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>Correctly names basic shapes regardless of size and orientation.</li> <li>Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>Creates and builds shapes from components.</li> </ul>	<b>Early Math</b> 10) Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 34) Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 36) Creates new shapes from familiar shapes by folding, cutting, or twisting.
<b>Goal P-MATH 10.</b> Child explores the positions of objects in space.	
<b>36 to 48 Months</b>	
Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”	<b>Early Math</b> 32) Understands object directionality concepts (e.g., right, left, up, down). 33) Understands object position concepts (e.g., under, top, bottom, inside, behind).
<b>48 to 60 Months</b>	
Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	<b>Early Math</b> 33) Understands object position concepts (e.g., under, top, bottom, inside, behind).
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.</li> <li>Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</li> </ul>	<b>Early Math</b> 33) Understands object position concepts (e.g., under, top, bottom, inside, behind).

## D. 2. Domain: Scientific Reasoning

## Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>SCIENTIFIC REASONING</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Scientific Inquiry</b>		
<b>Goal P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).		
<b>36 to 48 Months</b>		
Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	<b>Nature and Science</b> 1) Uses senses (e.g., touch, smell) to learn about the natural and physical world. 4) Describes what an animal is doing as it is being observed. 5) Talks about characteristics of living things (e.g., leaf is soft). 12) Draws/talks about different weather conditions (e.g., sunny, rainy).	
<b>48 to 60 Months</b>		
Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	<b>Creative Arts</b> 20) Draws recognizable environmental objects (e.g., house, trees, ball). 23) Draws some details in representations of animals, people, or objects. <b>Nature and Science</b> 6) Describes the typical behaviors/habits of a familiar animal. 9) Draws/talks about what living things need to survive (e.g., plants need water). 13) Draws/talks about physical changes observed in objects (e.g., ice melting).	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</li> <li>• Uses observational tools extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</li> <li>• Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</li> <li>• Represents observable phenomena with pictures, diagrams, and 3-D models.</li> </ul>	<b>Nature and Science</b> 41) Uses observation as a way to gather data about an object or an event. 44) Describes her/his data to other peers/adults. <u>46) Presents observations in a variety of ways (e.g., drawings, charts, maps). -3-5 SR 21.</u> 48) Shares ideas/thoughts when observing the natural world/physical phenomena.	
<b>Goal P-SCI 2.</b> Child engages in scientific talk.		
<b>36 to 48 Months</b>		



<b>SCIENTIFIC REASONING</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Scientific Inquiry</b>		
Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	<b>Nature and Science</b> 54) Asks "Why" questions to learn more about a current/past event. 56) Asks "How" objects and events are different/same.	
<b>48 to 60 Months</b>		
Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	<b>Nature and Science</b> 7) Draws/talks about changes in her/himself over time. 10) Draws/talks about observed life cycle changes in a familiar plant. 14) Draws/talks about patterns in the physical world (e.g., seasons, day/night).	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</li> <li>• Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</li> </ul>	<b>Nature and Science</b> 8) Describes/draws the type of shelter used by familiar animals. 11) Draws/talks about observed life cycle changes in a familiar animal. 15) Associates objects/events with different temperatures (e.g., ice-low temp). 16) Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).	
<b>Goal P-SCI 3. Child compares and categorizes observable phenomena.</b>		
<b>36 to 48 Months</b>		
Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	<b>Early Math</b> <u>25) Sorts diverse objects based on a physical attribute (e.g., shape). -3-5 SR 10.</u> <b>Nature and Science</b> <u>3) Uses tools to measure materials and make comparisons (e.g., scales, rulers). -3-5 SR 13.</u>	
<b>48 to 60 Months</b>		
With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	<b>Early Math</b> <u>25) Sorts diverse objects based on a physical attribute (e.g., shape). -3-5 SR 10.</u> <b>Nature and Science</b> <u>3) Uses tools to measure materials and make comparisons (e.g., scales, rulers). -3-5 SR 13.</u>	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.</li> <li>• Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.</li> </ul>	<b>Early Math</b> 27) Sorts diverse objects based on multiple attributes (e.g., size and shape). 44) Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45) Uses non-standard units (e.g., paper cups) to measure volume. <u>46) Uses non-standard units (e.g., paper clips) to measure length. -3-5 SR 12.</u>	

<b>SCIENTIFIC REASONING</b>	
<b>Sub-Domain: Scientific Inquiry</b>	<b>Galileo® G3 Assessment Scale Goal</b>
	47) Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

<b>SCIENTIFIC REASONING</b>	
<b>Sub-Domain: Reasoning and Problem Solving</b>	<b>Galileo® G3 Assessment Scale Goal</b>

**Goal P-SCI 4.** Child asks a question, gathers information, and makes predictions.

### 36 to 48 Months

Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”

#### **Nature and Science**

- 27) Predicts what might come next in a life cycle sequence (e.g., seed to plant). -3-5 SR 18.
- 28) Predicts that a plant will die if it does not receive water.
- 34) Predicts that it is likely to rain when dark clouds come.
- 35) Predicts which way a scale will tip when a weight is added to one side. -3-5 SR 19.

### 48 to 60 Months

Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.

#### **Nature and Science**

- 29) Predicts that an animal will seek shelter in bad weather.
- 30) Predicts that a plant will die if it does not receive sufficient light.
- 36) Predicts direction of an object when acted upon directly (e.g., thrown, pushed). -3-5 SR 20.
- 37) Predicts changes in objects when heat/cold is applied (e.g., ice melts).

### INDICATORS: By 60 Months

- Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”
- Gathers information about a question by looking at books or discussing prior knowledge and observations.
- Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”

#### **Nature and Science**

- 31) Predicts that human activity may threaten animal habitat/survival.
- 32) Predicts that extreme weather (drought, freeze) will injure plants/wildlife.
- 33) Predicts that plants may be destroyed when an animal population increases.
- 38) Predicts changes in objects when liquid is added (e.g., sand, paper).
- 39) Predicts that the steeper the incline, the faster an object will move.

**Goal P-SCI 5.** Child plans and conducts investigations and experiments.

### 36 to 48 Months

With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.

#### **Nature and Science**

- 40) Participates in simple investigations to answer questions.

<b>SCIENTIFIC REASONING</b>	
<b>Sub-Domain: Reasoning and Problem Solving</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<b>48 to 60 Months</b>	
With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.	<b>Nature and Science</b> 45) Uses more than one approach to gather data/answer a question (e.g., book, adult).
<b>INDICATORS: By 60 Months</b>	
<ul style="list-style-type: none"> <li>Articulates steps to be taken and lists materials needed for an investigation or experiment.</li> <li>Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others.</li> <li>Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.</li> </ul>	<b>Logic and Reasoning</b> 34) Describes the sequential steps to perform a basic activity. <b>Nature and Science</b> 45) Uses more than one approach to gather data/answer a question (e.g., book, adult). <u>46) Presents observations in a variety of ways (e.g., drawings, charts, maps).</u> -3-5 SR 21.
<b>Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</b>	
<b>36 to 48 Months</b>	
With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"	<b>Nature and Science</b> 42) Confirms observations with another child/adult. <u>49) Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</u> -3-5 SR 22. 51) Attempts to explain why living things change (e.g., leaves turn brown).
<b>48 to 60 Months</b>	
With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	<b>Nature and Science</b> 42) Confirms observations with another child/adult. <u>46) Presents observations in a variety of ways (e.g., drawings, charts, maps).</u> -3-5 SR 21. <u>49) Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</u> -3-5 SR 22. 51) Attempts to explain why living things change (e.g., leaves turn brown).
<b>INDICATORS: By 60 Months</b>	

<b>SCIENTIFIC REASONING</b>	
<b>Sub-Domain: Reasoning and Problem Solving</b>	<b>Galileo® G3 Assessment Scale Goal</b>
<ul style="list-style-type: none"> <li>• Analyzes and interprets data and summarizes results of investigation.</li> <li>• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</li> <li>• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</li> <li>• Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</li> </ul>	<p><b>Nature and Science</b></p> <p>42) Confirms observations with another child/adult.</p> <p>46) <u>Presents observations in a variety of ways (e.g., drawings, charts, maps). -3-5 SR 21.</u></p> <p>49) <u>Provides an explanation for why an event/outcome occurred (e.g., flower wilted). -3-5 SR 22.</u></p> <p>50) <u>Provides two explanations for why an event/outcome occurred (e.g., birds left). -3-5 SR 23.</u></p> <p>51) Attempts to explain why living things change (e.g., leaves turn brown).</p> <p>52) <u>Tries to explain results of an experiment (e.g., bigger sponge holds more water). -3-5 SR 24.</u></p>

## E. Domain: Perceptual, Motor and Physical Development

## Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Gross Motor</b>		
<b>Goal P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.		
<b>36 to 48 Months</b>		
Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	<b>Physical Development &amp; Health</b> 45) Walks to a destination without help. 46) Jumps in place and off low objects, such as a step. 50) <u>Climbs up and down stairs.</u> -3-5 SR 83. 52) <u>Climbs a short ladder (e.g., on playground toys).</u> -3-5 SR 84.	
<b>48 to 60 Months</b>		
Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	<b>Physical Development &amp; Health</b> 48) Stops and turns while running. 49) Walks along a line on the floor, most of the time.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</li> <li>• Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</li> <li>• Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</li> </ul>	<b>Physical Development &amp; Health</b> 51) Walks along a wide beam, most of the time. 53) Jumps forward several times, maintaining balance most of the time. 54) Balances on one foot for five seconds. 56) Hops with direction and control, most of the time. 57) Jumps backward without losing balance. 63) Dribbles a large ball several times with both hands. 64) Dribbles a large ball several times with one hand.	
<b>Goal P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.		
<b>36 to 48 Months</b>		
Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	<b>Physical Development &amp; Health</b> 47) Moves around obstacles with balance and direction. 60) Throws a ball a short distance with accuracy, most of the time.	

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Gross Motor</b>		
<b>48 to 60 Months</b>		
Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	<b>Physical Development &amp; Health</b> 61) Kicks a ball a short distance with accuracy, most of the time. 62) Catches a ball thrown underhand from 3 to 5 feet, most of the time.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Demonstrates awareness of own body and other people's space during interactions.</li> <li>• Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</li> <li>• When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.</li> <li>• Changes directions when moving with little difficulty.</li> </ul>	<b>Physical Development &amp; Health</b> 55) Pedals a tricycle, steers and makes turns around obstacles and corners. <u>58) Skips with direction and control, most of the time. -3-5 SR 85.</u> 59) Gallops maintaining direction and control, most of the time.	

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Fine Motor</b>		
<b>Goal P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.		
<b>36 to 48 Months</b>		
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	<b>Physical Development &amp; Health</b> 65) Begins to use a fork. 66) Eats with a fork and a spoon, or other appropriate utensils.	
<b>48 to 60 Months</b>		
Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<b>Physical Development &amp; Health</b> 68) Cuts with scissors along a straight line. 69) Cuts with scissors along a curved line.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>• Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</li> <li>• Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.</li> <li>• Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.</li> </ul>	<b>Physical Development &amp; Health</b> <u>67) Correctly holds a pencil or crayon. -3-5 SR 86.</u> <u>70) Uses scissors to cut out a pre-formed simple shape. -3-5 SR 87.</u> 71) Strings large beads on a piece of yarn. 72) Builds short structures with blocks or other materials (e.g., 3 blocks high). 73) Builds tall structures with blocks or other materials (e.g., 10 blocks high). <u>74) Uses computer keyboard/mouse for writing/drawing, without assistance. -3-5 SR 88.</u>	

## PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

### Sub-Domain: Health, Safety and Nutrition

### Galileo® G3 Assessment Scale Goal

**Goal P-PMP 4.** Child demonstrates personal hygiene and self-care skills.

#### 36 to 48 Months

Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.

#### Physical Development & Health

- 6) Washes and dries hands with some supervision.
- 7) Insists on washing and drying own hands.
- 8) Brushes teeth with help.
- 9) Begins to independently brush his/her teeth with supervision.
- 10) Disposes of tissues appropriately in a container.

#### 48 to 60 Months

Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.

#### Physical Development & Health

- 19) Unzips zippers.
- 20) Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.
- 21) Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.
- 22) Puts on front-opening garment, without assistance.
- 23) Puts on pull-over garment, without assistance.
- 26) Uses bathroom, without assistance.
- 27) Initiates a trip to the bathroom, without being prompted.

#### INDICATORS: By 60 Months

- Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.
- Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.

#### Physical Development & Health

- 11) Covers mouth appropriately when coughing or sneezing.
- 12) Brushes teeth in a correct fashion, without assistance.
- 13) Uses tissues properly to blow/wipe nose, without assistance.
- 14) Requests or initiates hand washing when needed (e.g., before eating). -3-5 SR 76.
- 24) Puts on shoes correctly, without assistance.
- 25) Ties own shoes, without assistance.
- 28) Completes bathroom activities (clothing up/down, wiping, flushing) independently. -3-5 SR 78.
- 29) Disposes of toilet paper/paper towels appropriately.
- 30) Remains dry and unsoiled between bathroom trips.

**Goal P-PMP 5.** Child develops knowledge and skills that help promote nutritious food choices and eating habits.

#### 36 to 48 Months

Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.

#### Physical Development & Health

- 3) Independently selects and eats a variety of food types. -3-5 SR 74.

<b>PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT</b>		<b>Galileo® G3 Assessment Scale Goal</b>
<b>Sub-Domain: Health, Safety and Nutrition</b>		
<b>48 to 60 Months</b>		
Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	<b>Physical Development &amp; Health</b> 3) <u>Independently selects and eats a variety of food types. -3-5 SR 74.</u> 4) Serves self an appropriate amount of food.	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Identifies a variety of healthy and unhealthy foods.</li> <li>Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li> <li>Moderates food consumption based on awareness of own hunger and fullness.</li> </ul>	<b>Physical Development &amp; Health</b> 3) <u>Independently selects and eats a variety of food types. -3-5 SR 74.</u> 4) Serves self an appropriate amount of food. 5) <u>Identifies examples of foods that are healthy. -3-5 SR 75.</u>	
<b>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</b>		
<b>36 to 48 Months</b>		
Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	<b>Physical Development &amp; Health</b> 32) Cooperates by opening mouth for a quick visual exam. 35) Understands that parents and teachers are helpful resources.	
<b>48 to 60 Months</b>		
Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	<b>Physical Development &amp; Health</b> 36) <u>Follows fire safety/fire drill rules, without assistance. -3-5 SR 79.</u>	
<b>INDICATORS: By 60 Months</b>		
<ul style="list-style-type: none"> <li>Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</li> <li>Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</li> </ul>	<b>Physical Development &amp; Health</b> 38) <u>Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). -3-5 SR 80.</u> 39) Describes basic traffic safety rules, without assistance. 40) Identifies nonedible/poisonous substances, without assistance. 41) <u>Identifies potentially dangerous situations/activities, without assistance. -3-5 SR 81.</u>	