

Galileo® G3 Scales Alignment with Indiana Early Learning Foundations

Birth Through 5 Years



**Assessment
Technology
Incorporated**

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This document references Indiana's Early Learning Development Framework Aligned to the 2014 Indiana Academic Standards

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Assessment Technology, Incorporated, Publishers

Tucson, Arizona, U.S.A.

Printed in the United States of America.

V1-012916

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I. Galileo® G3 Scales Alignment with Indiana Early Learning Foundations Birth Through 5 years

State early learning standards provide early childhood programs with important guidance for the provision of standards-aligned learning opportunities via a comprehensive curriculum integrated with assessment activities. The guidance provided by the state early learning standards 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 standards 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 *Indiana Early Learning Foundations*. 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 Indiana Early Learning Foundations

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 *Indiana Early Learning Foundations* 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 *Indiana Early Learning Foundations* 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	
00-08 Months G3 scales	Capabilities
Approaches to Learning	24
Cognitive Development & General Knowledge	53
Language, Communication, Reading & Writing	34
Physical Development & Health	39
Social & Emotional Development	58
08-18 Months G3 scales	Capabilities
Approaches to Learning	29
Cognitive Development & General Knowledge	65
Language, Communication, Reading & Writing	39
Physical Development & Health	42
Social & Emotional Development	71
18-24 Months G3 scales	Capabilities
Approaches to Learning	27
Cognitive Development & General Knowledge	56
Language, Communication, Reading & Writing	52
Physical Development & Health	47
Social & Emotional Development	64
2-3 Years G3 scales	Capabilities
Approaches to Learning	26
Cognitive Development & General Knowledge	55
Language, Communication, Reading & Writing	43
Physical Development & Health	41
Social & Emotional Development	53

TABLE 1 – Continued
Galileo® G3 Scales

Galileo G3 Scales	
3-5 Years Galileo G3 scales	Capabilities
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 *Indiana Early Learning Foundations 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 *Indiana Early Learning Foundations* 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 *Indiana Early Learning Foundations* 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 Scales Alignment with Indiana Early Learning Foundations Birth Through 5 Years

A. English/Language Arts Foundations

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.
- NA indicates when a standard has no alignment to the G3 Scale.

Sub-Domain: Communication Process	Galileo® G3 Assessment Scale Goal
ELA1.1: Demonstrate Receptive Communication	
Infant	
<ul style="list-style-type: none"> • Demonstrate continual growth in understanding increasingly complex and varied vocabulary. • Respond to words or gestures. • Recognize familiar objects, people, and voices. • Orient to sounds in the environment. 	<p>Approaches to Learning 00-08 months</p> <p>2) Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>2) Appears to be comforted by familiar voices.</p> <p>8) Smiles at familiar faces.</p> <p>12) Shakes toys to elicit a response or sound.</p> <p>15) Responds to familiar words (e.g., bottle, blanket, and teddy bear) by looking at, pointing to, or reaching for objects.</p> <p>21) Demonstrates knowing/recognition of family members (e.g., smiling, cooing, moving, reaching).</p> <p>23) Responds by turning and smiling when her/his name is spoken by familiar adults.</p> <p>31) Vocalizes when being read a familiar book by a familiar adult.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>6) Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.</p> <p>Language, Communication, Reading, & Writing 00-08 months</p> <p>1) Moves arms and legs upon hearing a familiar voice.</p> <p>2) Startles, blinks, or opens her/his eyes wide when hearing a loud noise.</p> <p>3) Turns her/his head in the direction of a sound (e.g., telephone ringing).</p> <p>5) Turns and smiles when her/his name is called by an adult.</p> <p>29) Mimics hand clapping and waving bye-bye.</p> <p>Physical Development and Health 08-18 months</p> <p>23) Responds to adult feeding cues by kicking feet or turning head.</p> <p>25) Anticipates meals by pointing and reaching.</p>

Sub-Domain: Communication Process	Galileo® G3 Assessment Scale Goal
	26) Vocalizes when she/he sees a tub being filled. 35) Begins to imitate words and word sounds. Social and Emotional Development 00-08 months 12) Responds to sound by cooing when songs are sung by familiar adults.
Younger Toddler	
<ul style="list-style-type: none"> • Demonstrate continual growth in understanding increasingly complex and varied vocabulary. • Respond to simple statements, requests, and/or gestures. 	Approaches to Learning 18-24 months 10) <u>Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. SR 1.</u> Cognitive Development and General Knowledge 08-18 months 15) Shows pleasure when read to by smiling or using words such as “Yea!” or “More!” 65) Demonstrates assertiveness by saying “No!” or “Me Do it” when adults try to help with self-care tasks. Language, Communication, Reading, & Writing 08-18 months 1) Turns and smiles when her/his name is called by an adult. 2) Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers). 7) Points to body parts when asked. Physical Development and Health 18-24 months 12) Imitates the hand motions of finger plays (e.g., “Where is Thumpkin?”). Social and Emotional Development 08-18 months 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).
Older Toddler	
<ul style="list-style-type: none"> • Demonstrate continual growth in understanding increasingly complex and varied vocabulary. • Respond to simple sentences, phrases, gestures and/or actions. • Follow simple one-step directions. 	Approaches to Learning 18-24 months 10) <u>Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. SR 1.</u> Cognitive Development and General Knowledge 08-18 months 4) Follows one-step directions. 6) Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects. 42) Associates spoken words with familiar objects or actions. Language, Communication, Reading, & Writing 08-18 months 6) <u>Follows a one step direction from an adult. SR 16.</u> 7) Points to body parts when asked. Language, Communication, Reading & Writing 18-24 months 3) Points to body parts when asked.

Sub-Domain: Communication Process

Galileo® G3 Assessment Scale Goal

- 4) Follows a one step direction from an adult. SR 14.
- Language 3-5 years**
- 7) Understands nouns commonly found in books for young children. SR 34.
- 8) Understands action words (e.g., give, run). SR 35.
- 9) Understands negative words (e.g., not, no).
- 10) Understands positional words (e.g., top, bottom, on, in). SR 36.
- 11) Understands pronouns (e.g., she, he, it).
- 12) Understands words that describe the qualities of objects (e.g., color, soft, cold).
- 13) Understands past and future tense (e.g., went, will).
- Literacy 3-5 years**
- 15) Makes connections between her/his own experiences and those presented in books/stories.
- Physical Development and Health 18-24 months**
- 12) Imitates the hand motions of finger plays (e.g., “Where is Thumpkin?”).
- Technology 3-5 years**
- 5) Points to the power button, play button, stop or pause button on a familiar music player when asked.
- 14) Points to the different components of a computer or laptop when asked by an adult (e.g., screen, mouse, keyboard).

Younger Preschool

- Demonstrate continual growth in understanding increasingly complex and varied vocabulary.
- Respond to complex gestures and/or actions to communicate (such as comforting others who are crying).
- Listen and follow multi-step directions with adult support.

- Cognitive Development and General Knowledge 08-18 months**
- 22) Follows two-step directions.
- Cognitive Development and General Knowledge 18-24 months**
- 5) Follows two-step directions.
- Cognitive Development and General Knowledge 2-3 years**
- 47) Comforts crying peers.
- Physical Development and Health 18-24 months**
- 38) Begins to use language, such as two-word phrases, to communicate with others. SR 31.
- Social and Emotional Development 18-24 months**
- 4) Shows empathy for familiar others, especially those perceived to be hurt or sad.
- 20) Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child.
- 27) Follows directions with adult assistance.

Older Preschool

- Demonstrate continual growth in understanding increasingly complex and varied vocabulary
- Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)
- Listen to and follow multi-step directions

- Cognitive Development and General Knowledge 08-18 months**
- 22) Follows two-step directions.
- Cognitive Development and General Knowledge 18-24 months**

Sub-Domain: Communication Process

Galileo® G3 Assessment Scale Goal

5) Follows two-step directions.
Cognitive Development and General Knowledge 2-3 years
 47) Comforts crying peers.
Physical Development and Health 18-24 months
 40) Looks at the adult giving directions and then follows the directions.
Physical Development and Health 2-3
 4) Begins to put away toys when clean-up is announced.
31) Looks at the adult giving directions and then follows the directions. SR 33.
Social and Emotional Development 18-24 months
 4) Shows empathy for familiar others, especially those perceived to be hurt or sad.
 20) Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child.
31) Listens to and follows simple rules in small group activity. SR 43.
Social and Emotional Development 2-3 years
 53) Gets materials needed for an activity, without prompts.
Technology 3-5 years
 6) Provides directions for using a familiar technology device when asked.

ELA 1.2: Demonstrate Expressive Communication

Infant

- Use facial expressions to communicate.
- Use simple vocalizations to communicate.
- Express sounds and patterns of home language.

Approaches to Learning 00-08 months
 1) Babbles when alone, trying several different sounds.
 6) Shows continued interaction with adults by vocalizing and smiling while a book is being read.
 12) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).
Approaches to Learning 08-18 months
 10) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).
 14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.
Approaches to Learning 18-24 months
13) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. SR 1.
Cognitive Development and General Knowledge 00-08 months
 8) Smiles at familiar faces.
 9) Babbles and then pauses to wait for familiar adults to respond.
 16) Imitates familiar sounds and movements.
 30) Uses different facial expressions to express different emotions.
 39) Imitates facial expressions, sounds, and gestures.

Sub-Domain: Communication Process	Galileo® G3 Assessment Scale Goal
	<p>40) Begins to smile as a social interaction.</p> <p>43) Vocalizes to communicate needs.</p> <p>44) <u>Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.</u></p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p>10) <u>Begins to coo using vowel sounds and other sounds consistent with the home language. SR 12.</u></p> <p>11) <u>Babbles using repeated syllables (e.g., "ma ma ma"). SR 15.</u></p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>8) <u>Babbles using repeated syllables (e.g., "ma ma ma"). SR 12.</u></p> <p>10) <u>Produces the sounds found in her/his home language. SR 17.</u></p> <p>14) Takes turns making sounds with an adult.</p> <p>Social and Emotional Development 00-08 months</p> <p>18) Cries when hungry, uncomfortable, or unhappy.</p> <p>54) Cries in particular ways to get needs met.</p>
Younger Toddler	
<ul style="list-style-type: none"> • Demonstrate continual growth in increasingly varied and complex vocabulary. • Use gestures to clarify communication. • Use single words or simple phrases. 	<p>Approaches to Learning 00-08 months</p> <p>7) Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p>14) <u>Asks or gestures that they want the same song or story repeated over and over again. SR 6.</u></p> <p>Approaches to Learning 08-18 months</p> <p>12) Asks or gestures that they want the same song or story repeated over and over again.</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>15) Responds to familiar words (e.g., bottle, blanket, and teddy bear) by looking at, pointing to, or reaching for objects.</p> <p>42) Stretches out arms in a motion to be picked up.</p> <p>51) Points, gestures, and makes sound to indicate what she/he wants.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>12) Reaches out to be picked up when she/he wants attention.</p> <p>30) Asks for more (e.g., food, objects, activity).</p> <p>32) Points to indicate needs.</p> <p>49) Vocalizes to communicate needs.</p> <p>56) Says "no-no" to express feelings.</p> <p>Language, Communication, Reading & Writing 00-08 months</p>

7) Uses some sign or body language to indicate a need (e.g., "more" "eat").

9) Makes sucking motions to communicate hunger.

12) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).

13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). SR 19.

Language, Communication, Reading & Writing 08-18 months

4) Uses some sign or body language to indicate a need (e.g., "more" "eat").

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.

12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers).

13) Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").

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"). SR 18.

17) Uses two-word sentences to share ideas, feelings, or needs.

32) Pulls at his/her diaper when it is wet.

Language, Communication, Reading & Writing 18-24 months

9) Uses sounds to name people, such as dada and mama.

15) Uses negative words (e.g., "no").

16) Uses question words (e.g., "why" and "what").

Physical Development and Health 08-18 months

19) Uses vocalizations and/or gestures to indicate basic needs.

Social and Emotional Development 00-08 months

21) Raises arms to familiar adults for comfort or to be picked up.

35) Gains the attention of peers through vocalizations, reaching out, and smiling. SR 32.

36) Vocalizes and points to get the attention of a familiar adult.

Social and Emotional Development 08-18 months

37) Cries, rocks back and forth, and lifts arms to signal for help.

38) Gains the attention of peers through vocalizations, reaching out, and smiling.

39) Vocalizes and points to get the attention of a familiar adult.

71) Uses words to get her/his needs met (e.g., "More juice.").

Older Toddler

- Demonstrate continual growth in increasingly varied and complex vocabulary
- Use gestures and actions to communicate.
- Use simple phrases or simple sentences.
- Talk about past, present, and future events.

Approaches to Learning 18-24 months

6) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.

Cognitive Development and General Knowledge 18-24 months

6) Describes activities, such as “Me eat”.

7) Speaks in short sentences (of one to three words) using and misusing plurals (e.g., saying “feets” for “feet”).

14) Verbalizes “mine” when showing a favorite object.

15) Verbalizes observations, such as “Milk gone!” or “Daddy here!”

21) Associates spoken words with familiar objects or actions.

22) Matches sounds to pictures of animals.

23) When she/he spills a liquid (e.g., milk), says “uh-oh”.

36) Points, gestures, and makes sounds to indicate what she/he wants.

Cognitive Development and General Knowledge 2-3 years

34) Answers questions about prior events.

Language, Communication, Reading & Writing 08-18 months

17) Uses two-word sentences to share ideas, feelings, or needs.

Language, Communication, Reading & Writing 18-24 months

2) Uses some sign or body language to indicate a need (e.g., “more” “eat”).

3) Points to body parts when asked.

10) Uses one-word utterances or short phrases to influence the actions of others (e.g., “mine”).

14) Uses two-word sentences to share ideas, feelings, or needs.

24) Combines words to create meaningful short sentences.

Language, Communication, Reading & Writing 2-3 years

3) Verbalizes observations, such as “Milk gone!” or “Daddy here!”

Language 3-5 years

28) Uses past and future tenses (e.g., went, will).

Physical Development and Health 18-24 months

38) Begins to use language, such as two-word phrases, to communicate with others.

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

Social and Emotional Development 18-24 months

62) Uses words to get her/his needs met (e.g., “More juice.”).
SR 44.

Younger Preschool

- Demonstrate continual growth in increasingly varied and complex vocabulary
- Use complex gestures and actions to communicate
- Use expanded sentences
- Describe activities and experiences with detail

Language, Communication, Reading & Writing 18-24 months

- 18) Practices conversational skills during pretend play.
- 19) Repeats or tries different words/sentences to get another child or adult to respond.
- 22) Engages in short conversation with other children and/or adults.

Language, Communication, Reading & Writing 2-3 years

- 8) Repeats or tries different words/sentences to get another child or adult to respond. SR 14.
- 9) Combines words to create meaningful short sentences.
- 11) Uses descriptive words with objects (e.g., "pretty flowers").

Language 3-5 years

- 23) Combines words to create meaningful short sentences.
- 25) Uses descriptive words with objects (e.g. pretty flowers).
- 26) Takes apart and puts together compound words.
- 31) Recalls story events using some spoken dialogue.

Social and Emotional Development, 2-3 Years

- 20) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. SR 39.
- 44) Talks about her/his family.
- 47) Talks about the neighborhood, city, or area in which she/he lives.

Older Preschool

- Demonstrate continual growth in increasingly varied and complex vocabulary
- Use complex gestures and actions to communicate
- Use complex sentences
- Describe activities, experiences, and stories with expanded detail
- Change word tense to indicate time

Language, Communication, Reading & Writing 2-3 years

- 12) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
- 14) Uses words to describe activities (e.g., playing catch) or functions of objects (e.g., spoon for eating). SR 18.

Language 3-5 years

- 13) Understands past and future tense (e.g., went, will).
- 15) Uses appropriate words or gestures to share information or experiences.
- 17) Uses appropriate words or gestures to relate feelings, needs, or opinions.
- 21) Changes inflection during a conversation to communicate meaning.
- 22) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
- 27) Uses pronouns to refer to people and things (e.g., she, he, it).
- 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.

ELA 1.3: Demonstrate ability to engage in conversations

Infant

- Jointly attend to an object, event, or person

Approaches to Learning 00-08 months

- Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.
- Gazes at parents, caregivers, and teachers when being fed or changed.
- Explores objects using a variety of senses (e.g., mouthing, waving, banging).
- Positions or moves their body toward an interesting object.
- Shows continued interactions with adults by vocalizing and smiling while a book is being read.
- Kicks or swats a mobile to repeat a sound or motion.
- Grasps, releases, re-grasps and re-releases an object.
- 10) Explores objects (e.g., books) repeatedly with their hands and mouths. -00-08 SR 2.
- 11) Bangs an object repeatedly while exploring its properties. -00-08 SR 3.
- Looks at pictures in a book for an extended period of time.
- Turns toward and tracks voices, people, and objects.
- Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).

Cognitive Development and General Knowledge 00-08 months

- Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).
- 10) Touches and mouths objects for sensory exploration. SR 8.
- Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
- Watches and follows the movement of a mobile.
- Watches and follows both horizontal and vertical movements of objects.
- Reaches for a mobile or similar object to make it move.

Language, Communication, Reading and Writing 00-08 months

- Gazes at the face of an adult and makes facial expressions as the adult talks.
- Pays attention to objects in the environment when prompted by an adult.
- 25) Follows a moving object with her/his eyes.

Language, Communication, Reading & Writing 08-18 months

- Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).
- 5) Focuses on books/pictures as adults describe them. SR 14.

	<p>Physical Development and Health 00-08 months 10) Follows a human face with her/his eyes.</p> <p>Social and Emotional Development 00-08 months 15) Reaches for and grasps objects.</p>
<p>Younger Toddler</p>	
<ul style="list-style-type: none"> Demonstrate intent of communicating with others. 	<p>Approaches to Learning 08-18 months 8) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object. 10) Gains the attention of the parent, teacher, or caregiver in some way (e.g., reaching up and crying). 12) Asks or gestures that they want the same song or story repeated over and over again. 14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. <u>20) Participates in spontaneous actions with peers, like making silly faces or imitating sounds. SR 8.</u></p> <p>Language, Communication, Reading and Writing 08-18 months 9) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo). <u>12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). -08-18 SR 19.</u> 15) Uses gestures, sounds, words, and movements to initiate an interaction or game (e.g., patty-cake). <u>16) Says a few basic words (e.g., "mama", "dada"). -08-18 SR 18; 18-24 SR 16.</u></p> <p>Approaches to Learning 08-18 months 14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.</p> <p>Cognitive Development and General Knowledge 08-18 months 8) Makes faces back at familiar adults. 27) Uses different facial expressions to express different emotions. 30) Asks for more (e.g., food, objects, activity). 32) Points to indicate needs. 49) Vocalizes to communicate needs. 56) Says "no-no" to express feelings.</p> <p>Language, Communication, Reading & Writing 08-18 months 4) Uses some sign or body language to indicate a need (e.g., "more "eat"). 9) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo). <u>12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). SR 19.</u> 13) Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine"). 14) Takes turns making sounds with an adult.</p>

Sub-Domain: Communication Process	Galileo® G3 Assessment Scale Goal
	<p>15) Uses gestures, sounds, words, and movements to initiate an interaction or game (e.g., patty-cake).</p> <p><u>16) Says a few basic words (e.g., “mama”, “dada”).- SR 18; 18-24 SR 16.</u></p> <p>17) Uses two- word sentences to share ideas, feelings, or needs.</p> <p><u>27) Points to a book to have the same story read again and again. SR 24.</u></p> <p>Social and Emotional Development, 08-18 months</p> <p>3) Claps and smiles in a back and forth manner with a parent, caregiver, or teacher.</p> <p>39) Vocalizes and points to get the attention of a familiar adult.</p> <p>45) Imitates and terminates a social smile and repeats the behavior as adults respond.</p> <p>54) Tries to encourage games (e.g., covers eyes to encourage a game of peek-a-boo).</p> <p>56) Protests when given a non-preferred food rather than a preferred food.</p> <p>71) Uses words to get her/his needs met (e.g., “More juice.”).</p>
Older Toddler	
<ul style="list-style-type: none"> • Take turns in a conversation. • Respond to a request for clarification. 	<p>Approaches to Learning 08-18 months</p> <p>14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.</p> <p>Approaches to Learning 18-24 months</p> <p><u>13) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. SR 1.</u></p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>14) Takes turns making sounds with an adult.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>22) Engages in short conversation with other children and/or adults.</p> <p>23) Recognizes that a pause means that it is his/her turn to talk.</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p>18) Recognizes that a pause means it is his/her turn to talk.</p>
Younger Preschool	
<ul style="list-style-type: none"> • Answer questions posed by adults or peers. • Ask questions for understanding and clarity. • Make on topic comments. • Stay on topic in two- way conversation with others. 	<p>Language, Communication, Reading & Writing 18-24 months</p> <p>16) Uses question words (e.g., “why” and “what”).</p> <p><u>20) Asks questions to obtain information or assistance. SR 27.</u></p> <p><u>35) Makes connections between her/his own experiences and those presented in books/stories. SR 29.</u></p> <p>36) Comments on characters in books.</p> <p>Cognitive Development and General Knowledge 2-3 years</p>

5) Asks for help when needed.
 11) Asks questions while a book is being read by a familiar adult.
 12) Sometimes says “Please” and “Thank you” without prompting.
 15) Persistently asks “Why?”.
 34) Answers questions about prior events.
Language, Communication, Reading & Writing 2-3 years
6) Responds appropriately to questions about a picture book being read. SR 16.
13) Asks questions to obtain information or assistance. SR 17.
 15) Participates in conversations at snack and play times.
 16) Initiates conversations with others using toys, experiences, books, or pretend play.
 17) Asks questions to get the attention of an adult.
 19) Asks questions to keep a conversation going.
 20) Responds to comments or questions from others during a conversation.
30) Asks adults to read printed information such as signs, labels, advertisements. SR 21.
Social and Emotional Development 2-3 years
 44) Talks about her/his family.
 47) Talks about the neighborhood, city, or area in which she/he lives.
Technology 3-5 years
 6) Provides directions for using a familiar technology device when asked.
Approaches to Learning 3-5 years
 7) Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).
 17) While playing, says what s/he wants to accomplish, when asked.
Language 3-5 years
4) Asks questions and/or makes comments about a story, poem, or song. SR 32.
 16) Asks questions to obtain information or assistance.
 18) Takes turns being a speaker.
 19) Responds to comments or questions from others during a conversation.
 20) Adjusts conversation to changes in topic.

Older Preschool

- Answer questions posed by adults or peers.
- Ask questions for understanding and clarity.
- Make on topic comments.
- Stay on topic in two- way conversation that involves multiple turns.

Language, Communication, Reading & Writing 18-24 months
 16) Uses question words (e.g., “why” and “what”).
20) Asks questions to obtain information or assistance. SR 27.

Sub-Domain: Communication Process**Galileo® G3 Assessment Scale Goal**

- Communicate actively in group activities.

35) Makes connections between her/his own experiences and those presented in books/stories. SR 29.

36) Comments on characters in books.

Cognitive Development and General Knowledge 2-3 years

5) Asks for help when needed.

11) Asks questions while a book is being read by a familiar adult.

12) Sometimes says "Please" and "Thank you" without prompting.

15) Persistently asks "Why?".

34) Answers questions about prior events.

39) Begins to enjoy small-group activities facilitated by an adult.

Language, Communication, Reading & Writing 2-3 years

6) Responds appropriately to questions about a picture book being read. SR 16.

13) Asks questions to obtain information or assistance. SR 17.

15) Participates in conversations at snack and play times.

16) Initiates conversations with others using toys, experiences, books, or pretend play.

17) Asks questions to get the attention of an adult.

19) Asks questions to keep a conversation going.

20) Responds to comments or questions from others during a conversation.

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

Physical Development and Health 2-3 years

34) Responds to instructions during group time.

Social and Emotional Development 2-3 years

25) Listens to and follows simple rules in small group activity.

44) Talks about her/his family.

47) Talks about the neighborhood, city, or area in which she/he lives.

Technology 3-5 years

6) Provides directions for using a familiar technology device when asked.

Approaches to Learning 3-5 years

7) Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).

17) While playing, says what s/he wants to accomplish, when asked.

Language 3-5 years

4) Asks questions and/or makes comments about a story, poem, or song. SR 32.

16) Asks questions to obtain information or assistance.

18) Takes turns being a speaker.

Sub-Domain: Communication Process	Galileo® G3 Assessment Scale Goal
	19) Responds to comments or questions from others during a conversation. 20) Adjusts conversation to changes in topic.

Sub-Domain: Early Reading		Galileo® G3 Assessment Scale Goal
ELA 2.1: Demonstrate awareness of the alphabet		
Infant		
*Emerging		*Emerging
Younger Toddler		
<ul style="list-style-type: none"> Distinguish words from pictures. 		Language, Communication, Reading & Writing 18-24 months 25) Points to pictures in books as they are named by an adult. Language, Communication, Reading & Writing 18-24 months <u>13) Names pictures in books. SR 19.</u>
Older Toddler		
<ul style="list-style-type: none"> Recognize and identify <i>some</i> frequently occurring letters in context. Recognize symbols have meaning. 		Language, Communication, Reading & Writing 18-24 months <u>13) Names pictures in books. SR 19.</u> 26) Points to pictures in books as they are named by an adult. <u>52) Recognizes the first letter in her/his first name. SR 31.</u> Language, Communication, Reading & Writing 2-3 years <u>41) Recognizes the first letter in her/his name. SR 22.</u> Literacy 3-5 years <u>47) Points to and names the first letter in familiar words. SR 57.</u>
Younger Preschool		
<ul style="list-style-type: none"> Recognize and identify <i>some</i> uppercase and a <i>few</i> lowercase letters. 		Literacy 3-5 years 46) Names one or more letters. <u>47) Points to and names the first letter in familiar words. SR 57.</u> 48) Names 10 or more letters. SR 58.
Older Preschool		
<ul style="list-style-type: none"> Recognize and identify <i>most</i> uppercase and <i>some</i> lowercase letters. Recognize own name in print. 		Literacy 3-5 years <u>45) Identifies all the letters in her/his name. SR 56.</u> 46) Names one or more letters. <u>47) Points to and names the first letter in familiar words. SR 57.</u> <u>48) Names 10 or more letters. SR 58.</u>

ELA 2.2: Demonstrate phonological awareness

Infant

- Orient to sounds in the environment.
- Discriminate sounds in the environment.

Approaches to Learning 00-08 months

2) Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.

23) Reacts with movement to the sound of music.

Approaches to Learning 08-18 months

1) Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.

Cognitive Development and General Knowledge 00-08 months

15) Responds to familiar words (e.g., bottle, blanket, and teddy bear) by looking at, pointing to, or reaching for objects.

16) Imitates familiar sounds and movements.

23) Responds by turning and smiling when her/his name is spoken by familiar adults.

37) Moves to music with familiar adults.

52) Demonstrates some movement to rhythms. SR 11.

Cognitive Development and General Knowledge 08-18 months

6) Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.

42) Associates spoken words with familiar objects or actions.

Cognitive Development and General Knowledge 18-24 months

3) 6) Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.

Language, Communication, Reading & Writing 00-08 months

1) Moves arms and legs upon hearing a familiar voice.

3) Turns her/his head in the direction of a sound (e.g., telephone ringing).

4) Gazes at the face of an adult and makes facial expressions as the adult talks.

5) Turns and smiles when her/his name is called by an adult.

Language, Communication, Reading & Writing 08-18 months

1) Turns and smiles when her/his name is called by an adult.

Physical Development and Health 00-08 months

29) Becomes calm when hearing voices of familiar adults or environmental sounds.

30) Turns head in response to a sound.

31) Turns and smiles when her/his name is spoken by a familiar adult.

Sub-Domain: Early Reading

Galileo® G3 Assessment Scale Goal

32) Watches adults involved in listening and vocalizing activities. SR 25.

Younger Toddler

- Begin to engage in word and sound play with adults.
- Distinguish between words that contain similar-sounding phonemes (pig-jig, cat- mat).

Approaches to Learning 08-18 months

14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.

Approaches to Learning 18-24 months

13) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. SR 1.

Cognitive Development and General Knowledge 00-08 months

9) Babbles then pauses to wait for familiar adults to respond.

Language, Communication, Reading & Writing 00-08 months

14) Takes turns making sounds with an adult.

Language, Communication, Reading & Writing 08-18months

14) Takes turns making sounds with an adult.

Social and Emotional Development

33) When babbling or cooing, pauses to wait for a response from an adult. SR 29.

Older Toddler

- Begin to engage in word and sound play with adults.
- Distinguish between words that contain similar-sounding phonemes (pig-jig, cat- mat).

Approaches to Learning 08-18 months

14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.

Approaches to Learning 18-24 months

13) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. SR 1.

Cognitive Development and General Knowledge 00-08 months

9) Babbles then pauses to wait for familiar adults to respond.

Language, Communication, Reading & Writing 00-08 months

14) Takes turns making sounds with an adult.

Language, Communication, Reading & Writing 08-18months

14) Takes turns making sounds with an adult.

Social and Emotional Development

33) When babbling or cooing, pauses to wait for a response from an adult. SR 29.

Younger Preschool

- Demonstrate basic knowledge of letter-sound correspondence.
- Engage in rhyming games and songs; can complete a familiar rhyme.
- Identify rhyming words in spoken language.

Physical Development and Health 08-18 months

34) Participates in listening and vocalizing activities (e.g., finger plays and songs).

Cognitive Development and General Knowledge 18-24 months

Sub-Domain: Early Reading	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> Orally blend and segment familiar compound words, with modeling and support. Demonstrate awareness of sounds as separate units. 	<p>32) Asks to hear her/his favorite song over and over.</p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>20) Asks to hear her/his favorite song over and over.</p> <p><u>24) Sings several songs, poems, or finger plays with adults. SR 8.</u></p> <p>Physical Development and Health 18-24 months</p> <p>35) Participates in listening and vocalizing activities (e.g., finger plays and songs).</p> <p><u>39) Sings simple songs and finger plays. SR 33.</u></p> <p>Physical Development and Health</p> <p>30) Sings simple songs and finger plays.</p>
Older Preschool	
<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondence. Engage in rhyming games and songs; can complete a familiar rhyme. Make rhymes to simple words. Identify, blend, and segment syllables in spoken words with modeling and support. Isolate the initial sound in some words. 	<p>Literacy 3-5 years</p> <p><u>1) Recognizes matching and dissimilar sounds of consonants and vowels. SR 37.</u></p> <p>2) Distinguishes between some beginning consonant sounds in spoken language.</p> <p><u>3) Says both syllables of a two-syllable word, with distinct separation. SR 38.</u></p> <p><u>4) Recognizes rhymes in poems, readings, or conversation, most of the time. SR 39.</u></p> <p>5) Distinguishes between some ending consonant sounds in spoken language.</p> <p>6) Creates rhyming words in play activities.</p> <p>7) Distinguishes between some vowel sounds in spoken language.</p> <p><u>9) Segments short words into their component sounds (e.g., trick, t-r-i-k). SR 41.</u></p>
ELA 2.3: Demonstrate awareness and understanding of concepts of print	
Infant	
<ul style="list-style-type: none"> Look at books. Respond to songs. Listen to repetition of familiar words, songs, signs, rhymes, and stories. 	<p>Approaches to Learning 00-08 months</p> <p>6) Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p><u>14) Asks or gestures that they want the same song or story repeated over and over again. SR 6.</u></p> <p>15) Looks at pictures in a book for an extended period of time.</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>5) Along with adults, looks at picture books.</p> <p>31) Vocalizes when being read a familiar book by a familiar adult.</p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p><u>8) Focuses on books/pictures as adults describe them. SR 17.</u></p> <p><u>18) Babbles while looking at a book with an adult. SR 18.</u></p> <p>19) Turns pages of books.</p>

Sub-Domain: Early Reading

Galileo® G3 Assessment Scale Goal

	<p>20) <u>Focuses attention on picture books with bold and colorful images. SR 16.</u></p> <p>21) <u>Points at a book to have the same story read again and again. SR 21.</u></p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>5) <u>Focuses on books/pictures as adults describe them. SR 14.</u></p> <p>18) Babbles while looking at a book with an adult.</p> <p>22) <u>Focuses attention on picture books with bold and colorful images. SR 15.</u></p> <p>Social and Emotional Development 00-08 months</p> <p>12) Responds to sound by cooing when songs are sung by familiar adults.</p>
<p>Younger Toddler</p>	
<ul style="list-style-type: none"> • Bring a book to adult to read. • Look at book independently. • Pretend to read familiar books. • Attend to pictures and text for several minutes. 	<p>Approaches to Learning 08-18 months</p> <p>8) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.</p> <p>13) Looks at pictures in a book for an extended period of time.</p> <p>18) Requests that a favorite book be read over again.</p> <p>Approaches to Learning 2-3 years</p> <p>13) Requests that a favorite book be read over again.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>31) Shows a preference for favorite books.</p> <p>33) <u>Vocalizes when being read a familiar book by a familiar adult. SR 10.</u></p> <p>Approaches to Learning 18-24 months</p> <p>16) Requests that a favorite book be read over again.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>8) Listens to the reading of a short picture book (e.g., 10 pages).</p> <p>27) Brings books over to adults to read.</p> <p>29) <u>Requests having a favorite book read over and over. SR 23.</u></p> <p>33) Pretends to read a book or story.</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p>25) Requests rereading of favorite books.</p>
<p>Older Toddler</p>	
<ul style="list-style-type: none"> • Recognize familiar books by cover. • Recite parts of well-known stories, rhymes, and songs. • Hold books with two hands and turns pages. 	<p>Language, Communication, Reading & Writing 08-18 months</p> <p>19) <u>Turns pages of books. SR 13.</u></p> <p>26) Recognizes specific books by their covers.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>28) Recognizes specific books by their covers.</p>

Sub-Domain: Early Reading	Galileo® G3 Assessment Scale Goal
	<p>34) Repeats portions of familiar books and rhymes. SR 2.</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p>21) Repeats portions of familiar books and rhymes.</p> <p>Physical Development and Health 18-24 months</p> <p>17) Hold book firmly with two hands.</p>
Younger Preschool	
<ul style="list-style-type: none"> • Begin to understand that books are comprised of written words. • Respond to and interact with read alouds of literary and informational text. • Hold books right side up and turn pages left to right. 	<p>Language, Communication, Reading & Writing 18-24 months</p> <p>37) <u>Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</u> SR 20.</p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>11) Asks questions while a book is being read by a familiar adult.</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p>6) <u>Responds appropriately to questions about a picture book being read.</u> SR 16.</p> <p>26) <u>Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</u> SR 13.</p> <p>Literacy 3-5 years</p> <p>21) <u>Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</u> SR 45.</p>
Older Preschool	
<ul style="list-style-type: none"> • Know features of books such as title, author, and illustrator. • Understand that print carries meaning. • Track words in a book from left to right, top to bottom, and page to page with adult support. 	<p>Literacy 3-5 years</p> <p>17) Views reading materials one page at a time (front to back), most of the time.</p> <p>19) <u>Requests a favorite book by title, author, or illustrator.</u> SR 44.</p> <p>22) <u>Recognizes that a spoken word/speech can be written and read.</u> SR 46.</p> <p>23) <u>Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</u> SR 47.</p> <p>24) <u>Recognizes that pages are read from top to bottom.</u> SR 48.</p> <p>25) <u>Recognizes that sentences are read from left to right.</u> SR 49.</p>
ELA 2.4: Demonstrate comprehension	
Infant	
<ul style="list-style-type: none"> • Demonstrate interest in hearing a familiar story or book. • Attend to caregiver's voice while being held and/or read to. 	<p>Approaches to Learning 00-08 months</p> <p>3) Gazes at parents, caregivers, and teachers when being fed or changed.</p> <p>6) Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p>14) <u>Asks or gestures that they want the same song or story repeated over and over again.</u> SR 6.</p> <p>16) Turns toward and tracks voices, people, and objects.</p>

Sub-Domain: Early Reading

Galileo® G3 Assessment Scale Goal

	<p>Cognitive Development and General Knowledge 00-08 months 31) Vocalizes when being read a familiar book by a familiar adult.</p> <p>Language, Communication, Reading & Writing 00-08 months 8) <u>Focuses on books/pictures as adults describe them. SR 17.</u> 18) <u>Babbles while looking at a book with an adult. SR 18.</u> 21) <u>Points at a book to have the same story read again and again. SR 21.</u></p> <p>Physical Development and Health 00-08 months 23) Makes sounds in response to adult vocalizations during diaper-changing routines.</p> <p>Social and Emotional Development 00-08 months 12) Responds to sound by cooing when songs are sung by familiar adults.</p>
<p>Younger Toddler</p>	
<ul style="list-style-type: none"> • Show preference for familiar stories. • With adult support, respond to simple questions about a story. 	<p>Approaches to Learning 00-08 months <u>14) Asks or gestures that they want the same song or story repeated over and over again. SR 6.</u></p> <p>Approaches to Learning 08-18 months 12) Asks or gestures that they want the same song or story repeated over and over again. 18) Requests that a favorite book be read over again.</p> <p>Approaches to Learning 18-24 months 16) Requests that a favorite book be read over again.</p> <p>Approaches to Learning 2-3 years 13) Requests that a favorite book be read over again.</p> <p>Cognitive Development and General Knowledge 00-08 months 31) Vocalizes when being read a familiar book by a familiar adult.</p> <p>Cognitive Development and General Knowledge 08-18 months 31) Shows a preference for favorite books. 33) <u>Vocalizes when being read a familiar book by a familiar adult. SR 10.</u></p> <p>Language, Communication, Reading & Writing 00-08 months 21) <u>Points at a book to have the same story read again and again. SR 21.</u></p> <p>Language, Communication, Reading & Writing 08-18 months 23) Picks out their favorite book from several choices. 27) <u>Points at a book to have the same story read again and again. SR 24.</u></p>

Older Toddler	
<ul style="list-style-type: none"> • Show preference for familiar stories and report phrases of the story. • Answer simple questions about a story. • Tell a story from pictures in the book. 	<p>Language, Communication, Reading & Writing 18-24 months</p> <p>25) Picks out their favorite book from several choices.</p> <p>26) Points to pictures in books as they are named by an adult.</p> <p><u>29) Requests having a favorite book read over and over. SR 23.</u></p> <p>30) Asks adults to repeat favorite rhymes, fingerplays, or stories.</p> <p><u>32) Points to appropriate picture in a book when asked by an adult. SR 22.</u></p> <p>33) Pretends to read a book or story.</p> <p><u>34) Repeats portions of familiar books and rhymes. SR 24.</u></p> <p>36) Comments on characters in books.</p>
Younger Preschool	
<ul style="list-style-type: none"> • Respond and interact with stories (fictional and nonfictional). • Answer questions about a story. • With adult support, retell familiar stories. 	<p>Approaches to Learning 2-3 years</p> <p>14) Listens closely and turns the pages of a storybook that is being read by a parent, caregiver, or teacher.</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p>4) Reacts to funny portions of a story by smiling or laughing.</p> <p>5) Sings simple songs or finger plays with help from an adult.</p> <p><u>6) Responds appropriately to questions about a picture book being read. SR 16.</u></p> <p>21) Repeats portions of familiar books and rhymes</p> <p>22) Makes connections between her/his own experiences and those presented in books/stories.</p> <p>23) Smiles as they ask questions and repeat stories, songs, and rhymes.</p>
Older Preschool	
<ul style="list-style-type: none"> • Respond and interact with stories (fictional and nonfictional). • Answer questions about a story. • Retell familiar stories. 	<p>Approaches to Learning 2-3 years</p> <p>14) Listens closely and turns the pages of a storybook that is being read by a parent, caregiver, or teacher.</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p>4) Reacts to funny portions of a story by smiling or laughing.</p> <p>5) Sings simple songs or finger plays with help from an adult.</p> <p><u>6) Responds appropriately to questions about a picture book being read. SR 16.</u></p> <p>21) Repeats portions of familiar books and rhymes</p> <p>22) Makes connections between her/his own experiences and those presented in books/stories.</p> <p>23) Smiles as they ask questions and repeat stories, songs, and rhymes.</p> <p>Language, Communication, Reading & Writing 2-3 years</p>

Sub-Domain: Early Reading	Galileo® G3 Assessment Scale Goal
	<p>24) <u>Retells a familiar story, poem, or song in his/her own words. SR 19.</u></p> <p>Language 3-5 years</p> <p>4) <u>Asks questions and/or makes comments about a story, poem, or song. SR 32.</u></p> <p>5) <u>Retells a familiar story, poem or song in his/her own words. SR 33.</u></p> <p>Literacy 3-5 years</p> <p>15) Makes connections between her/his own experiences and those presented in books/stories.</p> <p>20) Initiates conversation with a peer or an adult about a story, book or poem.</p>
ELA 3.1: Demonstrate mechanics of writing	
Infant	
<ul style="list-style-type: none"> Use objects such as a crayon to make marks. 	<p>Language, Communication, Reading & Writing 00-08 months</p> <p>33) <u>Imitates writing by scribbling, without regard to direction or location. SR 20.</u></p> <p>34) Repeats motions to make additional marks on paper.</p>
Younger Toddler	
<ul style="list-style-type: none"> Explore drawing, painting, and writing as a way of communicating. Imitate drawing marks or scribbling. 	<p>Language, Communication, Reading & Writing 00-08 months</p> <p>33) <u>Imitates writing by scribbling, without regard to direction or location. SR 20.</u></p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>34) <u>Imitates writing by scribbling, without regard to direction or location. SR 21.</u></p> <p>36) Shows scribbling or markings to others.</p> <p>37) <u>Repeats motions to make additional marks on paper. SR 22.</u></p> <p>38) <u>Makes purposeful marks on paper. SR 23.</u></p> <p>Approaches to Learning 18-24 months</p> <p>20) Scribbles on a piece of paper to communicate (e.g., makes a "shopping list").</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>40) Shows scribbling or markings to others.</p> <p>45) Scribbles spontaneously often using circular motions.</p> <p>46) <u>Makes purposeful marks on paper. SR 21.</u></p> <p>50) <u>Uses scribbles on paper to communicate a message. SR 30.</u></p> <p>Social and Emotional Development 18-24 months</p> <p>59) Shows "drawing" or scribbling to a familiar adult.</p>

Older Toddler

- Explore drawing, painting, and writing as a way of communicating.
- Make scribbles or shapes to convey meaning.
- Imitate simple lines and shapes.
- Experiment with a variety of writing tools, materials, and surfaces.

Language, Communication, Reading & Writing 08-18 months

39) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).

Language, Communication, Reading & Writing 18-24 months

47) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.

50) Uses scribbles on paper to communicate a message. SR 30.

51) Holds pencil with thumb and forefinger. SR 26.

Social and Emotional Development 18-24 months

59) Shows “drawing” or scribbling to a familiar adult.

Approaches to Learning 2-3 years

21) Scribbles on a piece of paper to communicate (e.g., making a shopping list).

Language, Communication, Reading & Writing 2-3 years

37) Shows scribbling work to others.

38) Holds pencil with thumb and forefinger. SR 24.

43) Use scribbles on paper to communicate a message.

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.

Literacy 3-5 years

34) Uses scribble on paper to communicate a message. SR 52.

Younger Preschool

- Recognize that drawings, paintings, and writings are meaningful representations.
- Copy simple lines and shapes.
- Create a simple picture.
- Use writing tools with adult support.

Cognitive Development and General Knowledge 2-3 years

6) Labels or describes “drawings” or scribbles.

11) Asks questions while a book is being read by a familiar adult.

37) Uses materials such as pencils, paints, and play dough in different and varied ways

Language, Communication, Reading & Writing 2-3 years

1) Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.

6) Responds appropriately to questions about a picture book being read. SR 1.6

22) Makes connections between her/his own experiences and those presented in books/stories.

27) Recognizes that a spoken word/speech can be written and read. SR 20.

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

33) Asks adult to write words on her/his drawings or paper.

Sub-Domain: Early Reading	Galileo® G3 Assessment Scale Goal
	<p>38) Holds pencil with thumb and forefinger. SR 24.</p> <p>39) Draws figures and shapes to convey meaning. SR 23.</p> <p>40) Communicates by scribbling with some letter-like shapes. SR 25.</p> <p>42) Child asks adult to write a story told by the child.</p>
Older Preschool	
<ul style="list-style-type: none"> • Create letter like shapes, symbols, letters, and words with modeling and support. • Copy more complex lines, shapes, and some letters. • Use writing tool. 	<p>Language, Communication, Reading & Writing 2-3 years</p> <p>40) Communicates by scribbling with some letter-like shapes. SR 25.</p> <p>Physical Development and Health 2-3 years</p> <p>18) Watches lines and squiggles appear as they move a writing tool (marker, paint brush) over a piece of paper.</p> <p>Physical Development and Health 3-5 years</p> <p>67) Correctly holds a pencil or crayon. SR 86.</p> <p>Literacy 3-5 years</p> <p>35) Communicates by scribbling and with some letter-like shapes. SR 53.</p> <p>36) Draws figures and shapes to convey meanings.</p> <p>37) Draws horizontal and vertical lines.</p> <p>38) Holds pencil with thumb and forefinger.</p> <p>39) Uses a variety of writing tools and materials to communicate with others.</p> <p>40) Copies her/his name from a sample. SR 54.</p> <p>41) Writes some letters.</p> <p>42) Writes using inventive spelling.</p> <p>43) Write her/his name, without assistance. SR 55.</p> <p>44) Communicates by writing complete words.</p>
ELA 3.2: Demonstrate ability to communicate a story	
Infant	
See expressive communication skills.	
Younger Toddler	
See expressive communication skills.	
Older Toddler	
<ul style="list-style-type: none"> • Draw pictures and scribble to generate and express ideas. • Dictate a story for an adult to write. 	<p>Cognitive Development and General Knowledge 2-3 years</p> <p>6) Labels or describes “drawings” or scribbles.</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>36) Shows scribbling or markings to others.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>40) Shows scribbling or markings to others.</p> <p>45) Scribbles spontaneously often using circular motions.</p> <p>46) Makes purposeful marks on paper. SR 21.</p>

Sub-Domain: Early Reading	Galileo® G3 Assessment Scale Goal
	<p>49) Asks adult to write words on her/his drawings or paper. <u>50) Asks adult to write words on her/his drawings or paper. SR 30.</u> Language, Communication, Reading & Writing 2-3 years 33) Asks adult to write words on her/his drawings or paper. 37) Shows scribbling work to others. <u>39) Draws figures and shapes to convey meaning. SR 23.</u> <u>40) Communicates by scribbling with some letter-like shapes. SR 25.</u> 42) Child asks adult to write a story told by the child. 43) Use scribbles on paper to communicate a message.</p>
Younger Preschool	
<ul style="list-style-type: none"> • Create writing with the intent of communicating. • Dictate a story for an adult to write. • Use pictures, letters, and symbols to communicate a story. 	<p>Cognitive Development and General Knowledge 2-3 years 6) Labels or describes “drawings” or scribbles. Language, Communication, Reading & Writing 2-3 years <u>40) Communicates by scribbling with some letter-like shapes. SR 25.</u> 42) Child asks adult to write a story told by the child. 43) Use scribbles on paper to communicate a message.</p>
Older Preschool	
<ul style="list-style-type: none"> • Create writing with the intent of communicating. • Dictate a story that demonstrates simple details and narrative structure. • Use letters, symbols, and words to share an idea with someone. • Use writing to label drawings. 	<p>Cognitive Development and General Knowledge 2-3 years 6) Labels or describes “drawings” or scribbles. Language, Communication, Reading & Writing 18-24 months 49) Asks adult to write words on her/his drawings or paper. Language, Communication, Reading & Writing 2-3 years 33) Asks adult to write words on her/his drawings or paper. 42) Child asks adult to write a story told by the child. Literacy 3-5 years <u>34) Uses scribble on paper to communicate a message. SR 52.</u> <u>35) Communicates by scribbling and with some letter-like shapes. SR 53.</u> 36) Draws figures and shapes to convey meanings. 44) Communicates by writing complete words.</p>

B. 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.
- NA indicates when a standard has no alignment to the G3 Scale.

Sub-Domain: Numeracy	Galileo® G3 Assessment Scale Goal
M1.1: Demonstrate strong sense of counting	
Infant	
<ul style="list-style-type: none"> • Repeat a movement like a clap. 	<p>Cognitive Development and General Knowledge 00-08 months</p> <p>16) Imitates familiar sounds and movements. 39) Imitates facial expressions, sounds, and gestures.</p> <p>Social and Emotional Development 00-08 months</p> <p>7) Imitates the actions of familiar adults (e.g., clapping).</p> <p>Social and Emotional Development 08-18 months</p> <p><u>2) Imitates the actions of familiar adults (e.g., clapping).</u> <u>SR 30.</u></p>
Younger Toddler	
<ul style="list-style-type: none"> • Imitate verbal counting sequence. • Line up or organize objects. 	<p>Approaches to Learning 18-24 months</p> <p><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).</u> SR 9.</p> <p>13) Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>63) Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p>Physical Development and General Health 08-18 months</p> <p>16) Builds a tower of two to four cubes.</p> <p>Early Math 3-5 years</p> <p><u>25) Sorts diverse objects based on a physical attribute (e.g., shape).</u> SR 10.</p> <p>26) Sorts diverse objects by one attribute, then by another (e.g., size, then shape).</p> <p>27) Sorts diverse objects based on multiple attributes (e.g., size and shape).</p> <p>30) Arranges objects in order by size.</p> <p>31) Places an object in its proper position in a group ordered by size.</p>
Older Toddler	
<ul style="list-style-type: none"> • Count the number sequence 1-5. • Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence. 	<p>Early Math 3-5 years</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.</u> SR 1.</p> <p><u>3) Counts forward from a number > 1 to find how many are in a group.</u> SR 2.</p>

Sub-Domain: Numeracy

Galileo® G3 Assessment Scale Goal

4) Counts to find how many are in a group up to 10. SR 3.

Younger Preschool

- Count the number sequence 1-15.
- Count backward from 5 with adult support.
- Recognize that the count remains the same regardless of the order or arrangement of the objects.
- Apply one-to-one correspondence with objects and people.
- Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5.
- Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize).

Early Math 3-5 years

- 1) Uses one-to-one correspondence when counting objects.
- 5) Counts to find out how many are in a group greater than 10.
- 6) Counts backward to find how many are left.
- 7) Writes numerals to indicate 6 or less objects. SR 4.
- 11) Separates a group into two sets and identifies the number of items in both sets. SR 7.

Older Preschool

- Count the number sequence 1-20.
- Count backward from 10.
- Recognize the last number name said tells the number of objects counted.
- Draw pictures, symbols, or use manipulatives to represent spoken number 0-10.
- Identify, without counting, small quantities of items (1- 4) presented in an irregular or unfamiliar pattern (subitize).

Early Math 3-5 years

- 6) Counts backward to find how many are left.
- 7) Writes numerals to indicate 6 or less objects. SR 4.
- 8) Writes numerals to indicate between 7 and 10 objects. SR 5.
- 11) Separates a group into two sets and identifies the number of items in both sets. SR 7.

M1.2: Demonstrate understanding of written numerals

Infant

Emerging

Emerging

Younger Toddler

- Identify numerals as different from letters or other symbols.

Literacy 3-5 years

- 48) Names 10 or more letters.
- 12) Identifies numerals 0 to 5.

Older Toddler

- Begin to recognize that number symbols indicate quantity
- Begin to recognize different number symbols indicate different quantities.

Early Math 3-5 years

- 7) Writes numerals to indicate 6 or less objects. SR 4.
- 8) Writes numerals to indicate between 7 and 10 objects. SR 5.
- 9) Writes numerals to indicate between 11 and 20 objects. SR 6.

Younger Preschool

- Match number symbols with amounts 1-3.

Early Math 3-5 years

- 7) Writes numerals to indicate 6 or less objects. SR 4.

Older Preschool

- Match number symbols with amounts 1-10.

Early Math 3-5 years

Sub-Domain: Numeracy	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> Name written numerals from 0-10. Write numerals 1-10. 	<p>7) Writes numerals to indicate 6 or less objects. SR 4.</p> <p>8) Writes numerals to indicate between 7 and 10 objects. SR 5.</p> <p>9) Writes numerals to indicate between 11 and 20 objects. SR 6.</p> <p>12) Identifies numerals 0 to 5.</p> <p>13) Identifies numerals 6 to 10.</p> <p>14) Identifies numerals 11 to 20.</p>
M1.3: Recognition of number relations	
Infant	
<ul style="list-style-type: none"> Explore objects one at a time. Indicate a desire for more. Give <i>more</i> when asked. 	<p>Approaches to Learning 00-08 months</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>13) Fills a container with small objects and dumps them out repeatedly.</p> <p>Approaches to Learning 08-18 months</p> <p>12) Asks or gestures that they want the same song or story repeated over and over again.</p> <p>18) Requests that a favorite book be read over again.</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>10) Touches and mouths objects for sensory exploration. SR 8.</p> <p>11) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>15) Shows pleasure when read to by smiling or using words such as “Yea!” or “More!”</p> <p>30) Asks for more (e.g., food, objects, activity).</p> <p>47) Plays with a single toy for two to three minutes.</p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p>7) Uses some sign or body language to indicate a need (e.g., “more” “eat”).</p> <p>21) Points at a book to have the same story read again and again. SR 21.</p> <p>31) Reaches, grasps, and places objects in her/his mouth.</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>4) Uses some sign or body language to indicate a need (e.g., “more” “eat”).</p> <p>27) Points at a book to have the same story read again and again. SR 24.</p>
Younger Toddler	
<ul style="list-style-type: none"> Identify which is more. Begin to develop the concepts of more and less. 	<p>Cognitive Development and General Knowledge 08-18 months</p>

Sub-Domain: Numeracy	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> • Give <i>all</i> objects when asked. • Separate a whole quantity of something into parts. 	<p>15) Shows pleasure when read to by smiling or using words such as “Yea!” or “More!”</p> <p>17) Takes things apart.</p> <p>30) Asks for more (e.g., food, objects, activity).</p> <p>Early Math 3-5 years</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. SR 7.</u></p> <p>16) Indicates that a small group has more after some have been added.</p> <p>18) Indicates that a small group has less after taking some away.</p> <p>21) Shows where to divide a whole object to make two halves.</p> <p>23) Separates a group of objects in half.</p>
Older Toddler	
<ul style="list-style-type: none"> • Visually identify sets of quantities of large differences (using terms more and/or fewer). • Begin to identify first and last. • Give <i>some</i> when asked. • Give <i>the rest</i> when asked. • Communicate that something is split <i>in half</i>. • Understand the basic concept of <i>none</i>. 	<p>Early Math 3-5 years</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>16) Indicates that a small group has more after some have been added.</p> <p>18) Indicates that a small group has less after taking some away.</p> <p>21) Shows where to divide a whole object to make two halves.</p> <p>22) Exchange two halves for a whole.</p> <p>23) Separates a group of objects in half.</p>
Younger Preschool	
<ul style="list-style-type: none"> • Readily identify first and last • Correctly use the words for comparing quantities • Separate sets of 6 or fewer objects into equal groups • Demonstrate the understanding of the concept of <i>after</i> 	<p>Early Math 3-5 years</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>21) Shows where to divide a whole object to make two halves.</p> <p>23) Separates a group of objects in half.</p>
Older Preschool	
<ul style="list-style-type: none"> • Identify when 2 sets are equal using matching and counting strategies. • Correctly use the words for position. • Compare the values of two numbers from 1 to 10 presented as written numerals. • Demonstrate the understanding of the concept of <i>before</i>. 	<p>Language 3-5 years</p> <p><u>10) Understand positional words (e.g., top, bottom, on, in). SR 36.</u></p> <p>Early Math 3-5 years</p> <p>12) Identifies numerals 0 to 5.</p> <p>13) Identifies numerals 6 to 10.</p> <p>14) Identifies numerals 11 to 20.</p> <p>21) Shows where to divide a whole object to make two halves.</p>

Sub-Domain: Computation and Algebraic Thinking

Galileo® G3 Assessment Scale Goal

M2.1: Exhibit understanding of mathematic structure

Infant

*Emerging

*Emerging

Younger Toddler

- Take away objects or combine groups when asked.
- Attend to a new object in a group of objects.

Early Math 3-5 years

15) Add one to a small group, when asked.
 17) Adds two small groups by combining the groups and counting all the objects. SR 8.

Older Toddler

- Describe that something was taken away.
- Identify that an object has been added to a group.
- Begin to make reasonable estimates related to quantity.

Early Math 3-5 years

16) Indicates that a small group has more after some have been added.
 19) Indicate that one was taken away from a small group.
 20) Indicates how many are left after taking one from a small group. SR 9.

Younger Preschool

- Begin to understand that numbers can be composed and decomposed to create new numbers.

Early Math 3-5 years

11) Separates a group into two sets and identifies the number of items in both sets.
 17) Adds two small groups by combining the groups and counting all the objects.

Older Preschool

- Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five.

Early Math 3-5 years

11) Separates a group into two sets and identifies the number of items in both sets.
 17) Adds two small groups by combining the groups and counting all the objects.

Logic and Reasoning 3-5 years

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).

M2.2: Demonstrate awareness of patterning

Infant

- Show interest in visual, auditory, and tactile patterns.
- Recognize daily routines.

Approaches to Learning 00-08 months

14) Asks or gestures that they want the same song or story repeated over and over again. SR 6.

23) Reacts with movement to the sound of music.

Approaches to Learning 08-18 months

23) Reacts with movement to the sound of music. SR 1.

Sub-Domain: Computation and Algebraic Thinking

Galileo® G3 Assessment Scale Goal

	<p>Cognitive Development and General Knowledge 00-08 months <u>52) Demonstrates some movement to rhythms. SR 11.</u></p> <p>Physical Development and General Health 00-08 months 3) Cooperates with daily routines. 22) Relaxes during bathing and washing routines. 23) Makes sounds in response to adult vocalizations during diaper-changing routines. <u>25) Responds positively to sleeping routines by relaxing when rocked. SR 22.</u></p> <p>Social and Emotional Development 00-08 months 1) Exhibits mutual eye gazes during routine activities. 12) Respond to sound by cooing when songs are sung by familiar adults. <u>16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). SR 33.</u></p>
<p>Younger Toddler</p>	
<ul style="list-style-type: none"> • Follow along and imitate patterns of sounds and movement. • Clap or move to a beat. 	<p>Approaches to Learning 00-08 months 23) Reacts with movement to the sound of music.</p> <p>Approaches to Learning 08-18 months 19) Plays the same music and movement activity over and over. <u>23) Reacts with movement to the sound of music. SR 1.</u> 29) Stomps feet to loud music and tiptoes to soft music.</p> <p>Cognitive Development and General Knowledge 08-18 months 53) Demonstrates some movement to rhythms.</p> <p>Cognitive Development and General Knowledge 2-3 years 44) Demonstrates the ability to move in time with music.</p> <p>Physical Development and Health 08-18 months 33) Moves to music.</p> <p>Social and Emotional Development 08-18 months 3) Claps and smiles in a back and forth manner with a parent, caregiver, or teacher. 66) Enjoys music and movement activities.</p> <p>Early Math 3-5 years 38) Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 40) Repeats an alternating auditory pattern (e.g., loud/soft claps).</p>

Older Toddler

- Recognize natural patterns in the environment.
- Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects.
- Show greater recognition of daily routines.

Physical Development and Health 18-24 months

2) Actively participates in everyday health routines (e.g., washing hands). SR 34.

25) Participates in sleeping routines, such as listening to a story before a nap.

26) Helps set the table.

27) Helps feed self.

28) Participates in bathing/washing routines (e.g., using a washcloth or towel).

29) Participates in “getting ready for” routines (e.g., going to sink to look for toothbrush or choosing a book to read).

30) Brushes teeth with help.

Physical Development and Health 2-3 years

2) Actively participates in everyday health routines (e.g., washing hands).

23) Helps with toileting by pulling her/his pants down and up.

25) Participates in “getting ready for” routines (going to sink to look for toothbrush or choosing a book to read).

26) Brushes teeth with help. SR 6.

27) Participates in bathing/washing routines (e.g., using a washcloth or towel).

28) Participates in sleeping/napping routines by getting and arranging comfort items.

29) Feeds his/herself without help.

39) Washes and dries hands with some supervision. SR 27.

Social and Emotional Development 18-24 months

7) Insists on routines for transitions (e.g., when parents drop-off the child at the center). SR 41.

Social and Emotional Development 2-3 years

3) Insists on routines for transitions (e.g., when parents drop-off the child at the center). SR 35.

Early Math 3-5 years

42) Creates an alternating visual pattern using art or play materials.

43) Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).

Younger Preschool

- Physically extend simple ABAB patterns of concrete objects to other concrete objects.
- Understand sequence of events when clearly explained.

Physical Development and Health 2-3 years

4) Begins to put away toys when clean-up is announced.

Social and Emotional Development 2-3 years

22) Follows directions, with adult assistance.

Logic and Reasoning 3-5 years

33) Places 2 to 3 pictures in sequential order.

34) Describes the sequential steps to perform a basic activity.

Sub-Domain: Computation and Algebraic Thinking		Galileo® G3 Assessment Scale Goal	
		Early Math 3-5 years 41) Extends a number series (e.g., 1,2,3 blocks to 4 blocks).	
Older Preschool			
<ul style="list-style-type: none"> Begin to create and extend a new simple pattern. Understand sequence of events when clearly explained. 		Social and Emotional Development 2-3 years 22) Follows directions, with adult assistance. Logic and Reasoning 3-5 years 35) Create a duplicate AB pattern when shown and AB pattern (e.g., green, red, green, red). 36) Creates an original AB pattern when shown an AB pattern (e.g., circle, square, circle, square). Early Math 3-5 years 41) Extends a number series (e.g., 1,2,3 blocks to 4 blocks).	

Sub-Domain: Data Analysis		Galileo® G3 Assessment Scale Goal	
M3.1: Demonstrate understanding of classifying			
Infant			
*Emerging		*Emerging	
Younger Toddler			
<ul style="list-style-type: none"> Identify attributes of objects with adult support. 		Cognitive Development and General Knowledge 2-3 years 8) Finds details in a favorite picture book. Physical Development and Health 08-18 months 12) Points to objects/people that attract her/his attention. Language, Communication, Reading & Writing 18-24 months 31) <u>Uses words to label and describe pictures/objects in books. SR 25.</u>	
Older Toddler			
<ul style="list-style-type: none"> Identify similarities and differences in objects. 		Approaches to Learning 18-24 months 8) <u>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). SR 9.</u>	
Younger Preschool			
<ul style="list-style-type: none"> Sort, classify, and compare objects. 		Approaches to Learning 18-24 months 8) <u>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). SR 9.</u> 13) Tries various shapes in a shape-sorting toy until the shape finally fits. Approaches to Learning 2-3 years	

Sub-Domain: Data Analysis

Galileo® G3 Assessment Scale Goal

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). SR 2.

10) Tries various shapes in a shape-sorting toy until the shape finally fits.

Cognitive Development and General Knowledge 18-24 months

41) Uses trial and error to fit different shapes into holes or to stack things in order.

Cognitive Development and General Knowledge 2-3 years

31) Sorts objects (e.g., beads) by color or by size. SR 10.

Physical Development and Health 2-3 years

11) Sorts basic shapes (e.g., triangles and squares).

13) Sorts objects by dimension, such as size or color.

Early Math 3-5 years

24) Matches objects to an example.

25) Sorts diverse objects based on a physical attribute (e.g., shape). SR 10.

26) Sorts diverse objects by one attribute, then by another (e.g., size, then shape).

27) Sorts diverse objects based on multiple attributes (e.g., size and shape).

Older Preschool

- Explain simple sorting or classifying strategies.
- Sort a group of objects in multiple ways.
- Create and describe simple graphs.

Early Math 3-5 years

24) Matches objects to an example.

25) Sorts diverse objects based on a physical attribute (e.g., shape). SR 10.

26) Sorts diverse objects by one attribute, then by another (e.g., size, then shape).

27) Sorts diverse objects based on multiple attributes (e.g., size and shape).

Sub-Domain: Geometry

Galileo® G3 Assessment Scale Goal

M4.1: Understanding of spatial relationships

Infants

- Explore how things fit and move.
- Put object in, out, on, and off of other things.

Approaches to Learning 00-08 months

4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).

8) Kicks or swats a mobile to repeat a sound or motion.

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

11. Bangs an object repeatedly while exploring its properties. SR 3.

13) Fills a container with small objects and dumps them out repeatedly.

Sub-Domain: Geometry

Galileo® G3 Assessment Scale Goal

	<p>22) Drops a toy or object and looks for it. SR 4.</p> <p>Approaches to Learning 08-18 months</p> <p>11) <u>Fills a container with small objects and dumps them out repeatedly. SR 4.</u></p> <p>21) Drops an object or a toy and looks for it.</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>11) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>2) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p>41) Explores pegboards with fingers, trying to put objects into holes.</p> <p>44) Pokes, drops, pushes pulls, and squeezes things to see what will happen.</p> <p>63) Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p>16) <u>Investigates books by chewing, shaking, and banging. SR 13.</u></p> <p>25) Follows a moving object with her/his eyes.</p> <p>Physical Development and Health 08-18 months</p> <p>11) Tracks a moving object with interest.</p> <p>13) Puts objects in a box.</p> <p>16) Builds a tower of two to four cubes.</p> <p>17) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around).</p> <p>Social and Emotional Development 08-18 months</p> <p>58) Moves his/her body to fit inside a tunnel toy with a peer or sibling.</p>
Younger Toddler	
<ul style="list-style-type: none"> Begin to combine shapes to make new shapes. Hide behind or between objects for play. 	<p>Physical Development and Health 3-5 years</p> <p>47) Moves around obstacles with balance and direction.</p>
Older Toddler	
<ul style="list-style-type: none"> Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance. 	<p>Cognitive Development and General Knowledge 08-18 months</p> <p>62) Chooses to solve simple tasks (e.g., attempting a simple puzzle).</p> <p>Approaches to Learning 2-3 years</p> <p>16) Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.</p>

Sub-Domain: Geometry		Galileo® G3 Assessment Scale Goal
Younger Preschool		
<ul style="list-style-type: none"> Complete lined tangram or pattern block puzzles using basic shapes. Use position terms such as in, on, and under. 	<p>Cognitive Development and General Knowledge 08-18 months 62) Chooses to solve simple tasks (e.g., attempting a simple puzzle).</p> <p>Cognitive Development and General Knowledge 18-24 months 13) Successfully completes simple inset puzzles.</p> <p>Cognitive Development and General Knowledge 2-3 years 1) Successfully completes simple inset puzzles. 13) Repeatedly does the same puzzles. 33) Completes three-or-four-piece puzzles.</p> <p>Language 3-5 years <u>10) Understands positional words (e.g., top, bottom, on, in). SR 36.</u></p> <p>Early Math 3-5 years 33) Understands object position concepts (e.g., under, top, bottom, inside, behind).</p>	
Older Preschool		
<ul style="list-style-type: none"> Complete lined tangram or pattern block puzzles using basic shapes. Use position terms such as above, below, beside, and between. 	<p>Logic and Reasoning 3-5 years 30) Uses trial and error to solve a problem or puzzle. 31) Puts a simple puzzle together, without assistance. 32) Uses solution from a basic puzzle to solve a more difficult puzzle.</p> <p>Language 3-5 years <u>10) Understands positional words (e.g., top, bottom, on, in). SR 36.</u></p> <p>Early Math 3-5 years 33) Understands object position concepts (e.g., under, top, bottom, inside, behind).</p>	

Sub-Domain: Geometry		Galileo® G3 Assessment Scale Goal
M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes		
Infant		
*Emerging		*Emerging
Younger Toddler		
<ul style="list-style-type: none"> Match identical simple shapes. 	<p>Approaches to Learning 18-24 months 13) Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p>Approaches to Learning 2-3 years 10) Tries various shapes in a shape-sorting toy until the shape finally fits.</p>	

Sub-Domain: Geometry		Galileo® G3 Assessment Scale Goal	
		Cognitive Development and General Knowledge 08-18 months 63) Uses trial and error to fit different shapes into holes or to stack things in order.	
		Cognitive Development and General Knowledge 18-24 months 41) Uses trial and error to fit different shapes into holes or to stack things in order.	
Older Toddler			
<ul style="list-style-type: none"> Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes. 		Early Math 3-5 years 34) Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.	
Younger Preschool			
<ul style="list-style-type: none"> Match similar shapes when given a variety of three dimensional shapes. Start to identify the attributes of shapes. Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects. Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder). 		Early Math 3-5 years 34) Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35) Places a circle, square, or triangle appropriately on a foam board. 37) Identifies the sides and corners in a shape.	
Older Preschool			
<ul style="list-style-type: none"> Use the attributes of shapes to distinguish between shapes. Differentiate two- and three-dimensional shapes (e.g., squares from cubes). 		Early Math 3-5 years 37) Identifies the sides and corners in a shape.	

Sub-Domain: Measurement		Galileo® G3 Assessment Scale Goal	
M5.1: Understand concept of time			
Infant			
<ul style="list-style-type: none"> Cooperate with a routine. 		Language, Communication, Reading, & Writing 00-08 months 23) Watches the faces of familiar adults during routine activities (e.g., diaper changing, bathing)	
		Physical Development and Health 00-08 months 22) Relaxes during bathing and washing routines. 23) Makes sounds in response to adult vocalizations during diaper-changing routines. 24) Respond to adult feeding cues by kicking feet or turning head.	
		<u>25) Responds positively to sleeping routines by relaxing when rocked. SR 22.</u>	
		Physical Development and Health 08-18 months	

Sub-Domain: Measurement	Galileo® G3 Assessment Scale Goal
	<p>1) <u>Cooperates with daily routines. SR 25.</u></p> <p>22) <u>Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 29.</u></p> <p>23) Respond to adult feeding cues by kicking feet or turning head.</p> <p>24) Responds positively to sleeping routines by relaxing when rocked.</p> <p>27) Relaxes during bath routines and grabs for the wash cloth.</p> <p>28) Participates in sleeping routines, such as listening to a story before a nap.</p> <p>36) Cooperates with daily cleaning of gums and teeth.</p> <p>Physical Development and Health 18-24 months</p> <p>2) <u>Actively participates in everyday health routines (e.g., washing hands). SR 34.</u></p> <p>19) <u>Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 36.</u></p> <p>Social and Emotional Development 00-08 month</p> <p>1) Exhibits mutual eye gazes during routine activities.</p> <p>Social and Emotional Development 08-18 months</p> <p>69) Cooperates with dressing and undressing activities.</p>
Younger Toddler	
<ul style="list-style-type: none"> Follow a daily schedule. 	<p>Physical Development and Health 08-18 months</p> <p>1) <u>Cooperates with daily routines. SR 25.</u></p> <p>2) Demonstrates regular sleeping habits.</p> <p>24) Responds positively to sleeping routines by relaxing when rocked.</p> <p>27) Relaxes during bath routines and grabs for the wash cloth.</p> <p>28) Participates in sleeping routines, such as listening to a story before a nap.</p> <p>29) Eats adequate meals at mealtime.</p> <p>30) Begins to eat balanced meals on a regular schedule.</p>
Older Toddler	
<ul style="list-style-type: none"> Follow steps in a simple routine. 	<p>Physical Development and Health 18-24 months</p> <p>25) Participates in sleeping routines, such as listening to a story before a nap.</p> <p>26) Helps set the table.</p> <p>28) Participates in bathing/washing routines (e.g., using a washcloth or towel).</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>30) Brushes teeth with help.</p> <p>47) Washes and dries hands with some supervision.</p>
Younger Preschool	
<ul style="list-style-type: none"> Understand time limit cue. 	<p>Social and Emotional Development 18-24 months</p>

Sub-Domain: Measurement	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> Understand transition from one activity to the next. Tell what activity comes before and after. 	<p>7) <u>Insists on routines for transitions (e.g., when parents drop-off the child at the center). SR 41.</u></p> <p>Social and Emotional Development 2-3 years</p> <p>3) <u>Insists on routines for transitions (e.g., when parents drop-off the child at the center). SR 35.</u></p> <p>26) Waits to take her/his turn.</p>
Older Preschool	
<ul style="list-style-type: none"> Know daily concepts of earlier and later, morning and afternoon. 	<p>Social Studies 3-5 years</p> <p>35) Begins to use or respond to the language of time such as related to daily routines or schedules.</p>
M5.2: Understand measurement through description and comparison	
Infant	
<ul style="list-style-type: none"> Explore objects with different shapes and sizes. Begin to understand that different size containers hold more or less. 	<p>Approaches to Learning 00-08 months</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>13) Fills a container with small objects and dumps them out repeatedly.</p> <p>Approaches to Learning 08-18 months</p> <p>2) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p><u>11) Fills a container with small objects and dumps them out repeatedly. SR 4.</u></p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p><u>10) Touches and mouths objects for sensory exploration. SR 8.</u></p> <p>11) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p>36) Smiles as she/he figures out how to move around an object.</p> <p><u>45) Reaches for objects within view. SR 10.</u></p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>2) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p> <p>3) Touches and mouths objects for sensory exploration.</p> <p><u>18) Places items in containers and then pours them out repeatedly. SR 9.</u></p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p>31) Reaches, grasps, and places objects in her/his mouth.</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>2) Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).</p>

Sub-Domain: Measurement	Galileo® G3 Assessment Scale Goal
	<p>Physical Development and Health 00-08 months 15) Looks at objects as he/she transfers them from hand to hand. 16) Picks up small objects with thumb and forefinger.</p> <p>Physical Development and Health 08-18 months 13) Puts objects in a box.</p> <p>Social and Emotional Development 00-08 months 15) Reaches for and grasps objects.</p>
Younger Toddler	
<ul style="list-style-type: none"> Use any basic measurement word or gesture to express measureable attributes, such as big/little, hot/cold. 	<p>Language 3-5 12) Understands words that describe the qualities of objects (e.g., color, soft, cold).</p>
Older Toddler	
<ul style="list-style-type: none"> Sort objects into two categories based on attributes. Explore measurement using non- standard tools. 	<p>Early Math 3-5 years <u>25) Sorts diverse objects based on a physical attribute (e.g., shape). SR 10.</u> 26) Sorts diverse objects by one attribute, then by another (e.g., size, then shape). 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. 46) Uses non-standard units (e.g., paper clips) to measure length.</p>
Younger Preschool	
<ul style="list-style-type: none"> Directly compare and describe two objects with a measurable attribute. Measure length and volume (capacity) using non-standard measurement tools. 	<p>Early Math 3-5 years 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. 46) Uses non-standard units (e.g., paper clips) to measure length.</p>
Older Preschool	
<ul style="list-style-type: none"> Directly compare and describe two or more objects with a measurable attribute. Measure length and volume (capacity) using a standard measurement tool. 	<p>Early Math 3-5 years 47) Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>

C. Social Emotional Skills

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.
- NA indicates when a standard has no alignment to the G3 Scale.

Sub-Domain: Sense of Self	Galileo® G3 Assessment Scale Goal
SE1.1: Demonstrate self awareness and confidence	
Infant	
<ul style="list-style-type: none"> • Respond to own name. • Show interest in environmental choices. • Communicate to indicate physical and emotional needs. 	<p>Approaches to Learning 00-08 months</p> <p>5) Positions or moves their body toward an interesting object.</p> <p>12) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).</p> <p>Approaches to Learning 08-18 months</p> <p><u>5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.</u></p> <p>9) Begins to explore the environment independently.</p> <p>10) Gains the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>17) Reaches for breast or bottle when hungry.</p> <p>25) Cries when in need of something.</p> <p>30) Uses different facial expressions to express different emotions.</p> <p>43) Vocalizes to communicate needs.</p> <p><u>44) Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.</u></p> <p>50) Makes choices related to toys and clothing.</p> <p>51) Points, gestures, and makes sounds to indicate what she/he wants.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>5) Crawls to explore their environment.</p> <p>12) Reaches out to be picked up when she/he wants attention.</p> <p>21) States clear preferences regarding colors, foods, and clothes.</p> <p>30) Asks for more (e.g., food, objects, activity).</p> <p>32) Points to indicate needs.</p> <p>49) Vocalizes to communicate needs.</p> <p>50) Makes choices related to toys and clothing.</p> <p>Language, Communication, Reading, & Writing 00-08 months</p> <p>5) Turns and smiles when her/his name is called by an adult.</p> <p>7) Uses some sign or body language to indicate a need (e.g., "more" "eat").</p> <p>9) Makes sucking motions to communicate hunger.</p>

13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). SR 19.

Language, Communication, Reading, & Writing 08-18 months

1) Turns and smiles when her/his name is called by an adult.

12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). SR 19.

17) Uses two-word sentences to share ideas, feelings, or needs.

30) Turns head or pushes plate away when they have had enough to eat.

32) Pulls at his/her diaper when it is wet.

Physical Development and Health 08-18 months

19) Uses vocalizations and/or gestures to indicate basic needs.

42) Demonstrates an interest in actively exploring the environment.

Social and Emotional Development 00-08 months

18) Cries when hungry, uncomfortable, or unhappy.

34) Cries, rocks back and forth, and lifts arms to signal for help.

50) Protests when given a non-preferred food rather than a preferred food.

54) Cries in particular ways to get needs met.

57) Plays with a preferred toy more than others.

Social and Emotional Development 08-18 months

43) Seeks comfort from parents, caregivers, and teachers when hurt or frightened.

71) Uses words to get her/his needs et (e.g., "More juice.").

Younger Toddler

- Identify image of self.
- Say own name.
- Show knowledge of own abilities.

Approaches to Learning 08-18 months

16) Repeats a new skill, such as going up and down a step. SR 5.

17) Attempts to get help to obtain objects out of reach by seeking adult assistance.

Cognitive Development and General Knowledge 08-18 months

23) Enjoys repeating a newly learned activity.

Social and Emotional Development 08-18 months

8) Seeks help from trusted parents, caregivers, and teachers.

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

62) Points to her/himself in a photograph.

Social and Emotional Development 18-24 months

48) Pays attention to her/his reflection in the mirror.

52) Points to and names several of their own body parts.

53) Points to her/himself in a photograph.

Social and Emotional Development 2-3 years

41) Points to her/himself in a photograph.
Social and Emotional Development 3-5 years
 1) Knows his/her own first and last names.

Older Toddler

- Use gestures and actions to reference self in conversation.
- Demonstrate use of personal pronouns
- Show sense of self satisfaction with own abilities and preferences.
- Begin to show independence by occasionally resisting adult control

Approaches to Learning 08-18 months
 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).
Cognitive Development and General Knowledge 18-24 months
 4) States clear preferences regarding colors, foods, and clothes.
 40) Begins to develop her/his own likes and dislikes.
 44) Demonstrates assertiveness by saying “No!” or “Me Do it” when adults try to help with self-care tasks.
 47) Wants to get her/his own way even if it conflicts with adults.
56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). SR 13.
Language, Communication, Reading & Writing 2-3 years
 12) Uses basic rules of grammar in speech (e.g, personal pronouns, plurals, position words).
Social and Emotional Development 18-24 months
 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.
 58) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.
 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.

Younger Preschool

- Recognize self as a unique individual.
- Describe personal characteristics.
- Show sense of self satisfaction with own abilities, preferences, and accomplishments.

Approaches to Learning 2-3 years
 11) Insists on completing a task even when assistance is needed.
Cognitive Development and General Knowledge 2-3 years
 45) Persists with objects, or with frustrating toys.
 53) Finds solutions to 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 a puzzle).
Social and Emotional Development 18-24 months
 53) Points to her/himself in a photograph.

Sub-Domain: Sense of Self

Galileo® G3 Assessment Scale Goal

- 54) Notices that another child has features (e.g., brown hair) similar to her/his own.
- 55) Identifies other children as “boys” and “girls”.
- 58) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.
- 59) Shows “drawing” or scribbling to a familiar adult.
- 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.
- Social and Emotional Development 2-3 years**
- 41) Points to her/himself in a photograph.
- 42) Notices that another child has features (e.g., brown hair) similar to her/his own.
- 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).
- 51) Shows interest in wanting to dress her/him self.
- 52) Shows increased interest in toileting.
- Social and Emotional Development 3-5 years**
- 1) Knows his/her own first and last names.
- 2) Knows his/her age.
- 3) Knows his/her gender.
- 4) Refers to her/himself by positive characteristics (e.g., “smart” or “strong”).
- 5) Describes his/her physical attributes (what I look like).
- 6) Talks about his/her interests (what I like to do).
- 7) Says positive things about his/her appearance.

Older Preschool

- Identify self as a unique member of a group that fits into a larger world picture.
- Show confidence in a range of abilities and the capacity to take on and accomplish new tasks.
- Show independence in own choices.

- Social and Emotional Development 2-3 years**
- 44) Talks about her/his family.
- 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).
- 47) Talks about the neighborhood, city, or area in which she/he lives.
- 48) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.
- 49) Demonstrates growing competence and confidence during activities (e.g., climbs higher and higher on a playground structure).
- 50) Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).
- 51) Shows interest in wanting to dress her/him self.

52) Shows increased interest in toileting.
Social and Emotional Development 3-5 years
 8) Talks positively about a recent accomplishment.
 9) Engages in reassuring self-talk or changing goals when frustrated or frightened.

SE 1.2: Demonstrate identification and expression of emotions

Infant

- Communicate to express pleasure or displeasure.
- Use cues to signal overstimulation.
- Respond positively to adults who provide comfort.
- Use sounds and body to express feelings.

Cognitive Development and General Knowledge 00-08 months

- 8) Smiles at familiar faces.
- 24) Shows pleasure when presented with a familiar object.
- 25) Cries when in need of something.
- 32) Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).
- 36) Smiles as she/he figures out how to move around an object.
- 48) Smiles while banging a block or other object on the floor.

Cognitive Development and General Knowledge 08-18 months

- 15) Shows pleasure when read to by smiling or using words such as “Yea!” or “More!”

Physical Development and Health 00-08 months

- 37) Relaxes when rocked.
- 38) Quiets, attends, or smiles when comforted by an adult.

Social and Emotional Development 00-08 months

- 3) Turns head, looking away, frowning, and/or arching her/his back to end or avoid interactions.
- 11) Responds to touch by relaxing (e.g., when back is rubbed).
- 18) Cries when hungry, uncomfortable, or unhappy.
- 26) Stops crying, often when cuddled/picked up by a familiar adult.
- 28) Relaxes when cuddled and rocked or spoken to in a soft voice.
- 34) Cries, rocks back and forth, and lifts arms to signal for help.
- 38) Responds to the presence of familiar adults by kicking her/his feet and smiling.
- 54) Cries in particular ways to get needs met.
- 58) Smiles as she/he helps with simple tasks (e.g., picking up toys).

Social and Emotional Development 08-18 months

- 10) Responds to touch by relaxing (e.g., when back is rubbed).
- 19) Turns head and breaks eye contact, frowns, and/or arches back when over stimulated.
- 25) Demonstrates the ability to be comforted by familiar adults when frightened.

Younger Toddler

- Communicate feelings and emotions.
- Express emotion toward a familiar person.
- Imitate comforting behaviors of caregivers.
- Use sounds, gestures, and actions to express feelings.

Cognitive Development and General Knowledge 08-18 months

56) Says “no-no” to express feelings.

Cognitive Development and General Knowledge 2-3 years

47) Comforts crying peers.

49) Claps to express appreciation or joy.

Language, Communication, Reading & Writing 08-18 months

17) Uses two-word sentences to share ideas, feelings, or needs.

Social and Emotional Development 00-08 months

42) Tries to imitate the kisses of familiar adults.

Social and Emotional Development 08-18 months

23) Shows beginning signs of jealousy and attempts to adapt (e.g., crawls to and raises arms toward parent who is holding another child).

26) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. SR 33.

27) Pats a crying child on the back as parents, caregivers, or teachers help the hurt child.

46) Tries to imitate the kisses of familiar adults.

57) Smiles and claps hands when they successfully accomplish a task (e.g., climbing up stairs).

Social and Emotional Development 18-24 months

1) Shows affection, such as hugs and kisses.

20) Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child.

Older Toddler

- Express both positive and negative feelings about participating in activities.
- Observe a peer’s emotion and approach a familiar adult to communicate concern.
- Demonstrate empathy to another child.
- Begin to use words to express feelings.

Social and Emotional Development 00-08 months

10) Shows empathy for familiar others, especially those perceived to be hurt or sad. SR 34.

Social and Emotional Development 08-18 months

9) Shows empathy for familiar others, especially those perceived to be hurt or sad. SR 34.

Social and Emotional Development 18-24 months

20) Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child.

Social and Emotional Development 3-5 years

46) Expresses empathy or caring for others by consoling, comforting, or helping.

Younger Preschool

- Recognize own emotions and the emotions of others.
- Look to adults for emotional support and guidance.
- Use a combination of words, phrases, and actions to express feelings.

Cognitive Development and General Knowledge 2-3 years

28) Uses words to describe feelings (e.g., “happy”).

47) Comforts crying peers.

49) Claps to express appreciation or joy.

Social and Emotional Development 18-24 months

Sub-Domain: Sense of Self

Galileo® G3 Assessment Scale Goal

3) Seeks help from trusted parents, caregivers, and teachers.
8) Seeks support from familiar adults to resolve conflicts with peers. SR 42.
 18) Demonstrates the ability to be comforted by familiar adults when frightened.
 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. SR 43.
 24) Look to their parents, caregivers, and teachers for help when unable to complete a task.
 33) Moves nearer to a familiar adult when noticing a stranger entering the room.
 35) Seeks comfort from parents, caregivers, and teachers when hurt or frightened.
 36) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).
Social and Emotional Development 2-3 years
5) Seeks support from familiar adults to resolve conflicts with peers. SR 36.
 17) Begins to recognize that others smile when they smile, and others look unhappy when they cry.
 30) Seeks help from familiar adults when another child takes her/his toy.
Social and Emotional Development 3-5 years
 16) Seeks support from familiar adults to resolve conflicts with peers.
 34) Begins to recognize that others smile when they smile, and others look unhappy when they cry.
 41) Recognizes the impact of his/her actions on others' feelings.
 46) Expresses empathy or caring for others by consoling, comforting, or helping.

Older Preschool

- Identify own emotions and the emotions of others
- Express and accurately respond to emotions of self and others
- Predict reactions from others
- Effectively use sentences and actions to express feelings

Cognitive Development and General Knowledge 2-3 years
 47) Comforts crying peers.
Social and Emotional Development 2-3 years
6) Responds to another child's or adult's distress with efforts to assist. SR 37.
20) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. SR 39.
21) Feels badly and expresses concern about breaking established rules. SR 40.
Social and Emotional Development 3-5 years
 10) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.
 11) Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).

Sub-Domain: Sense of Self	Galileo® G3 Assessment Scale Goal
	34) Begins to recognize that others smile when they smile, and others look unhappy when they cry. 41) Recognizes the impact of his/her actions on others' feelings. 46) Expresses empathy or caring for others by consoling, comforting, or helping.

Sub-Domain: Self-Regulation	Galileo® G3 Assessment Scale Goal
SE 2.1: Demonstrate self control	
Infant	
<ul style="list-style-type: none"> • Develop an awareness of transitions, schedules, and routines with adult prompts. • Develop self-soothing when an adult provides comfort techniques. • Express desires and feelings by using gestures and actions. 	<p>Cognitive Development and General Knowledge 00-08 months</p> 25) Cries when in need of something. 30) Uses different facial expressions to express different emotions. 35) Anticipates being lifted to be held, fed or changed and moves body accordingly. 42) Stretches out arms in a motion to be picked up. 43) Vocalizes to communicate needs. <u>44) Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.</u> 51) Points, gestures, and makes sound to indicate what she/he wants. <p>Language, Communication, Reading & Writing 00-08 months</p> 7) Uses some sign or body language to indicate a need (e.g., "more" "eat"). <u>13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). SR 19.</u> <p>Physical Development and Health 00-08 months</p> 3) Cooperates with daily routines. 18) Reaches for and holds bottle while being fed by an adult. 22) Relaxes during bathing and washing routines. 23) Makes sounds in response to adult vocalizations during diaper-changing routines. 24) Responds to adult feeding cues by kicking feet or turning head. 25) Responds positively to sleeping routines by relaxing when rocked. 37) Relaxes when rocked. 38) Quiets, attends, or smiles when comforted by an adult. <p>Social and Emotional Development 00-08 months</p> 11) Responds to touch by relaxing (e.g., when back is rubbed). <u>16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). SR 33.</u>

Sub-Domain: Self-Regulation	Galileo® G3 Assessment Scale Goal
	<p>Social and Emotional Development 08-18 months</p> <p>10) Responds to touch by relaxing (e.g., when back is rubbed).</p> <p>25) Demonstrates the ability to be comforted by familiar adults when frightened.</p>
Younger Toddler	
<ul style="list-style-type: none"> • Follow simple routines with adult support. • Self-soothe with minimal adult support. • Demonstrate the beginnings of impulse control with adult support. 	<p>Cognitive Development and General Knowledge 08-18 months</p> <p>14) Tries to help when an adult is bathing or changing them.</p> <p>57) Occasionally says “no” instead of hitting or crying when another child takes her/his toy.</p> <p>Physical Development and Health 08-18 months</p> <p>1) <u>Cooperates with daily routines. SR 25.</u></p> <p>22) <u>Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 29.</u></p> <p>27) Relaxes during bath routines and grabs for the wash cloth.</p> <p>28) Participates in sleeping routines, such as listening to a story before a nap.</p> <p>Social and Emotional Development 08-18 months</p> <p>13) <u>Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). SR 32.</u></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>29) Returns to sleep once awakened by a sound or movement.</p> <p>30) Moves away from a sticky plant when redirected by parents, caregivers, and teachers.</p> <p>31) Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired.</p> <p>33) Begins to recognize boundaries while not yet having the capacity to stop impulses.</p>
Older Toddler	
<ul style="list-style-type: none"> • Follow simple routines with adult support. • Self-soothe independently. • Regulate some impulses with adult support. 	<p>Approaches to Learning 00-08 months</p> <p>24) In the absence of a preferred object, substitutes another object to calm self when upset.</p> <p>Physical Development and Health 2-3 years</p> <p>2) Actively participates in everyday health routines (e.g., washing hands).</p> <p>20) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on).</p> <p>21) Insists on washing and drying his/her own hands.</p> <p>22) Dresses him/herself with help for difficult steps (e.g., getting their arms into sleeve holes).</p> <p>23) Helps with toileting by pulling her/his pants down and up.</p>

Sub-Domain: Self-Regulation

Galileo® G3 Assessment Scale Goal

25) Participates in “getting ready for” routines (going to sink to look for toothbrush or choosing a book to read).

26) Brushes teeth with help.

27) Participates in bathing/washing routines (e.g., using a washcloth or towel).

28) Participates in sleeping/napping routines by getting and arranging comfort items.

37) Begins to independently brush their teeth with supervision.

39) Washes and dries hands with some supervision. SR 27.

Social and Emotional Development 08-18 months

21) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.

28) Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep).

29) Returns to sleep once awakened by a sound or movement.

30) Moves away from a sticky plant when redirected by parents, caregivers, and teachers.

31) Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired.

33) Begins to recognize boundaries while not yet having the capacity to stop impulses.

Younger Preschool

- Manage transitions and adapt to changes in schedules, routines, and situations with adult support.
- Regulate own emotions and behaviors with others with adult support when needed.
- Regulate a range of impulses with adult support.

Physical Development and Health 2-3 years

4) Begins to put toys away when clean-up is announced.

Social and Emotional Development 18-24 months

7) Insists on routines for transitions (e.g., when parents drop-off the child at the center). SR 41.

8) Seeks support from familiar adults to resolve conflicts with peers. SR 42.

22) Begins to end tantrums with some redirection.

25) Responds positively to redirection by familiar adults.

31) Listens to and follows simple rules in small group activity. SR 43.

32) Waits to take her/ his turn.

34) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.

36) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).

44) With the help of teachers, begins to effectively handle separation from parents when they leave her/him at the early care/education setting.

Social and Emotional Development 2-3 years

3) Insists on routines for transitions (e.g., when parents drop-off the child at the center). SR 35.

13) Starts becoming more comfortable when entering new environments.

Sub-Domain: Self-Regulation	Galileo® G3 Assessment Scale Goal
	18) Begins to end tantrums with some redirection. 22) Follows directions, with adult assistance. 25) Listens to and follows simple rules in small group activity. 26) Waits to take her/his turn. 27) Continues to use comfort objects such as blankets and stuffed animals to calm her/himself. 30) Seeks help from familiar adults when another child takes her/his toy.
Older Preschool	
<ul style="list-style-type: none"> • Manage transitions and adapt to changes in schedules, routines, and situations independently. • Regulate own emotions and behaviors with others with adult support when needed. • Regulate a range of impulses. 	<p>Social and Emotional Development 2-3 years</p> 25) Listens to and follows simple rules in small group activity. 26) Waits to take her/his turn. 28) Moves around another child that is in her/his way (e.g., going up a slide). 29) Stands up for her/his ownership rights (e.g., says “mine” to a child who takes her/his toy). 30) Seeks help from familiar adults when another child takes her/his toy. 31) Tells another child “No. Stop!” when her/his toy is taken. 32) Puts toys away when asked by a familiar adult. 33) Shares occasionally with other children. 39) Approaches a new person after familiar adults have talked with that person for a while. <p>Social and Emotional Development 3-5 years</p> <p><u>12) Follows established rules and routines in the classroom. SR 68.</u></p> 13) Makes transitions between activities with minimal assistance. 14) Comfortably accepts guidance and directions from a familiar adult. 16) Seeks support from familiar adults to resolve conflicts with peers. 18) Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy). 19) Expresses wants and needs in conflict situations. 21) Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing. <p><u>22) Shows the ability to compromise in conflict resolution. SR 70.</u></p> 23) Uses negotiation to reach a solution. 24) Maintains a negotiated plan. 47) Accepts the consequences for own inappropriate behavior most of the time.

SE 3.1: Demonstrate conflict resolution

Infant

- Show awareness of possible conflict by demonstrating distress.

Cognitive Development and General Knowledge 00-08 months

44) Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.

Cognitive Development and General Knowledge 08-18 months

29) Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).

Social and Emotional Development 00-08 months

18) Cries when hungry, uncomfortable, or unhappy.

19) Turns head and breaks eye contact, frowns, and/or arches back when over stimulated.

23) Looks toward familiar adults for help when becoming upset.

34) Cries, rocks back and forth, and lifts arms to signal for help.

54) Cries in particular ways to get needs met.

Social and Emotional Development 08-18 months

4) Becomes distressed in the presence of unfamiliar adults.

19) Turns head and breaks eye contact, frowns, and/or arches back when over stimulated.

22) Looks toward familiar adults for help when becoming upset.

Younger Toddler

- Engage in conflict with peers regarding possession of items.
- Imitate how others solve conflicts.
- Experiment with trial and error approaches to solve simple problems and conflicts.

Approaches to Learning 08-18 months

25) Attempts to open a container to get an object.

26) In the absence of a preferred object, substitutes another object to calm self when upset.

Approaches to Learning 18-24 months

13) Tries various shapes in a shape-sorting toy until the shape finally fits.

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). SR 5.

Approaches to Learning 2-3 years

10) Tries various shapes in a shape-sorting toy until the shape finally fits.

23) 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) Experiments with a variety of strategies to solve a problem or complete a task.

26) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). SR 5.

Sub-Domain: Conflict Resolution

Galileo® G3 Assessment Scale Goal

	<p>Cognitive Development and General Knowledge 08-18 months</p> <p>41) Explores pegboards with fingers, trying to put objects into holes.</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>Cognitive Development and General Knowledge 18-24 months</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><u>56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). SR 13.</u></p> <p>Cognitive Development and General Knowledge 2-3 years</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>Social and Emotional Development 08-18 months</p> <p><u>2) Imitates the actions of familiar adults (e.g., clapping). SR 30.</u></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>Older Toddler</p>	
<ul style="list-style-type: none"> Engage in simple conflict resolution strategies with adult support. Begin to use language skills instead of physical force to resolve conflicts. 	<p>Cognitive Development and General Knowledge 08-18 months</p> <p>57) Occasionally says “no” instead of hitting or crying when another child takes her/his toy.</p> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>46) Uses negotiation and language, with the help from adults, to solve problems when playing with peers.</p> <p>Social and Emotional Development 18-24 months</p> <p><u>8) Seeks support from familiar adults to resolve conflicts with peers. SR 42.</u></p> <p>34) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.</p> <p>36) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).</p> <p>Social and Emotional Development 2-3 years</p> <p><u>5) Seeks support from familiar adults to resolve conflicts with peers. SR 36.</u></p>

Sub-Domain: Conflict Resolution		Galileo® G3 Assessment Scale Goal
		<p><u>20) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</u> <u>SR 39.</u></p> <p>30) Seeks help from familiar adults when another child takes her/his toy.</p>
Younger Preschool		
<ul style="list-style-type: none"> Negotiate to resolve social conflicts with peers with modeling and support. Use words during a conflict instead of physical force. 		<p>Social and Emotional Development 2-3 years</p> <p>8) Starts to imitate adult social behaviors such as using words like "please" and "thank you".</p> <p>Social and Emotional Development 3-5 years</p> <p>23) Uses negotiation to reach a solution.</p> <p>24) Maintains a negotiated plan.</p> <p>25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>
Older Preschool		
<ul style="list-style-type: none"> Independently initiate conflict resolution strategies with peers and seek adult support when necessary. 		<p>Social and Emotional Development 3-5 years</p> <p>16) Seeks support from familiar adults to resolve conflicts with peers.</p> <p>18) Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p> <p>19) Expresses wants and needs in conflict situations.</p> <p>20) Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>21) Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p><u>22) Shows the ability to compromise in conflict resolution.</u> <u>SR 70.</u></p> <p>23) Uses negotiation to reach a solution.</p> <p>24) Maintains a negotiated plan.</p> <p>25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p> <p>47) Accepts the consequences for own inappropriate behavior most of the time.</p>

Sub-Domain: Building Relationships		Galileo® G3 Assessment Scale Goal
SE 4.1: Demonstrate relationship skills		
Infant		
<ul style="list-style-type: none"> Engage in simple social interactions with adults. Exhibit caution of unfamiliar adults. Use key adults as a secure base when exploring the environment. Notice other children in their environment. Engage in onlooker play. Begin to exhibit skills in solitary play. 		<p>Approaches to Learning 00-08 months</p> <p>3) Gazes at parents, caregivers, and teachers when being fed or changed.</p> <p>6) Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p>8) Kicks or swats a mobile to repeat a sound or motion.</p>

11) Bangs an object repeatedly while exploring its properties. SR 3.

13) Fills a container with small objects and dumps them out repeatedly.

20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 5.

22) Drops a toy or object and looks for it. SR 4.

Cognitive Development and General Knowledge 00-08 months

3) Laughs aloud when lightly tickled.

8) Smiles at familiar faces.

9) Babbles and then pauses to wait for familiar adults to respond.

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.

13) Enjoys rolling a ball to familiar adults.

14) Makes faces back at familiar adults.

32) Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).

33) Moves toward a familiar adult when a stranger appears.

40) Begins to smile as a social interaction.

41) Seeks out familiar adults for play.

47) Plays with a single toy for two to three minutes.

Language, Communication, Reading, & Writing 00-08 months

4) Gazes at the face of an adult and makes facial expressions as the adult talks.

5) Turns and smiles when her/his name is called by an adult.

14) Takes turns making sounds with an adult.

22) Gazes into the eyes of familiar adults during nursing or drinking from a bottle.

Social and Emotional Development 00-08 months

1) Exhibits mutual eye gazes during routine activities.

5) Stiffens/leans away from a stranger who tries to pick them up.

6) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.

9) Begins to show interest in other children, playing side-by-side using the same or similar toys.

17) Enjoys playing with new toys (e.g., new sand toys in the sand box).

35) Gains the attention of peers through vocalizations, reaching out, and smiling. SR 32.

56) Frequently checks for familiar adults in new situations.

57) Plays with a preferred toy more than others.

Social and Emotional Development 08-18 months

Sub-Domain: Building Relationships

Galileo® G3 Assessment Scale Goal

- 1) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.
- 3) Claps and smiles in a back and forth manner with a parent, caregiver, or teacher.
- 4) Becomes distressed in the presence of unfamiliar adults.
- 14) Enjoys playing with new toys (e.g., new sand toys in the sand box).
- 45) Imitates and terminates a social smile and repeats the behavior as adults respond.
- 53) Plays away from familiar adults with occasional trips to touch them.
- 65) Plays with a preferred toy more than others.

Younger Toddler

- Engage in social interactions with familiar adults.
- Show feelings of security with familiar adults.
- Seek adult assistance with challenges, but may refuse help and may say no.
- Use social referencing when encountering new experiences.
- Observe friendship skills in the environments.
- Engage in solitary play.
- Begin to exhibit skills in parallel play.

Approaches to Learning 00-08 months

- 3) Gazes at parents, caregivers, and teachers when being fed or changed.
- 6) Shows continued interaction with adults by vocalizing and smiling while a book is being read.

Approaches to Learning 08-18 months

- 7) Plays side-by-side with another child using the same or similar toys. SR 3.
- 14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.
- 17) Attempts to get help to obtain objects out of reach by seeking adult assistance.

Cognitive Development and General Knowledge 00-08 months

- 3) Laughs aloud when lightly tickled.
- 8) Smiles at familiar faces.
- 9) Babbles and then pauses to wait for familiar adults to respond.
- 13) Enjoys rolling a ball to familiar adults.
- 14) Makes faces back at familiar adults.
- 40) Begins to smile as a social interaction.

Cognitive Development and General Knowledge 08-18 months

- 48) Looks to parents, caregivers, and teachers for help.

Language, Communication, Reading, & Writing 00-08 months

- 4) Gazes at the face of an adult and makes facial expressions as the adult talks.
- 5) Turns and smiles when her/his name is called by an adult.
- 14) Takes turns making sounds with an adult.
- 22) Gazes into the eyes of familiar adults during nursing or drinking from a bottle.

Physical Development and Health 00-08 months

- 29) Becomes calm when hearing voices of familiar adults or environmental sounds.

9) Begins to show interest in other children, playing side-by-side using the same or similar toys.

Social and Emotional Development 00-08 months

1) Exhibits mutual eye gazes during routine activities.

9) Begins to show interest in other children, playing side-by-side using the same or similar toys.

37) Looks to familiar adults for help when he/she falls down while attempting to walk.

39) Cuddles head on the neck and shoulder of a familiar adult.

44) Touches or imitates another child sitting nearby.

Social and Emotional Development 08-18 months

6) Begins to show interest in other children, playing side-by-side using the same or similar toys.

8) Seeks help from trusted parents, caregivers, and teachers.

22) Looks toward familiar adults for help when becoming upset.

44) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).

49) Touches or imitates another child sitting nearby.

50) Recognizes the name of a friend.

Older Toddler

- Stay connected with familiar adults.
- Separate from familiar adults in a familiar setting with minimal distress.
- Ask for adult assistance when having difficulty in a social situation.
- Imitate and model friendship skills.
- Engage in parallel play.
- Begin to exhibit skills in associative play.

Approaches to Learning 08-18 months

7) Plays side-by-side with another child using the same or similar toys. SR 3.

9) Begins to explore the environment independently.

Approaches to Learning 18-24 months

2) Plays side-by-side with another child using the same or similar toys.

5) Begins to explore the environment independently.

Approaches to Learning 2-3 years

6) Plays beside other children, imitating the play of another child.

Cognitive Development and General Knowledge 08-18 months

36) Plays for brief periods of time with another child.

Cognitive Development and General Knowledge 2-3 years

D. 46) Imitates other children's play or begins to play with others in associative play.

Physical Development and Health 18-24 months

3) Approaches or stands next to other children and adults in play situations.

Social and Emotional Development 08-18 months

6) Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.

44) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).

Sub-Domain: Building Relationships

Galileo® G3 Assessment Scale Goal

49) Touches or imitates another child sitting nearby.
 53) Plays away from familiar adults with occasional trips to touch them.

Social and Emotional Development 18-24 months
 5) Participates in parallel play. SR 40.
 6) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).
 8) Seeks support from familiar adults to resolve conflicts with peers. SR 42.
 36) Calls for help from a familiar adult to intervene in a dispute with another child (e.g., grabbing toys away).
 40) Recognizes the name of a friend.

Social and Emotional Development 2-3 years
 1) Participates in parallel play.
 4) Engages in positive social play alongside, and occasionally with, other children. SR 34.
 5) Seeks support from familiar adults to resolve conflicts with peers. SR 36.
 24) Plays beside another child for short periods of time.
 30) Seeks help from familiar adults when another child takes her/his toy.

Younger Preschool

- Request and accept guidance from familiar adults.
- Accept compromises when suggested by a peer or adult.
- Gauge response based on the facial expressions of others.
- Exhibit age appropriate friendship skills to engage in effective play and learning experiences.
- Engage in associative play.
- Participate in cooperative play experiences with some adult guidance.

Cognitive Development and General Knowledge 18-24 months
 46) Uses negotiation and language, with the help from adults, to solve problems when playing with peers.
 55) Brings others into their play (e.g., “Let’s go on a bus ride. Here are the seats, and you be the driver”).

Cognitive Development and General Knowledge 2-3 years
 5) Asks for help when needed.
 9) Chooses toys or activities based on who is playing.
 26) Identifies a “best friend”.
 41) Brings others into their play (e.g., “Let’s go on a bus ride. Here are the seats, and you be the driver”).
 48) Initiates interactions with playmates.

Social and Emotional Development 18-24 months
 21) Begins to recognize that others smile when they smile, and others look unhappy when they cry. SR 43.
 46) Initiates play with a familiar peer.
 47) Moves their body to fit inside a tunnel toy with a peer or sibling.

Social and Emotional Development 2-3 years
 33) Shares occasionally with other children.
 36) Initiates play with a familiar peer.

Social and Emotional Development 3-5 years
 31) Responds appropriately to greeting by familiar peers.
 32) Initiates greeting of familiar peers.

Sub-Domain: Building Relationships	Galileo® G3 Assessment Scale Goal
	33) Verbally or nonverbally invites a peer to play. 34) Begins to recognize that others smile when they smile, and others look unhappy when they cry. <u>35) Plays without disrupting or destroying the work of others. SR 71.</u>
Older Preschool	
<ul style="list-style-type: none"> • Show affection to familiar adults and peers using more complex words and actions. • Accept compromises when suggested by a peer or adult. • Gauge response based on the facial expressions of others. • Maintain consistent friendships. • Engage in cooperative play experiences for sustained periods of time. 	<p>Cognitive Development and General Knowledge 2-3 years 26) Identifies a “best friend”.</p> <p>Social and Emotional Development 2-3 years 17) Begins to recognize that others smile when they smile, and others look unhappy when they cry. 36) Initiates play with a familiar peer.</p> <p>Social and Emotional Development 3-5 years 22) Shows the ability to compromise in conflict resolution. 23) Uses negotiation to reach a solution. 36) Says, signs, or gestures the names of friends. 38) Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39) Sustains a cooperative participation with others.</p>

D. Approaches to Play and 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.
- NA indicates when a standard has no alignment to the G3 Scale.

Sub-Domain: Initiative and Exploration Galileo® G3 Assessment Scale Goal	
APL 1.1: Demonstrate initiative and self-direction	
Infant	
<ul style="list-style-type: none"> • Respond to a stimulating environment. • Show curiosity/interest in surroundings. • Show eagerness and delight in self, others, and surroundings. 	<p>Approaches to Learning 00-08 months</p> <p>2) Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>5) Positions or moves their body toward an interesting object.</p> <p>7) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.</p> <p><u>11) Bangs an object repeatedly while exploring its properties. SR 3.</u></p> <p>16) Turns toward and tracks voices, people, and objects.</p> <p><u>20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 5.</u></p> <p>23) Reacts with movement to the sound of music.</p> <p>Approaches to Learning 08-18 months</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>2) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>3) Shows continued interaction with adults by vocalizing and smiling when they are being read to.</p> <p><u>5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.</u></p> <p>9) Begins to explore the environment independently.</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>3) Laughs aloud when lightly tickled.</p> <p>8) Smiles at familiar faces.</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>24) Shows pleasure when presented with a familiar object.</p> <p>36) Smiles as she/he figures out how to move around an object.</p> <p>37) Moves to music with familiar adults.</p> <p><u>52) Demonstrates some movement to rhythms. SR 11.</u></p> <p>Cognitive Development and General Knowledge 08-18 months</p>

- 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).
- 5) Crawls to explore their environment.
- 15) Shows pleasure when read to by smiling or using words such as “Yea!” or “More!”
- 17) Takes things apart.

Language, Communication, Reading & Writing 00-08 months

- 2) Startles, blinks, or opens her/his eyes wide when hearing a loud noise.
- 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.

Language, Communication, Reading & Writing 08-18 months

- 2) Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).

Social and Emotional Development 00-08 Months

- 2) Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.
- 8) Looks around while being held on the shoulders of a familiar adult.
- 11) Responds to touch by relaxing (e.g., when back is rubbed).
- 12) Responds to sound by cooing when songs are sung by familiar adults.
- 17) Enjoys playing with new toys (e.g., new sand toys in the sand box).
- 20) Kicks legs in excitement and settles when seeing a familiar adult.
- 32) Smiles at others.
- 38) Responds to the presence of familiar adults by kicking her/his feet and smiling.
- 49) Repeats an action when it makes people laugh.
- 52) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.

Social and Emotional Development 08-18 months

- 5) Shows affection, such as hugs and kisses.
- 7) Begins to enjoy and initiate humor, such as laughing in response to games.
- 55) Repeats an action when it makes people laugh.
- 63) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.

Younger Toddler

- Show interest in what others are doing.
- Select desired object from several options.

Approaches to Learning 08-18 Months

Sub-Domain: Initiative and Exploration

Galileo® G3 Assessment Scale Goal

- Begin to show curiosity/interest in new objects, experiences, and people.

- 4) Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).
- 6) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).
- 7) Plays side-by-side with another child using the same or similar toys. SR 3.
- 15) Remembers the location of, and searches for a favorite object.
- 17) Attempts to get help to obtain objects out of reach by seeking adult assistance.
- 20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 8.
- 26) In the absence of a preferred object, substitutes another object to calm self when upset.

Approaches to Learning 18-24 months

- 3) Imitates adult activities such as reading a magazine or helping to set the table. SR 3.
- 4) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.
- 6) Eagerly seeks and takes pleasure in learning new skills.
- 7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.
- 11) Remembers the location of and searches for a favorite object.
- 24) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher).

Cognitive Development and General Knowledge 08-18 months

- 9) Holds a toy phone to her/his ear and “talks”.
- 31) Shows a preference for favorite books.
- 35) Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).
- 36) Plays for brief periods of time with another child.
- 38) Enacts familiar events or household chores.
- 39) Pretends to call familiar people on a play phone.
- 40) Makes a detour to retrieve an object.
- 44) Pokes, drops, pushes pulls, and squeezes things to see what will happen.

Cognitive Development and General Knowledge 18-24 months

- 10) Plays "dress-up", imitating the behaviors of familiar adults.
- 11) Explores the contents of cabinets and drawers. SR 11.
- 17) Enacts familiar events or household chores.
- 18) Pretends to call familiar people on a play phone.
- 19) Makes a detour to retrieve an object.

Language, Communication, Reading & Writing 18-24 months

- 25) Picks out their favorite book from several choices.

Sub-Domain: Initiative and Exploration Galileo® G3 Assessment Scale Goal

	<p>Physical Development and Health 08-18 months</p> <p>32) Watches adults involved in listening and vocalizing activities.</p> <p>42) Demonstrates an interest in actively exploring the environment.</p> <p>Social and Emotional Development 08-18 months</p> <p><u>6) Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.</u></p> <p>15) Explores a new food with all their senses.</p> <p>18) Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.</p> <p>63) Plays with a preferred toy more than others.</p> <p>Social and Emotional Development 18-24 months</p> <p>9) Explores new food with all their senses.</p> <p>15) Tries out new games and toys.</p> <p><u>24) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 7.</u></p>
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Older Toddler

<ul style="list-style-type: none"> • At times, initiate a new task. • Verbally express a desire to complete task by self. • Independently select and use materials. 	<p>Approaches to Learning 18-24 Months</p> <p>14) Insists on completing a task even when assistance is needed.</p> <p>15) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).</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). SR 8.</u></p> <p>26) Uses objects together as tools.</p> <p>Approaches to Learning 2-3 years</p> <p>1) Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.</p> <p>5) Explores new toys to see how they work.</p> <p>12) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).</p> <p>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> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>43) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.</p> <p>44) Demonstrates assertiveness by saying “No!” or “Me Do it” when adults try to help with self-care tasks.</p> <p>51) Uses materials such as pencils, paints, and play dough in different and varied ways.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p><u>47) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.</u></p>
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Sub-Domain: Initiative and Exploration Galileo® G3 Assessment Scale Goal	
	<p>Social and Emotional Development 18-24 months</p> <p>15) Tries out new games and toys.</p> <p>56) Initiates simple games and chooses things to explore.</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>
Younger Preschool	
<ul style="list-style-type: none"> • Initiate new tasks by self. • With support, use a variety of resources to explore materials and ideas. • Explore and manipulate familiar objects in new and imaginative ways. 	<p>Approaches to Learning 2-3 years</p> <p>1) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.</p> <p>5) Explores new toys to see how they work.</p> <p>20) <u>Uses objects together as tools. SR 3.</u></p> <p>25) <u>Combines materials, objects, equipment in new ways to produce multiple uses. SR 6.</u></p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>10) Makes play dough creations.</p> <p>18) Pokes, drops, pushes, pulls, and squeezes objects to see what will happen.</p> <p>37) Uses materials such as pencils, paints, and play dough in different and varied ways</p> <p>Language, Communication, Reading and Writing 18-24 months</p> <p>17) Invents new words for fun and experimenting.</p> <p>Language, Communication, Reading and Writing 2-3yrs</p> <p>9) Combines words to create meaningful short sentences.</p> <p>35) Brings a “cake” from the sand area and asks familiar adults to “eat it”.</p> <p>36) Stacks several blocks and then calls it “my house”.</p> <p>Social and Emotional Development 2-3 years</p> <p>10) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).</p> <p>12) Tries out new games and toys.</p> <p>Logic and Reasoning 3-5 years</p> <p>11) Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p>
Older Preschool	
<ul style="list-style-type: none"> • Take initiative to learn new concepts and try new experiences. • Seek and gather new information to plan for projects and activities. 	<p>Cognitive Development and General Knowledge 2-3 years</p> <p>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>Approaches to Learning 3-5 years</p> <p>1) Explores most areas of the classroom.</p> <p>2) Participates in an increasing variety of experiences independently.</p> <p>3) <u>Combines materials, objects, equipment in new ways to produce multiple uses. SR 61.</u></p>

Sub-Domain: Initiative and Exploration Galileo® G3 Assessment Scale Goal

	<p>4) Selects activities or objects from a choice of at least two in a daily routine.</p> <p>7) <u>Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). SR 62.</u></p>
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APL 1.2: Demonstrate interest and curiosity as a learner

Infant

<ul style="list-style-type: none"> • Show budding interest in how objects work. • Try a variety of approaches to get desired outcomes. • Physically explore new ways to use objects and observe results. 	<p>Approaches to Learning 00-08 months</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>8) Kicks or swats a mobile to repeat a sound or motion.</p> <p>9) Grasps, releases, re-grasps and re-releases an object.</p> <p><u>10) Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p><u>11) Bangs an object repeatedly while exploring its properties. SR 3.</u></p> <p>13) Fills a container with small objects and dumps them out repeatedly.</p> <p>18) Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p> <p><u>22) Drops a toy or object and looks for it. SR 4.</u></p> <p>Cognitive Development and General Knowledge 00-08 months</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>20) Knocks down a block tower or nesting cups.</p> <p>28) Reaches for a mobile or other similar object to make it move.</p> <p>36) Smiles as she/he figures out how to move around an object.</p> <p>45) Raises her/his bottle as the level of liquid drops.</p> <p>48) Smiles while banging a block or other object on the floor.</p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p><u>16) Investigates books by chewing, shaking, and banging. SR 13.</u></p> <p>31) Reaches, grasps, and places objects in her/his mouth.</p> <p>Social and Emotional Development 00-08 months</p> <p>18) Cries when hungry, uncomfortable, or unhappy.</p> <p>21) Raises arms to familiar adults for comfort or to be picked up.</p> <p>24) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.</p> <p>54) Cries in particular ways to get needs met.</p>
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Sub-Domain: Initiative and Exploration Galileo® G3 Assessment Scale Goal

Younger Toddler

- Ask questions about familiar objects, people, and experiences.
- Begin to show curiosity and interest in new objects, experiences, and people.
- Explore and manipulate familiar objects in the environment.

Approaches to Learning 08-18 months

2) Explores objects using a variety of senses (e.g., mouthing, waving, banging).

5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.

6) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).

8) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.

21) Drops a toy or object and looks for it.

25) Attempts to open a container to get an object.

Approaches to Learning 18-24 months

1) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).

2) Plays side-by-side with another child using the same or similar toys.

Cognitive Development and General Knowledge 08-18 months

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).

3) Touches and mouths objects for sensory exploration.

5) Crawls to explore their environment.

16) Fills and dumps sand, toys, and blocks.

17) Takes things apart.

18) Places items in containers and then pours them out, repeatedly. SR 9.

19) Activates toys such as jack-in-the-box.

20) Drops a toy or a bottle on the floor and watches to see what happens. SR 8.

Cognitive Development and General Knowledge 18-24 months

1) Places items in containers and then pours them out, repeatedly. SR 10.

2) Drops a toy or bottle on the floor and watches to see what happens.

11) Explores the contents of cabinets and drawers. SR 11.

12) Stacks blocks and knocks them down.

16) Explores objects by taking things apart, stacking, sorting, tracing, etc. SR 12.

29) Pokes, drops, pushes, pulls, and squeezes things to see what will happen.

48) Uses objects for other than their intended purposes.

51) Uses materials such as pencils, paints, and play dough in different and varied ways.

Physical Development and Health 08-18 months

3) Shows interest in people and objects.

Sub-Domain: Initiative and Exploration

Galileo® G3 Assessment Scale Goal

- 11) Tracks a moving object with interest.
- 12) Points to objects/people that attract her/his attention.
- 42) Demonstrates an interest in actively exploring the environment.
- Social and Emotional Development 08-18 months**
- 6) Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.
- 14) Enjoys playing with new toys (e.g., new sand toys in the sand box).
- 15) Explores new food with all their senses.
- 16) Uses familiar objects in new and different ways (e.g., a shoe as a telephone).
- Social and Emotional Development 18-24 months**
- 13) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).
- 15) Tries out new games and toys.

Older Toddler

- Ask questions about novel objects, people, and experiences.
- Demonstrate enthusiasm for new learning (may be within familiar contexts).
- Use active exploration to solve a problem.

- Approaches to Learning 18-24 months**
- 4) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.
- 6) Eagerly seeks and takes pleasure in learning new skills.
- 7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.
- 13) Tries various shapes in a shape-sorting toy until the shape finally fits.
- 18) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).
- 26) Uses objects together as tools.
- 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). SR 5.
- Cognitive Development and General Knowledge 08-18 months**
- 11) Shows pleasure at attempting hand movements to some finger plays.
- 15) Shows pleasure when read to by smiling or using words such as “Yea!” or “More!”
- 23) Enjoys repeating a newly learned activity.
- 46) Raises her/his bottle as the level of liquid drops.
- 52) Points to a picture, looking for adults to name the picture.
- 58) Uses a stick or object to obtain something out of reach. SR 11.
- 61) Enjoys messy activities, such as finger painting.
- 62) Chooses to solve simple tasks (e.g., attempting a simple puzzle).
- 63) Uses trial and error to fit different shapes into holes or stack things in order.
- 64) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.

Sub-Domain: Initiative and Exploration Galileo® G3 Assessment Scale Goal	
	<p>Cognitive Development and General Knowledge 18-24 months</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><u>56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). SR 13.</u></p> <p>Social and Emotional Development 08-18 months</p> <p>18) Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.</p> <p>57) Smiles and claps hands when they successfully accomplish a task (e.g., climbing up stairs).</p> <p>58) Moves his/her body to fit inside a tunnel toy with a peer or sibling.</p> <p>Social and Emotional Development 18-24 months</p> <p>12) Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.</p>
Younger Preschool	
<ul style="list-style-type: none"> • Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks. • Communicate a desire to learn new concepts or ideas. • Exhibit willingness to try new experiences. • Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration. 	<p>Approaches to Learning 2-3 years</p> <p>1) Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.</p> <p>2) Imitates adult activities such as reading a magazine or helping to set the table.</p> <p><u>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). SR 2.</u></p> <p>5) Explore new toys to see how they work.</p> <p>6) Plays beside other children, imitating the play of another child.</p> <p>10) Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p>16) Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.</p> <p><u>20) Uses objects together as tools. SR 3.</u></p> <p><u>25) Combines materials, objects, equipment in new ways to produce multiple uses. SR 6.</u></p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>10) Makes play dough creations.</p> <p>11) Asks questions while a book is being read by a familiar adult.</p> <p>14) Inspects/manipulates moving parts of toys (e.g., wheels).</p> <p>15) Persistently asks “Why?”.</p> <p>18) Pokes, drops, pushes, pulls, and squeezes objects to see what will happen.</p>

Sub-Domain: Initiative and Exploration Galileo® G3 Assessment Scale Goal

	<p>30) Asks questions that include “How many?” or “How much?”.</p> <p>37) Uses materials such as pencils, paints, and play dough in different and varied ways</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p><u>13) Asks questions to obtain information or assistance.</u></p> <p>SR 17.</p> <p>Social and Emotional Development 2-3 years</p> <p>12) Tries out new games and toys.</p> <p>13) Starts becoming more comfortable when entering new environments.</p> <p>39) Approaches a new person after familiar adults have talked with that person for a while.</p> <p>Approaches to Learning 3-5 years</p> <p>2) Participates in an increasing variety of experiences independently.</p> <p>7) Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).</p> <p>10) Experiments with a variety of strategies to solve a problem or complete a task.</p> <p>Logic and Reasoning 3-5 years</p> <p>19) Tries out new ideas to see if they will work.</p>
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Older Preschool

<ul style="list-style-type: none"> • Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks. • Communicate a desire to learn new concepts or ideas. • Exhibit willingness to try new experiences. • Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration. 	<p>Approaches to Learning 2-3 years</p> <p>1) Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.</p> <p>2) Imitates adult activities such as reading a magazine or helping to set the table.</p> <p><u>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).</u> SR 2.</p> <p>5) Explore new toys to see how they work.</p> <p>6) Plays beside other children, imitating the play of another child.</p> <p>10) Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p>16) Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.</p> <p><u>20) Uses objects together as tools.</u> SR 3.</p> <p><u>25) Combines materials, objects, equipment in new ways to produce multiple uses.</u> SR 6.</p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>10) Makes play dough creations.</p> <p>11) Asks questions while a book is being read by a familiar adult.</p> <p>14) Inspects/manipulates moving parts of toys (e.g., wheels).</p> <p>15) Persistently asks “Why?”.</p>
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Sub-Domain: Initiative and Exploration	Galileo® G3 Assessment Scale Goal
	<p>18) Pokes, drops, pushes, pulls, and squeezes objects to see what will happen.</p> <p>30) Asks questions that include “How many?” or “How much?”.</p> <p>37) Uses materials such as pencils, paints, and play dough in different and varied ways</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p><u>13) Asks questions to obtain information or assistance. SR 17.</u></p> <p>Social and Emotional Development 2-3 years</p> <p>12) Tries out new games and toys.</p> <p>13) Starts becoming more comfortable when entering new environments.</p> <p>39) Approaches a new person after familiar adults have talked with that person for a while.</p> <p>Approaches to Learning 3-5 years</p> <p>2) Participates in an increasing variety of experiences independently.</p> <p>7) Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).</p> <p>10) Experiments with a variety of strategies to solve a problem or complete a task.</p> <p>Logic and Reasoning 3-5 years</p> <p>19) Tries out new ideas to see if they will work.</p>

Sub-Domain: Flexible Thinking	Galileo® G3 Assessment Scale Goal
APL 2.1: Demonstrate development of flexible thinking skills during play	
Infant	
<ul style="list-style-type: none"> • Manipulate objects. • Imitate actions. 	<p>Approaches to Learning 00-08 months</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>8) Kicks or swats a mobile to repeat a sound or motion.</p> <p>9) Grasps, releases, re-grasps and re-releases an object.</p> <p><u>10) Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p><u>11) Bangs an object repeatedly while exploring its properties. SR 3.</u></p> <p><u>22) Drops a toy or object and looks for it. SR 4.</u></p> <p>Cognitive Development and General Knowledge 00-08 months</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>16) Imitates familiar sounds and movements.</p> <p>20) Knocks down a block tower or nesting cups.</p> <p>39) Imitates facial expressions, sounds, and gestures.</p>

Sub-Domain: Flexible Thinking	Galileo® G3 Assessment Scale Goal
	<p>46) Raises her/his bottle as the level of liquid drops. 48) Smiles while banging a block or other object on the floor.</p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p>28) Imitates cooing sounds made by familiar adults. 29) Mimics hand clapping and waving bye-bye. 33) <u>Imitates writing by scribbling, without regard to direction or location. SR 20.</u></p> <p>Social and Emotional Development 00-08 months</p> <p>7) Imitates the actions of familiar adults (e.g., clapping). 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>
Younger Toddler	
<ul style="list-style-type: none"> Use objects for real or imagined purposes. 	<p>Approaches to Learning 08-18 months</p> <p>21) Drops a toy or object and looks for it. 22) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self). 26) In the absence of a preferred object, substitutes another object to calm self when upset. 27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door).</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>7) Enjoys rolling a ball to familiar adults. 8) Holds a toy phone to her/his ear and “talks”. 16) Fills and dumps sand, toys, and blocks. <u>18) Places items in containers and then pours them out, repeatedly. SR 9.</u> 19) Activates toys such as a jack-in-the-box. 39) Pretends to call familiar people on a play phone. <u>58) Uses a stick or object to obtain something out of reach. SR 11.</u></p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>39) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).</p> <p>Physical Development and Health 08-18 months</p> <p>17) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). 18) Drinks from a cup with help.</p> <p>Social and Emotional Development 08-18 months</p> <p>16) Uses familiar objects in new and different ways (e.g., a shoe as a telephone).</p>
Older Toddler	

Sub-Domain: Flexible Thinking	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> Substitute one object for another in pretend play or pretend with objects that may or may not be present. Show creativity, inventiveness, and flexibility in approach to play with adult guidance. 	<p>Approaches to Learning 08-18 months</p> <p>27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door).</p> <p>Approaches to Learning 18-24 months</p> <p><u>3) Imitates adult activities such as reading a magazine or helping to set the table. SR 3.</u></p> <p><u>19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) SR 2.</u></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). SR 8.</u></p> <p><u>24) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 7.</u></p> <p>26) Uses objects together as tools.</p> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>10) Plays "dress-up", imitating the behaviors of familiar adults.</p> <p><u>16) Explores objects by taking things apart, stacking sorting, tracing, etc. SR 12.</u></p> <p>29) Pokes, drops, pushes pulls, and squeezes things to see what will happen.</p> <p>37) Enjoys messy activities, such as finger painting.</p> <p>51) Uses materials such as pencils, paints, and play dough in different and varied ways.</p> <p>55) 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>Language, Communication, Reading & Writing 2-3 years</p> <p>35) Brings a "cake" from the sand area and asks familiar adults to "eat it".</p> <p>36) Stacks several blocks and then calls it "my house".</p> <p>Social and Emotional Development 08-18 months</p> <p>16) Uses familiar objects in new and different ways (e.g., a shoe as a telephone).</p> <p>Social and Emotional Development 18-24 months</p> <p>6) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p>10) Uses familiar objects in new and different ways (e.g., a shoe as a telephone).</p> <p>58) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.</p>
Younger Preschool	
<ul style="list-style-type: none"> Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance. Begin to demonstrate flexibility in approach to play and learning. Adjust approach to task to resolve difficulties with adult support. 	<p>Approaches to Learning 2-3 years</p> <p>10) Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p><u>20) Uses objects together as tools. SR 3.</u></p> <p>23) Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).</p>

Sub-Domain: Flexible Thinking	Galileo® G3 Assessment Scale Goal
	<p><u>25) Combines materials, objects, equipment in new ways to produce multiple uses. SR 6.</u></p> <p><u>26) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). SR 5.</u></p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>37) Uses materials such as pencils, paints, and play dough in different and varied ways</p> <p>45) Persists with objects, or with frustrating toys.</p> <p>46) Imitates other children's play or begins to play with others in associative play.</p> <p>53) Finds solutions basic everyday problems (e.g., peels paper off a crayon to continue coloring).</p> <p>Social and Emotional Development 2-3 years</p> <p><u>5) Seeks support from familiar adults to resolve conflicts with peers. SR 34.</u></p> <p>16) Plays without disrupting or destroying the work of others.</p> <p>24) Plays beside another child for short periods of time.</p> <p>33) Shares occasionally with other children.</p> <p>37) Seeks help from familiar adults after unsuccessfully attempting to complete a task.</p>
Older Preschool	
<ul style="list-style-type: none"> • Demonstrate inventiveness, imagination, and creativity to solve a problem. • Develop recovery skills from setbacks and differences in opinion in a group setting. 	<p>Approaches to Learning 3-5 years</p> <p>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).</p> <p>10) Experiments with a variety of strategies to solve a problem or complete a task.</p> <p>Logic and Reasoning 3-5 years</p> <p>15) Seeks assistance from an adult when attempting to solve a problem.</p> <p>16) Seeks assistance from peers when attempting to solve a problem.</p> <p>17) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p> <p><u>18) Uses concrete materials to solve a problem (e.g., blocks to count). SR 14.</u></p> <p>19) Tries out new ideas to see if they will work.</p> <p>20) Suggests an alternative solution to solve a problem, without assistance.</p> <p>21) Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p> <p>22) Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).</p>

APL 3.1: Demonstrate development of sustained attention and persistence

Infant

- Examine objects for brief periods of time.
- Express discomfort when needs are not met.
- Repeat actions to make something happen again.

Approaches to Learning 00-08 months

- 4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).
- 8) Kicks or swats a mobile to repeat a sound or motion.
- 9) Grasps, releases, re-grasps and re-releases an object.
- 10) Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.
- 11) Bangs an object repeatedly while exploring its properties. SR 3.
- 22) Drops a toy or object and looks for it. SR 4.

Approaches to Learning 08-18 months

- 2) Explores objects using a variety of senses (e.g., mouthing, waving, banging).

Cognitive Development and General Knowledge 00-08 months

- 4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).
 - 5) Along with adults, looks at picture books.
 - 10) Touches and mouths objects for sensory exploration. SR 8.
 - 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.
 - 18) Watches and follows the movement of a mobile.
 - 19) Watches and follows both horizontal and vertical movements of objects.
 - 25) Cries when in need of something.
 - 28) Reaches for a mobile or other similar object to make it move.
 - 31) Vocalizes when being read a familiar book by a familiar adult.
 - 36) Smiles as she/he figures out how to move around an object.
 - 44) Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.
 - 47) Plays with a single toy for two to three minutes.
 - 48) Smiles while banging a block or other object on the floor.
- Language, Communication, Reading & Writing 00-08 months**
- 7) Uses some sign or body language to indicate a need (e.g., “more” “eat”).
 - 8) Focuses on books/pictures as adults describe them. SR 17.
 - 13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). SR 19.

Sub-Domain: Attentiveness and Persistence

Galileo® G3 Assessment Scale Goal

18) Babbles while looking at a book with an adult. SR 18.
20) Focuses attention on picture books with bold and colorful images. SR 16.
21) Points at a book to have the same story read again and again. SR 21.
 25) Follows moving objects with her/his eyes.
30) Holds toys with both hands. SR 14.
 31) Reaches, grasps, and places objects in her/his mouth.
32) Passes an object from one hand to another. SR 27.
Physical Development and Health 00-08 months
 12) Gradually coordinates eye movements to moving objects in field of vision.
 15) Looks at objects as he/she transfers them from hand to hand.
Social and Emotional Development 00-08 months
 15) Reaches for and grasps objects.
 18) Cries when hungry, uncomfortable, or unhappy.
53) Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over). SR 30.
 57) Plays with a preferred toy more than others.

Younger Toddler

- Jointly attend to books for several minutes.
- Engage and persist with an activity, toy, or object, but is easily distracted.
- Engage for longer periods of time when trying to work through tasks.

Approaches to Learning 08-18 months
 3) Shows continued interaction with adults by vocalizing and smiling when they are being read to.
 8) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.
 12) Asks or gestures that they want the same song or story repeated over and over again.
 13) Looks at pictures in a book for an extended period of time.
 18) Requests that a favorite book be read over again.
Cognitive Development and General Knowledge 00-08 months
 5) Along with adults, looks at picture books.
 31) Vocalizes when being read a familiar book by a familiar adult.
Cognitive Development and General Knowledge 18-24 months
56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). SR 13.
Cognitive Development and General Knowledge 2-3 years
 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).
Language, Communication, Reading & Writing 00-08 months
 8) Focuses on books/pictures as adults describe them. SR 17.

Sub-Domain: Attentiveness and Persistence

Galileo® G3 Assessment Scale Goal

18) Babbles while looking at a book with an adult. SR 18.
20) Focuses attention on picture books with bold and colorful images. SR 16.
21) Points at a book to have the same story read again and again. SR 21.
Language, Communication, Reading & Writing 18-24 months
 8) Listens to the reading of a short picture book (e.g., 10 pages).
Social and Emotional Development 18-24 months
 23) Engages in reassuring self-talk or changing goals when frustrated or frightened.

Older Toddler

- Attend to a book for longer periods of time (jointly or independently).
- Focus on an activity for short periods of time despite distractions.
- Repeat an activity many times in order to master it, even if setbacks occur.

Approaches to Learning 08-18 months
11) Fills a container with small objects and dumps them out repeatedly. SR 4.
 13) Looks at pictures in a book for an extended period of time.
16) Repeats a new skill, such as going up and down a step. SR 5.
 18) Requests that a favorite book be read over again.
 19) Plays the same music and movement activity over and over.
Approaches to Learning 18-24 months
 17) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.
Approaches to Learning 2-3 years
 17) Maintains concentration in an activity despite distractions or interruptions.
 54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).
Cognitive Development and General Knowledge 08-18 months
18) Places items in containers and then pours them out repeatedly. SR 9.
 23) Enjoys repeating a newly learned activity.
Cognitive Development and General Knowledge 18-24 months
1) Places items in containers and then pours them out repeatedly. SR 10.
 24) Repeats words over and over.
Language, Communication, Reading & Writing 2-3 years
 3) Listens to the reading of a short picture book (e.g., 10 pages).
Social and Emotional Development 08-18 months
 36) Begins to attend during short, focused activities (e.g., listening to simple stories being read).

Sub-Domain: Attentiveness and Persistence	Galileo® G3 Assessment Scale Goal
	<p>70) Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.</p> <p>Social and Emotional Development 18-24 months</p> <p>28) Begins to attend during short, focused activities (e.g., listening to simple stories being read).</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> <p>Social and Emotional Development 2-3 years</p> <p>19) Engages in reassuring self-talk or changing goals when frustrated or frightened.</p>
Younger Preschool	
<ul style="list-style-type: none"> Independently attend to a book from beginning to end. Demonstrate ability to delay gratification for short periods of time. See an activity through to completion. 	<p>Social and Emotional Development 2-3 years</p> <p>26) Waits to take her/his turn.</p> <p>Approaches to Learning 3-5 years</p> <p>11) Maintains concentration in an activity despite distractions or interruptions.</p> <p>12) Maintains interest in an activity for an appropriate period of time.</p> <p>13) Completes a simple self-selected activity or task.</p> <p>15) Persists with a difficult or non-preferred activity.</p>
Older Preschool	
<ul style="list-style-type: none"> Independently attend to a book from beginning to end. Focus on an activity with deliberate concentration despite distractions and/or temptations. Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress. Persist in trying to complete a task after previous attempts have failed. 	<p>Approaches to Learning 3-5 years</p> <p>11) Maintains concentration in an activity despite distractions or interruptions.</p> <p>12) Maintains interest in an activity for an appropriate period of time.</p> <p>13) Completes a simple self-selected activity or task.</p> <p>15) Persists with a difficult or non-preferred activity.</p>

Sub-Domain: Social Interactions	Galileo® G3 Assessment Scale Goal
APL 4.1: Demonstrate development of social interactions during play	
Infant	
<ul style="list-style-type: none"> Engage in onlooker play. Begin to exhibit skills in solitary play. Show interest in children who are playing nearby. 	<p>Approaches to Learning 00-08 months</p> <p>8) Kicks or swats a mobile to repeat a sound or motion.</p> <p><u>10) Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p><u>11) Bangs an object repeatedly while exploring its properties. SR 3.</u></p> <p>13) Fills a container with small objects and dumps them out repeatedly.</p> <p><u>20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 5.</u></p>

Sub-Domain: Social Interactions**Galileo® G3 Assessment Scale Goal****Cognitive Development and General Knowledge 00-08 months**

10) Touches and mouths objects for sensory exploration. SR 8.

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.

20) Knocks down a block tower or nesting cups.

36) Smiles as she/he figures out how to move around an object.

48) Smiles while banging a block or other object on the floor.

Language, Communication, Reading & Writing 00-08 months

30) Holds toys with both hands. SR 14.

31) Reaches, grasps, and places objects in her/his mouth.

32) Passes an object from one hand to another. SR 27.

Physical Development and Health 00-08 months

15) Looks at objects as he/she transfers them from hand to hand.

Social and Emotional Development 00-08 months

9) Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.

15) Reaches for and grasps objects.

17) Enjoys playing with new toys (e.g., new sand toys in the sand box).

55) Moves toward and gets a favorite toy, then smiles.

57) Plays with a preferred toy more than others.

Younger Toddler

- Engage in solitary play.
- Begin to exhibit skills in parallel play.
- Show preference for certain peers over time although these preferences may shift.

Approaches to Learning 08-18 months

7) Plays side-by-side with another child using the same or similar toys. SR 3.

11) Fills a container with small objects and dumps them out repeatedly. SR 4.

19) Plays the same music and movement activity over and over.

27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 7.

Cognitive Development and General Knowledge 08-18 months

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).

9) Holds a toy phone to her/his ear and “talks”.

16) Fills and dumps sand, toys, and blocks.

17) Takes things apart.

18) Places items in containers and then pours them out, repeatedly. SR 9.

Sub-Domain: Social Interactions	Galileo® G3 Assessment Scale Goal
	<p>36) Plays for brief periods of time with another child. 37) Shows preference among play partners. 41) Explores pegboards with fingers, trying to put objects into holes. 47) Plays with a single toy for two to three minutes.</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>28) Holds toys with both hands. 33) <u>Holds crayons and transfers them from one hand to another. SR 20.</u></p> <p>Social and Emotional Development 08-18 months</p> <p>6) <u>Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.</u></p> <p>14) Enjoys playing with new toys (e.g., new sand toys in the sand box). 49) Touches or imitates another child sitting nearby. 50) Recognizes the name of a friend.</p>
Older Toddler	
<ul style="list-style-type: none"> • Engage in parallel play. • Begin to exhibit skills in associative play. • Participate in play activities with a small group of children for short periods of time. 	<p>Approaches to Learning 18-24 months</p> <p>2) Plays side-by-side with another child using the same or similar toys.</p> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>53) Begins to enjoy small-group activities facilitated by an adult. 55) 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>Physical Development and Health 18-24 months</p> <p>5) <u>Participates in parallel play. SR 40.</u></p> <p>6) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll). 46) Initiates play with a familiar peer.</p>
Younger Preschool	
<ul style="list-style-type: none"> • Engage in associative play. • Participate in cooperative play activities with some adult guidance. • Participate in play activities with a small group of children. 	<p>Approaches to Learning 2-3 years</p> <p>6) Plays beside other children, imitating the play of another child.</p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>26) Identifies a “best friend”. 39) Begins to enjoy small-group activities facilitated by an adult. 41) Brings others into their play (e.g., “Let’s go on a bus ride. Here are the seats, and you be the driver”). 46) Imitates other children’s play or begins to play with others in associative play. 48) Initiates interactions with playmates.</p> <p>Language, Communication, Reading & Writing 2-3 years</p>

Sub-Domain: Social Interactions	Galileo® G3 Assessment Scale Goal
	<p>35) Brings a “cake” from the sand area and asks familiar adults to “eat it”.</p> <p>Social and Emotional Development 2-3 years</p> <p>2) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p><u>4) Engages in positive social play alongside, and occasionally with, other children. SR 34.</u></p> <p>9) Verbally or nonverbally invites a peer to play.</p> <p>24) Plays beside another child for short periods of time.</p> <p>25) Listens to and follows simple rules in small group activity.</p> <p>36) Initiates play with a familiar peer.</p>
Older Preschool	
<ul style="list-style-type: none"> • Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation. • Demonstrate cooperative behavior in interactions with others. • Begin to accept and share leadership. 	<p>Social and Emotional Development 3-5 years</p> <p><u>12) Follows established rules and routines in the classroom. SR 68.</u></p> <p>14) Comfortably accepts guidance and directions from a familiar adult.</p> <p>33) Verbally or nonverbally invites a peer to play.</p> <p><u>38) Joins a cooperative play activity using appropriate verbal/nonverbal strategies. SR 73.</u></p> <p>39) Sustains a cooperative participation with others.</p>

E. Science

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.
- NA indicates when a standard has no alignment to the G3 Scale.

Sub-Domain: Physical Science	Galileo® G3 Assessment Scale Goal
SC1.1: Demonstrate ability to explore objects in the physical world	
Infant	
<ul style="list-style-type: none"> • Observe and experience the environment using all five senses. • React to changes in light. • Focus attention on sounds, movement, and objects. 	<p>Approaches to Learning 00-08 months</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>8) Kicks or swats a mobile to repeat a sound or motion.</p> <p><u>10) Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p><u>11) Bangs an object repeatedly while exploring its properties. SR 3.</u></p> <p>15) Looks at pictures in a book for an extended period of time.</p> <p>16) Turn toward and tracks voices, people, and objects.</p> <p>18) Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p> <p>19) Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing.</p> <p>23) Reacts with movement to the sound of music.</p> <p>Approaches to Learning 08-18 months</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>2) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p><u>5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.</u></p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>1) Responds to loud noises by being startled or crying.</p> <p>4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).</p> <p><u>10) Touches and mouths objects for sensory exploration. SR 8.</u></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>18) Watches or follows the movement of a mobile.</p> <p>19) Watches and follows both horizontal and vertical movements of objects.</p> <p>28) Reaches for a mobile or other similar object to make it move.</p> <p>37) Moves to music with familiar adults.</p> <p><u>45) Reaches for objects within view. SR 10.</u></p>

Cognitive Development and General Knowledge 08-18 months

- 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).
- 3) Touches and mouths objects for sensory exploration.
- 24) Reaches for a mobile or other similar object to make it move.
- 25) Watches and follows both horizontal and vertical movements of objects.

Language, Communication, Reading & Writing 00-08 months

- 1) Moves arm and legs upon hearing a familiar voice.
- 2) Startles, blinks, or opens her/his eyes when hearing a loud noise.
- 3) Turns her/his head in the direction of a sound (e.g., telephone ringing).

16) Investigates books by chewing, shaking, banging. SR 13.

- 25) Follows a moving object with her/his eyes.
- 31) Reaches, grasps, and places objects in her/his mouth.

Language, Communication, Reading & Writing 08-18 months

- 10) Gradually coordinates eye movements to moving objects in field of vision.
- 11) Tracks a moving object with interest.
- 12) Points to objects/people that attract her/his attention.

Social and Emotional Development 00-08 months

- 11) Responds to touch by relaxing (e.g., when back is rubbed).
- 12) Responds to sound by cooing when songs are sung by familiar adults.
- 13) Responds to light and dark by squinting when lights are turned on in a dark room.
- 15) Reaches for and grasps objects.

Social and Emotional Development 08-18 months

- 15) Explores a new food with all their senses.

Younger Toddler

- Notice and react to cause and effect within the physical environment.
- Use tools to explore the physical environment.

Approaches to Learning 08-18 months

- 5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.
- 11) Fills a container with small objects and dumps them out repeatedly. SR 4.
- 22) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).

Approaches to Learning 18-24 months

- 18) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).
- 26) Uses objects together as tools.

Cognitive Development and General Knowledge 08-18 months

- 16) Fills and dumps sand, toys, and blocks.
- 17) Takes things apart.
- 18) Places items in containers and then pours them out, repeatedly. SR 9.
- 19) Activates toys, such as jack-in-the-box.
- 20) Drops a toy or bottle on the floor and watches to see what happens. SR 8.
- 44) Pokes, drops, pushes, pulls, and squeezes things to see what will happen.
- 58) Uses a stick or object to obtain something out of reach. SR 11.

Cognitive Development and General Knowledge 18-24 months

- 1) Places items in containers and then pours them out, repeatedly. SR 10.
- 2) Drops a toy or bottle on the floor and watches to see what happens.
- 29) Pokes, drops, pushes pulls, and squeezes things to see what will happen.
- 49) Uses a spoon to get food into her/his mouth.

Social and Emotional Development 00-08 months

- 52) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.
- 53) Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over). SR 30.

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.
- 26) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. SR 33.
- 38) Gains the attention of peers through vocalizations, reaching out, and smiling.
- 39) Vocalizes and points to get the attention of a familiar adult.
- 55) Repeats an action when it makes people laugh.
- 63) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.
- 64) Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over).

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.

Sub-Domain: Physical Science	Galileo® G3 Assessment Scale Goal
	<p>Nature and Science 3-5 years</p> <p>2) Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p> <p>3) <u>Uses tools to measure materials and make comparisons (e.g., scales, rulers). SR 13.</u></p>
Older Toddler	
<ul style="list-style-type: none"> • Use simple words to describe sensory experiences, objects, and how objects move. • Identify and solve problems in the environment through active exploration. 	<p>Approaches to Learning 18-24 months</p> <p>8) <u>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). SR 9.</u></p> <p>13) Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p>14) Insists on completing a task even when assistance is needed.</p> <p>17) <u>Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it. SR 4.</u></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> <p>26) Uses objects together as tools.</p> <p>27) <u>Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). SR 5.</u></p> <p>Approaches to Learning 2-3 years</p> <p>20) <u>Uses objects together as tools. SR 3.</u></p> <p>23) Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).</p> <p>24) Experiments with a variety of strategies to solve a problem or complete a task.</p> <p>25) <u>Combines materials, objects, equipment in new ways to produce multiple uses. SR 6.</u></p> <p>26) <u>Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). SR 5.</u></p> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>6) Describes activities, such as "Me eat".</p> <p>23) When she/he spills a liquid (e.g., milk), says "uh-oh".</p> <p>43) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.</p> <p>51) Uses materials such as pencils, paints, and play dough in different and varied ways.</p> <p>56) <u>Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). SR 13.</u></p>

Sub-Domain: Physical Science	Galileo® G3 Assessment Scale Goal
	<p>Cognitive Development and General Knowledge 2-3 years</p> <p>53) Finds solutions to basic everyday problems (e.g., peels paper off a crayon to continue coloring).</p> <p>54) Demonstrates some persistence and creativity in solving problem. (e.g., turns puzzle pieces in various directions to complete the puzzle).</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>5) Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.</p> <p>17) Invents new words for fun and experimenting.</p> <p>31) <u>Uses words to label and describe pictures/objects in books. SR 25</u></p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p>11) uses descriptive words with objects (e.g., “pretty flowers”).</p> <p>13) <u>Asks questions to obtain information or assistance. SR 17.</u></p> <p>Social and Emotional Development 18-24 months</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>
Younger Preschool	
<ul style="list-style-type: none"> • Use senses to learn about concepts of weight, motion, and force. • Ask questions about physical properties and changes in the physical world. 	<p>Approaches to Learning 2-3 years</p> <p>1) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.</p> <p>5) Explores new toys to see how they work.</p> <p>7) Looks at insects, leaves, or other things from nature, examines and watches them move or grow.</p> <p>10) Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p>15) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.</p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>4) Explores objects by taking things apart, stacking, sorting, tracing, etc.</p> <p>10) Makes play dough creations.</p> <p>14) Inspects/manipulates moving parts of toys (e.g., wheels).</p> <p>15) Persistently asks “Why?”.</p> <p>18) Pokes, drops, pushes, pulls, and squeezes objects to see what will happen.</p> <p>30) Asks questions that include “How many?” or “How much?”.</p>

Sub-Domain: Physical Science	Galileo® G3 Assessment Scale Goal
	<p>Social and Emotional Development 2-3 years 12) Tries out new games and toys.</p> <p>Nature and Science 3-5 years 1) Uses senses (e.g., touch, smell) to learn about the natural and physical world. 2) Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 54) Asks "Why" questions to learn more about a current/past event. <u>55) Asks "What will happen if" questions to help predict a future event. SR 25.</u> 56) Asks "How" objects and events are different/same</p>
Older Preschool	
<ul style="list-style-type: none"> • Use senses to describe concepts of weight, motion, and force. • Ask questions and draw conclusions about physical properties and the physical world. 	<p>Approaches to Learning 2-3 years 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. 7) Looks at insects, leaves, or other things from nature, examines and watches them move or grow. 10) Tries various shapes in a shape-sorting toy until the shape finally fits. 15) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.</p> <p>Cognitive Development and General Knowledge 2-3 years 4) Explores objects by taking things apart, stacking, sorting, tracing, etc. 10) Makes play dough creations. 14) Inspects/manipulates moving parts of toys (e.g., wheels). 15) Persistently asks "Why?". 18) Pokes, drops, pushes, pulls, and squeezes objects to see what will happen. 30) Asks questions that include "How many?" or "How much?".</p> <p>Social and Emotional Development 2-3 years 12) Tries out new games and toys.</p> <p>Nature and Science 3-5 years 1) Uses senses (e.g., touch, smell) to learn about the natural and physical world. 2) Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 54) Asks "Why" questions to learn more about a current/past event. <u>55) Asks "What will happen if" questions to help predict a future event. SR 25.</u> 56) Asks "How" objects and events are different/same.</p>

SC1.2: Demonstrate awareness of the physical properties of objects

Infant

- Notice cause and effect within the physical environment.
- Perform actions with objects and observe results.

Approaches to Learning 00-08 months

8) Kicks or swats a mobile to repeat a sound or motion.
13) Fills a container with small objects and dumps them out repeatedly.

22) Drops a toy or object and looks for it. SR 4.

Cognitive Development and General Knowledge 00-08 months

12) Shakes toys to elicit a response or sound.
20) Knocks down a block tower or nesting cups.
28) Reaches for a mobile or similar object to make it move.

Language, Communication, Reading, & Writing 00-08 months

34) Repeats motions to make additional marks on paper.

Physical Development and Health 00-08 months

15) Looks at objects as he/she transfers them from hand to hand.

Social and Emotional Development 00-08 months

53) Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over). SR 30.

Younger Toddler

- Begin to identify physical attributes of objects.
- Imitate the actions of others as they explore objects.
- Copy patterns and rhythms with objects.

Approaches to Learning 08-18 months

4) Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).

27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 7.

29) Stomps feet to loud music and tiptoes to soft music.

Approaches to Learning 18-24 months

3) Imitates adult activities such as reading a magazine or helping to set the table. SR 3.

Cognitive Development and General Knowledge 08-18 months

9) Holds a toy phone to her/his ear and "talks".

38) Enacts familiar events or household chores.

39) Pretends to call familiar people on a play phone.

Cognitive Development and General Knowledge 18-24 months

10) Plays "dress-up", imitating the behaviors of familiar adults.

Language, Communication, Reading & Writing 08-18 months

34) Imitates writing by scribbling without regard to direction or location. SR 21.

Social and Emotional Development 08-18 months

2) Imitates the actions of familiar adults (e.g., clapping). SR 30.

Older Toddler

- Describe physical properties using simple words.

Nature and Science 3-5 Years

- 4) Describes what an animal is doing as it is being observed.
- 5) Talks about characteristics of living things (e.g., leaf is soft).
- 6) Describes the typical behaviors/habits of a familiar animal.
- 7) Draws/talks about changes in her/himself over time.
- 8) Describes/draws the type of shelter used by familiar animals.
- 9) Draws/talks about what living things need to survive (e.g., plants need water).
- 10) Draws/talks about observed life cycle changes in a familiar plant.
- 11) Draws/talks about observed life cycle changes in a familiar animal.
- 12) Draws/talks about different weather conditions (e.g., sunny, rainy).
- 13) Draws/talks about physical changes observed in objects (e.g., ice melting).
- 14) Draws/talks about patterns in the physical world (e.g., seasons, day/night).
- 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).

Younger Preschool

- Identify materials that make up objects.
- Investigate and describe observable properties of objects.
- Match objects by physical attributes.

Approaches to Learning 2-3 years

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). SR 2.

Cognitive Development and General Knowledge 2-3 years

- 14) Inspects/manipulates moving parts of toys (e.g., wheels).
- 18) Pokes, drops, pushes, pulls, and squeezes objects to see what will happen.
- 25) Puts an object “on top of” or “under” the table, upon request. SR 9.
- 29) Lines objects up in one-to-one relationships (e.g., shoe/sock, fork/plate). SR 11.
- 31) Sorts objects (e.g., beads) by color or by size. SR 10.

Older Preschool

- Identify materials that make up objects.
- Use evidence from investigations to describe observable properties of objects.
- Sort objects into categories based on physical attributes and explain reasoning.

Nature and Science 3-5 years

- 16) Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).
- 19) Classifies animals into groups by the way they move (e.g., flying, running).
- 22) Classifies objects by their state (e.g., liquid, solid, gas).

Sub-Domain: Physical Science	Galileo® G3 Assessment Scale Goal
	<p>23) <u>Classifies objects into living and non-living categories.</u> SR 17.</p> <p>25) Classifies objects based on their physical composition (e.g., metal, rock, soil).</p> <p>26) Classifies objects based on whether or not they require electricity/battery.</p> <p>48) Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>49) <u>Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</u> SR 22.</p> <p>52) Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>

Sub-Domain: Earth and Space Science Galileo® G3 Assessment Scale Goal	
SC 2.1: Recognize the characteristics of Earth and sky	
Infant	
<ul style="list-style-type: none"> Establish activity patterns based on day and night. Explore and react to different indoor and outdoor surfaces. 	<p>Approaches to Learning 08-18 months</p> <p>28) Participates in sand and water activities.</p>
Younger Toddler	
<ul style="list-style-type: none"> Notice and gesture to different objects in the sky. Explore the natural environment. 	<p>Approaches to Learning 08-18 months</p> <p>28) Participates in sand and water activities.</p> <p>Approaches to Learning 18-24 months</p> <p>23) Participates in sand and water activities.</p> <p>Approaches to Learning 2-3 years</p> <p>7) Looks at insects, leaves, or other things from nature, examines and watches them move or grow.</p> <p>Physical Development and Health 2-3 years</p> <p>41) <u>Makes use of inside and outside environments to play in.</u> SR 30.</p>
Older Toddler	
<ul style="list-style-type: none"> Notice own shadow. Name objects in the sky. Use tools to explore various earth materials. 	<p>Approaches to Learning 08-18 months</p> <p>9) Begins to explore the environment independently.</p> <p>28) Participates in sand and water activities.</p> <p>Approaches to Learning 18-24 months</p> <p>26) Uses objects together as tools.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>16) Fills and dumps sand, toys, and blocks.</p> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>45) Uses cups and other containers when playing with sand and water.</p>

Younger Preschool

- Notice the shadows of others and objects.
- Describe different objects in the sky.
- Describe various earth materials.

Language, Communication, Reading & Writing 2-3 years
 1) Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.

Nature and Science 3-5 years
 16) Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).

Older Preschool

- Describe how shadows change through the day.
- Describe typical day and night activities.
- Classify various earth materials.
- Describe how the Earth’s surface is made up of different materials.

Nature and Science 3-5 years
 14) Draws/talks about patterns in the physical world (e.g., seasons, day/night).
 16) Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).
 22) Classifies objects by their state (e.g., liquid, solid, gas).
23) Classifies objects into living and non-living categories. SR 17.
 24) Classifies objects based on whether they are found in nature or made by people.
 25) Classifies objects based on their physical composition (e.g., metal, rock, soil).
 26) Classifies objects based on whether or not they require electricity/battery.

SC 2.2: Recognize seasonal and weather related changes

Infant

- Observe and experience the difference in climate/weather.

Social and Emotional Development 00-08 months
 14) Responds to temperature by crying to show that they are uncomfortable.

Younger Toddler

- Observe and investigate environment, nature, and climate/weather.

Approaches to Learning 08-18 months
5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.
 6) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).
 9) Begins to explore the environment independently.
 28) Participates in sand and water activities.

Physical Development and Health 08-18 months
 42) Demonstrates an interest in actively exploring the environment.

Approaches to Learning 2-3 years
 7) Looks at insects, leaves, or other things from nature, examines and watches them move or grow.

Sub-Domain: Earth and Space Science		Sub-Domain: Earth and Space Science	
Older Toddler			
<ul style="list-style-type: none"> Communicate awareness that the environment, weather, and seasons change. Name different kinds of weather. 		Nature and Science 3-5 years 12) Draws/talks about different weather conditions (e.g., sunny, rainy). 14) Draws/talks about patterns in the physical world (e.g., seasons, day/night). 15) Associates objects/events with different temperatures (e.g., ice-low temp.).	
Younger Preschool			
<ul style="list-style-type: none"> Communicate awareness of seasonal changes. Describe weather conditions using correct terminology. 		Nature and Science 3-5 years 12) Draws/talks about different weather conditions (e.g., sunny, rainy). 14) Draws/talks about patterns in the physical world (e.g., seasons, day/night). 15) Associates objects/events with different temperatures (e.g., ice-low temp.).	
Older Preschool			
<ul style="list-style-type: none"> Communicate awareness of seasonal changes. Describe how weather changes. 		Nature and Science 3-5 years 12) Draws/talks about different weather conditions (e.g., sunny, rainy). 13) Draws/talks about physical changes observed in objects (e.g., ice melting). 14) Draws/talks about patterns in the physical world (e.g., seasons, day/night). 15) Associates objects/events with different temperatures (e.g., ice-low temp.).	

Sub-Domain: Life Science		Galileo® G3 Assessment Scale Goal	
SC3.1: Demonstrate awareness of life			
Infant			
<ul style="list-style-type: none"> Demonstrate interest in and interact with plants, animals, and people. Discover body parts. 		Approaches to Learning 00-08 months\ 3) Gazes at parents, caregivers, and teachers when being fed or changed. 19) Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing. Cognitive Development and General Knowledge 00-08 months <u>6) Looks longer at human faces than at objects. SR 7.</u> <u>7) Inspects her/his own hands, feet, fingers, and/or toes. SR 1.</u> Language, Communication, Reading, & Writing 00-08 months	

Sub-Domain: Life Science	Galileo® G3 Assessment Scale Goal
	<p>4) Gazes at the face of an adult and makes facial expressions as the adult talks.</p> <p>22) Gazes into the eyes of familiar adults during nursing or drinking from a bottle.</p> <p>23) Watches the faces of familiar adults during routine activities (e.g., diaper changing, bathing)</p> <p>Physical Development and Health 00-08 months</p> <p>11) Examines her/his own hands.</p> <p>Social and Emotional Development 00-08 months</p> <p>2) Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.</p> <p><u>9) Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.</u></p>
Younger Toddler	
<ul style="list-style-type: none"> Identify living organisms by name. Name basic body parts. 	<p>Cognitive Development and General Knowledge 08-18 months</p> <p>35) Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>7) Points to body parts when asked.</p> <p>11) Uses sounds to name people, such as dada and mama.</p> <p>Social and Emotional Development 08-18 months</p> <p>61) Points to and names several of her/his own body parts.</p>
Older Toddler	
<ul style="list-style-type: none"> Name characteristics of living organisms. Name more complex body parts. 	<p>Cognitive Development and General Knowledge 18-24 months</p> <p>22) Matches sounds to pictures of animals.</p> <p>25) Begins to identify with children of the same age and gender.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>3) Points to body parts when asked.</p> <p>Social and Emotional Development 18-24 months</p> <p>52) Points to and name several of their own body parts.</p> <p>54) Notices that another child has features (e.g., brown hair) similar to her/his own.</p> <p>55) Identifies other children as “boys” and “girls”.</p>
Younger Preschool	
<ul style="list-style-type: none"> Identify the correct names for adult and baby animals Compare attributes of living organisms. Identify and describe the function of body parts. 	<p>Social and Emotional Development 18-24 months</p> <p>54) Notices that another child has features (e.g., brown hair) similar to her/his own.</p> <p>55) Identifies other children as “boys” and “girls”.</p> <p>Social and Emotional Development 2-3 years</p> <p>40) Points to and names several of their own body parts.</p> <p>42) Notices that another child has features (e.g., brown</p>

Sub-Domain: Life Science	Galileo® G3 Assessment Scale Goal
	hair) similar to her/his own. 43) Identifies other children as “boys” and “girls”.
Older Preschool	
<ul style="list-style-type: none"> Differentiate animals from plants. Discriminate between living organisms and non-living objects. Ask questions and conduct investigations to understand life science. Identify and describe the function of body parts. 	<p>Nature and Science 3-5 years</p> <p>17) Distinguishes plants from animals.</p> <p><u>23) Classifies objects into living and non-living categories. SR 17.</u></p> <p>40) Participates in simple investigations to answer questions.</p> <p>51) Attempts to explain why living things change (e.g., leaves turn brown).</p> <p>54) Asks "Why" questions to learn more about a current/past event.</p> <p><u>55) Asks "What will happen if" questions to help predict a future event. SR 25.</u></p> <p>56) Asks "How" objects and events are different/same.</p>

Sub-Domain: Engineering	Galileo® G3 Assessment Scale Goal
SC4.1: Demonstrate engineering design skills	
Infant	
<ul style="list-style-type: none"> Demonstrate an interest in human made objects. Explore and manipulate human made objects. 	<p>Approaches to Learning 00-08 months</p> <p>2) Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>5) Positions or moves their body toward an interesting object.</p> <p>8) Kicks or swats a mobile to repeat a sound or motion.</p> <p>9) Grasps, releases, re-grasps and re-releases an object.</p> <p><u>10) Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u></p> <p><u>11) Bangs an object repeatedly while exploring its properties. SR 3.</u></p> <p>13) Fills a container with small objects and dumps them out repeatedly.</p> <p>15) Looks at pictures in a book for an extended period of time.</p> <p>16) Turns toward and tracks voices, people, and objects.</p> <p>18) Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p> <p><u>22) Drops a toy or object and looks for it. SR 4.</u></p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).</p> <p>5) Along with adults, looks at picture books.</p>

- 10) Touches and mouths objects for sensory exploration. SR 8.
- 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.
- 13) Enjoys rolling a ball to familiar adults.
- 18) Watches and follows the movement of a mobile.
- 19) Watches and follows both horizontal and vertical movements of objects.
- 20) Knocks down a block tower or nesting cups.
- 24) Shows pleasure when presented with a familiar object.
- 29) Finds hidden objects.
- 31) Vocalizes when being read a familiar book by a familiar adult.
- 36) Smiles as she/he figures out how to move around an object.
- 45) Reaches for objects within view. SR 10.
- 47) Plays with a single toy for two to three minutes.
- 48) Smiles while banging a block or other object on the floor.
- Language, Communication, Reading & Writing 00-08 months**
- 6) Pays attention to objects in the environment when prompted by an adult.
- 8) Focuses on books/pictures as adults describe them. SR 17.
- 16) Investigates books by chewing, shaking, and banging. SR 13.
- 17) Reaches for a book.
- 20) Focuses attention on picture books with bold and colorful images. SR 16.
- 25) Follows a moving object with her/his eyes.
- 31) Reaches, grasps, and places objects in her/his mouth.
- Physical Development and Health 00-08 months**
- 15) Looks at objects as he/she transfers them from hand to hand.
- 16) Picks up small objects with thumb and forefinger.
- Social and Emotional Development 00-08 months**
- 17) Enjoys playing with new toys (e.g., new sand toys in the sand box).
- 30) Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired.

Younger Toddler

- Test limits of the environment.
- Begin to construct and deconstruct using readily available materials.

- Approaches to Learning 08-18 months**
- 5) Actively explores the world by using their bodies and senses, as well as tools, materials and equipment. SR 2.
 - 9) Begins to explore the environment independently.
 - 11) Fills a container with small objects and dumps them out repeatedly. SR 4.

Sub-Domain: Engineering

Galileo® G3 Assessment Scale Goal

Approaches to Learning 2-3 years

15) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.

Cognitive Development and General Knowledge 08-18 months

18) Places items in containers and then pours them out, repeatedly. SR 9.

20) Drops a toy or a bottle on the floor and watches to see what happens. SR 8.

24) Reaches for a mobile or other similar object to make it move.

44) Pokes, drops, pushes pulls, and squeezes things to see what will happen.

Cognitive Development and General Knowledge 18-24 months

29) Pokes, drops, pushes pulls, and squeezes things to see what will happen.

Physical Development and Health 08-18 months

42) Demonstrates an interest in actively exploring the environment.

33) Begins to recognize boundaries while not yet having the capacity to stop impulses.

58) Moves his/her body to fit inside a tunnel toy with a peer or sibling.

Social and Emotional Development 18-24 months

47) Moves their body to fit inside a tunnel toy with a peer or sibling.

Older Toddler

- Use tools to serve a purpose or solve a problem.
- Notice whether the solution was successful.
- Use complex motions to play with simple machines.

Approaches to Learning 18-24 months

7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.

18) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).

26) Uses objects together as tools.

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). SR 5.

Approaches to Learning 2-3 years

16) Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.

20) Uses objects together as tools. SR 3.

25) Combines materials, objects, equipment in new ways to produce multiple uses. SR 6.

Cognitive Development and General Knowledge 18-24 months

28) Pulls/pushes a wagon or cart around the play area possibly putting toys in it.

Sub-Domain: Engineering	Galileo® G3 Assessment Scale Goal
	<p>Cognitive Development and General Knowledge 2-3 years 14) Inspects/manipulates moving parts of toys (e.g., wheels).</p> <p>Physical Development and Health 18-24 months 23) Unzips zippers.</p> <p>Physical Development and Health 2-3 years 19) Unzips zippers. 24) Begins to use a fork. <u>26) Brushes teeth with help. SR 6.</u> 35) Uses assistive audiological devices, such as hearing aids, if appropriate.</p> <p>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.</p>
Younger Preschool	
<ul style="list-style-type: none"> Identify a problem or need and create a plan to solve. Use classroom objects that function as simple machines to enhance play. 	<p>Approaches to Learning 2-3 years 16) Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors. 23) 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) Experiments with a variety of strategies to solve a problem or complete a task. <u>26) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). SR 5.</u></p> <p>Cognitive Development and General Knowledge 2-3 years 37) Uses materials such as pencils, paints, and play dough in different and varied ways 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>Language, Communication, Reading & Writing 2-3 years <u>38) Holds pencil with thumb and forefinger. SR 24.</u></p>
Older Preschool	
<ul style="list-style-type: none"> Select materials and implement a designated plan. Evaluate and communicate solution outcomes. Use classroom objects to create simple machines to enhance play. 	<p>Social and Emotional Development 2-3 years 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). 53) Gets materials needed for an activity, without prompts.</p> <p>Nature and Science 3-5 years <u>52) Tries to explain results of an experiment (e.g., bigger sponge holds more water). SR 24.</u></p>

SC5.1: Demonstrate scientific curiosity

Infant

- Observe and show interest in objects, organisms, and events in the environment.
- Actively explore the environment.
- Repeat actions that causes an interesting effect.

Approaches to Learning 00-08 months

2) Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.

4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).

5) Positions or moves their body toward an interesting object.

7) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.

8) Kicks or swats a mobile to repeat a sound or motion.

9) Grasps, releases, re-grasps and re-releases an object.

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

11) Bangs an object repeatedly while exploring its properties. SR 3.

13) Fills a container with small objects and dumps them out repeatedly.

16) Turns toward and tracks voices, people, and objects.

18) Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).

22) Drops a toy or object and looks for it. SR 4.

Cognitive Development and General Knowledge 00-08 months

4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).

10) Touches and mouths objects for sensory exploration. SR 8.

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.

18) Watches and follows the movement of a mobile.

20) Knocks down a block tower or nesting cups.

28) Reaches for a mobile or other similar object to make it move.

45) Reaches for objects within view. SR 10.

Language, Communication, Reading & Writing 00-08 months

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

25) Follows a moving object with her/his eyes.

31) Reaches, grasps, and places objects in her/his mouth.

Social and Emotional Development 00-08 months

17) Enjoys playing with new toys (e.g., new sand toys in the sand box).

Younger Toddler

- Demonstrate curiosity.
- Actively explore the environment.
- Solve problems using trial and error.

Approaches to Learning 08-18 months

- 1) Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.
- 2) Explores objects using a variety of senses (e.g., mouthing, waving, banging).
- 5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.
- 6) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).
- 8) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.
- 9) Begins to explore the environment independently.
- 11) Fills a container with small objects and dumps them out repeatedly. SR 4.
- 25) Attempts to open a container to get an object.

Cognitive Development and General Knowledge 08-18 months

- 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).
- 3) Touches and mouths objects for sensory exploration.
- 5) Crawls to explore their environment.
- 16) Fills and dumps sand, toys, and blocks.
- 17) Takes things apart.
- 18) Places items in containers and then pours them out, repeatedly. SR 9.
- 19) Activates toys such as jack-in-the-box.
- 20) Drops a toy or bottle on the floor and watches to see what happens. SR 8.
- 23) Enjoys repeating a newly learned activity.
- 24) Reaches for a mobile or other similar object to make it move.
- 44) Pokes, drops, pushes pulls, and squeezes things to see what will happen.
- 63) Uses trial and error to fit different shapes into holes or to stack things in order.

Older Toddler

- Demonstrate curiosity and ask for more information.
- Use tools to explore the environment.

Approaches to Learning 18-24 months

- 7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.
- 18) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).
- 26) Uses objects together as tools.

Sub-Domain: Scientific Inquiry and Method	Galileo® G3 Assessment Scale Goal
	<p>Approaches to Learning 2-3 years <u>20) Uses objects together as tools. SR 3.</u></p> <p>Cognitive Development and General Knowledge 2-3 years 11) Asks questions while a book is being read by a familiar adult. 4) Explores objects by taking things apart, stacking sorting, tracing, etc. <u>13) Asks questions to obtain information or assistance. SR 17.</u> 15) Persistently asks "Why?". 30) Asks questions that include "How many?" or "How much?".</p> <p>Language, Communication, Reading & Writing 18-24 months 16) Uses question words (e.g., "why" and "what"). <u>20) Asks questions to obtain information or assistance. SR 27.</u></p> <p>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.</p>
Younger Preschool	
<ul style="list-style-type: none"> Observe with a focus on details. Use simple tools to extend investigations. Identify self and/or own actions as scientific. 	<p>Approaches to Learning 2-3 years 7) Looks at insects, leaves, or other things from nature, examines and watches them move or grow.</p>
Older Preschool	
<ul style="list-style-type: none"> Discuss ways that people can affect the environment in positive and negative ways. Independently use simple tools to conduct an investigation to increase understanding. Engage in a scientific experiment with peers. Communicate results of an investigation. 	<p>Nature and Science 3-5 years <u>3) Uses tools to measure materials and make comparisons (e.g., scales, rulers). SR 13.</u> 31) Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species). 40) Participates in simple investigations to answer questions. <u>52) Tries to explain results of an experiment (e.g., bigger sponge holds more water). SR 24.</u></p>

F. Social Studies

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.
- NA indicates when a standard has no alignment to the G3 Scale.

Sub-Domain: Self	Galileo® G3 Assessment Scale Goal
SS1.1: Demonstrate development of self	
Infant	
<ul style="list-style-type: none"> • Respond to celebrations and other cultural events if observed. • Engage in onlooker play. • Begin to separate self from others. • Show affection and bonds with familiar adults. 	<p>Cognitive Development and General Knowledge 00-08 months</p> <p>2) Appears to be comforted by familiar voices. 33) Moves toward a familiar adult when a stranger appears.</p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p>22) Gazes into the eyes of familiar adults during nursing or drinking from a bottle. 28) Imitates cooing sounds made by familiar adults. 31) Turns and smiles when her/his name is spoken by a familiar adult.</p> <p>Social and Emotional Development 00-08 months</p> <p>4) Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room. 6) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration. 12) Respond to sound by cooing when songs are sung by familiar adults. 22) Looks at and possibly cries themselves when another child cries. 26) Stops crying, often when cuddled/picked up by a familiar adult. 37) Looks to familiar adults for help when he/she falls down while attempting to walk. 38) Responds to the presence of familiar adults by kicking her/his feet and smiling. 41) Reaches for and prefers to be held by familiar adults. 42) Imitates the kisses of familiar adults. 44) Touches or imitates another child sitting nearby. 45) Realizes she/he has control over her/his hands. 46) Begins to look and smile at her/himself in the mirror. 56) Frequently checks for familiar adults in new situations.</p>
Younger Toddler	
<ul style="list-style-type: none"> • Participate in celebrations and other cultural events if observed. • Begin to demonstrate a sense of belonging to a group by engaging in parallel play. • Begin to notice differences in others. 	<p>Approaches to Learning 08-18 months</p> <p><u>7) Plays side-by-side with another child using the same or similar toys. SR 3.</u></p> <p>Approaches to Learning 18-24 months</p> <p>2) Plays side-by-side with another child using the same or</p>

Sub-Domain: Self	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> Use simple words to show recognition of family members and familiar adults. 	<p>similar toys.</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>11) Uses sounds to name people, such as dada and mama.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>9) Uses sounds to name people, such as dada and mama.</p> <p>Social and Emotional Development 00-08 months</p> <p><u>10) Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.</u></p> <p>Social and Emotional Development 08-18 months</p> <p><u>6) Begins to show interest in other children, playing side-by-side using the same or similar toys. SR 31.</u></p> <p><u>9) Shows empathy for familiar others, especially those perceived to be hurt or sad. SR 34.</u></p> <p>20) Looks at, and possibly cries too, when another child cries.</p> <p>50) Recognizes the name of a friend.</p> <p>Social and Emotional Development 18-24 months</p> <p>53) Points to her/himself in a photograph.</p> <p>54) Notices that another child has features (e.g., brown hair) similar to her/his own.</p> <p>55) Identifies other children as “boys” and “girls”.</p>
Older Toddler	
<ul style="list-style-type: none"> Participate in and imitate celebrations and other cultural events for family, peers, and community if observed. Begin to demonstrate a sense of belonging to a group by engaging in associative play. Begin to gesture and ask simple questions regarding differences and/or similarities between self and others. 	<p>Approaches to Learning 08-18 months</p> <p>36) Plays for brief periods of time with another child.</p> <p>Social and Emotional Development 18-24 months</p> <p>6) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p>46) Initiates play with a familiar peer.</p>
Younger Preschool	
<ul style="list-style-type: none"> Participate in and describe own family, community, and cultural celebrations if observed. Begin to assimilate family, community, and cultural events in cooperative play. Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others. 	<p>Approaches to Learning 2-3 years</p> <p><u>19) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 4.</u></p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>15) Persistently asks “Why?”.</p> <p>26) Identifies a “best friend”.</p> <p>27) Understands that some family/friends may live far away.</p> <p>Social and Emotional Development 2-3 years</p> <p>44) Talks about her/his family.</p> <p>47) Talks about the neighborhood, city, or area in which she/he lives.</p> <p>Social Studies 3-5 years</p> <p>1) Shares personal family stories and traditions.</p>

Sub-Domain: Self		Galileo® G3 Assessment Scale Goal
Older Preschool		
<ul style="list-style-type: none"> Participate in and describe local, state, and national events and celebrations if observed. Identify/honor key people in history. Assimilate family, community, and cultural cooperative play. Build awareness, respect, and acceptance for differences in people and acknowledge connections. 	Social Studies 3-5 years 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).	

Sub-Domain: History and Events		Galileo® G3 Assessment Scale Goal
SS 2.1: Demonstrate awareness of chronological thinking		
Infant		
*Emerging	*Emerging	
Younger Toddler		
<ul style="list-style-type: none"> Adapt to changes in routine and/or schedule. Anticipate events. 	Cognitive Development and General Knowledge 08-18 months 22) Anticipates feeding time (e.g., responds to stimuli such as appearance of a bottle). 35) Anticipates being lifted to be held, fed or changed and moves body accordingly. Physical Development and Health 08-18 months 25) Anticipates meals by pointing and reaching.	
Older Toddler		
<ul style="list-style-type: none"> Begin to recognize the sequence of events as part of a daily routine. 	Language, Communication, Reading & Writing 18-24 months 6) Finds her/his shoes when it is time to get dressed. 24) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on.) 29) Participates in “getting ready for” routines (e.g., going to sink to look for toothbrush or choosing a book to read). 30) Brushes teeth with help. Social and Emotional Development 18-24 months <u>7) Insists on routines for transitions (e.g., when parents drop-off the child at the center). SR 41.</u>	
Younger Preschool		
<ul style="list-style-type: none"> Recognize the sequence of events as part of a daily routine and as it relates to the passage of time. 	Social Studies 3-5 years 35) Begins to use or respond to the language of time such as related to daily routines or schedules.	

Sub-Domain: History and Events		Galileo® G3 Assessment Scale Goal
Older Preschool		
<ul style="list-style-type: none"> Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured. Begin to understand how time is measured. 	Social Studies 3-5 years 34) <u>Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). SR 29.</u> 35) Begins to use or respond to the language of time such as related to daily routines or schedules.	
SS 2.2: Demonstrate awareness of historical knowledge		
Infant		
*Emerging	*Emerging	
Younger Toddler		
<ul style="list-style-type: none"> Respond to stories about time and age. 	Social Studies 3-5 years 35) Begins to use or respond to the language of time such as related to daily routines or schedules.	
Older Toddler		
<ul style="list-style-type: none"> Begin to recall information from recent experiences. 	Cognitive Development and General Knowledge 2-3 years 34) Answers questions about prior events.	
Younger Preschool		
<ul style="list-style-type: none"> Begin to communicate concepts of time. 	Social Studies 3-5 years 34) <u>Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). SR 29.</u> 35) Begins to use or respond to the language of time such as related to daily routines or schedules. 37) Labels days by function (e.g., school day, field trip day).	
Older Preschool		
<ul style="list-style-type: none"> Demonstrate the awareness of change over time. 	Social Studies 3-5 years 34) <u>Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). SR 29.</u> 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. 40) Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").	
SS 2.3: Demonstrate awareness of the foundations of government		
Infant		
*Emerging	*Emerging	
Younger Toddler		
*Emerging	*Emerging	

Sub-Domain: History and Events

Galileo® G3 Assessment Scale Goal

Older Toddler

- Begin to recognize familiar aspects of community or cultural symbols.

Social Studies 3-5 years

- 9) Describes or illustrates the roles/responsibilities of community workers. SR 27.
- 11) Identifies landmarks to describe location of residence or school (e.g., school is by the store).
- 12) Differentiates the United States flag from other flags by pointing.
- 13) Signs, gestures, or talks about neighborhood resources (library, post office).

Younger Preschool

- Identify leaders and helpers in the home or classroom environment.
- Recognize familiar aspects of community or cultural symbols.

Social Studies 3-5 years

- 2) Identifies family members and relationship to each.
- 3) Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). SR 26.
- 9) Describes or illustrates the roles/responsibilities of community workers. SR 27.
- 11) Identifies landmarks to describe location of residence or school (e.g., school is by the store).
- 12) Differentiates the United States flag from other flags by pointing.
- 13) Signs, gestures, or talks about neighborhood resources (library, post office).

Older Preschool

- Identify leaders and community helpers at home, school, and in environments.
- Identify symbolic objects and pictures of local, state, and/or national symbols.

Social Studies 3-5 years

- 2) Identifies family members and relationship to each.
- 3) Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). SR 26.
- 9) Describes or illustrates the roles/responsibilities of community workers. SR 27.
- 11) Identifies landmarks to describe location of residence or school (e.g., school is by the store).
- 12) Differentiates the United States flag from other flags by pointing.
- 13) Signs, gestures, or talks about neighborhood resources (library, post office).

SS 2.4: Demonstrate awareness of the functions of government

Infant

- Demonstrate comfort in familiar routines, objects, and materials.
- Respond to adult guidance about behavior.

Approaches to Learning 00-08 months

24) In the absence of a preferred object, substitutes another object to calm self when upset.

Cognitive Development and General Knowledge 00-08 months

24) Shows pleasure when presented with a familiar object.

Physical Development and Health 00-08 months

Sub-Domain: History and Events	Galileo® G3 Assessment Scale Goal
	<p>3) Cooperates with daily routines. 22) Relaxes during bathing and washing routines. 23) Makes sounds in response to adult vocalizations during diaper-changing routines. 25) Responds positively to sleeping routines by relaxing when rocked. 37) Relaxes when rocked. 38) Quiets, attends, or smiles when comforted by an adult.</p> <p>Social and Emotional Development 00-08 months</p> <p>1) Exhibits mutual eye gazes during routine activities. 11) Responds to touch by relaxing (e.g., when back is rubbed). 12) Responds to sound by cooing when songs are sung by familiar adults. 26) Stops crying, often when cuddled/picked up by a familiar adult. 27) Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep). 28) Relaxes when cuddled and rocked or spoken to in a soft voice. 30) Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired. 31) Begins to recognize boundaries while not yet having the capacity to stop impulses.</p>
Younger Toddler	
<ul style="list-style-type: none"> Begin to understand and follow basic guidance. 	<p>Physical Development and Health 08-18 months</p> <p>21) Provides assistance in picking up toys.</p> <p>Social and Emotional Development 08-18 months</p> <p>30) Moves away from a sticky plant when redirected by parents, caregivers, and teachers. 33) Begins to recognize boundaries while not yet having the capacity to stop impulses. 36) Begins to attend during short, focused activities (e.g., listening to simple stories being read).</p> <p>Social and Emotional Development 18-24 months</p> <p>25) Responds positively to redirection by familiar adults. 26) Stops and looks at familiar adults when her/his name is called. 27) Follows directions with adult assistance.</p>
Older Toddler	
<ul style="list-style-type: none"> Begin to demonstrate an understanding of rules. 	<p>Cognitive Development and General Knowledge 18-24 months</p> <p>53) Begins to enjoy small-group activities facilitated by an adult.</p> <p>Physical Development and Health 18-24 months</p> <p>40) Looks at the adult giving directions and then follows the directions.</p>

Sub-Domain: History and Events	Galileo® G3 Assessment Scale Goal
	<p>Social and Emotional Development 18-24 months 28) Begins to attend during short, focused activities (e.g., listening to simple stories being read). <u>31) Listens to and follows simple rules in small group activity. SR 43.</u> 32) Waits to take her/his turn.</p> <p>Social and Emotional Development 2-3 years 25) Listens to and follows simple rules in small group activity. 26) Waits to take her/his turn.</p> <p>Social and Emotional Development 3-5 years <u>12) Follows established rules and routines in the classroom. SR 68.</u></p>
Younger Preschool	
<ul style="list-style-type: none"> Begin to demonstrate and understanding of rules in the home, school environment, and the purposes they serve. 	<p>Social and Emotional Development 2-3 years 25) Listens to and follows simple rules in small group activity.</p> <p>Social and Emotional Development 3-5 years <u>12) Follows established rules and routines in the classroom. SR 68.</u></p>
Older Preschool	
<ul style="list-style-type: none"> Demonstrate an understanding of rules in the home, school environment, and the purposes they serve. 	<p>Social and Emotional Development 2-3 years 25) Listens to and follows simple rules in small group activity.</p> <p>Social and Emotional Development 3-5 years <u>12) Follows established rules and routines in the classroom. SR 68.</u></p> <p>Physical Development and Health 3-5 years 36) Follows fire safety/fire drill rules, without assistance. 37) Follows outdoor and indoor play rules, without prompts. 39) Describes basic traffic safety rules, without assistance. 42) Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</p>

Sub-Domain: Geography	Galileo® G3 Assessment Scale Goal
SS3.1: Demonstrate awareness of the world in spatial terms	
Infant	
<ul style="list-style-type: none"> Begin to discover use of body and objects in the environment. 	<p>Approaches to Learning 00-08 months 5) Positions or moves their body toward an interesting object. 8) Kicks or swats a mobile to repeat a sound or motion. 9) Grasps, releases, re-grasps and re-releases an object.</p> <p>Cognitive Development and General Knowledge 00-08 months <u>7) Inspects her/his own hands, feet, fingers, and/or toes.</u></p>

Sub-Domain: Geography	Galileo® G3 Assessment Scale Goal
	<p><u>SR 1.</u></p> <p>13) Enjoys rolling a ball to familiar adults. 20) Knocks down a block tower or nesting cups. 28) Reaches for a mobile or other similar object to make it move. 42) Stretches out arms in a motion to be picked up. 46) Raises her/his bottle as the level of liquid drops.</p> <p>Physical Development and Health 00-08 months</p> <p>1) Rolls over from back to front. 4) Turns head from side to side, kicks feet, and moves hands. 5) Sits with adult support.</p> <p><u>6) Stands firmly on legs and bounces actively when held in standing position. SR 24.</u></p> <p>7) Pushes chest and head up from a flat surface. 8) Begins to crawl. 9) Sits without adult support.</p> <p>Social and Emotional Development 00-08 months</p> <p>45) Realizes she/he has control over her/his hands. 52) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting. <u>53) Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over). SR 30.</u></p>
Younger Toddler	
<ul style="list-style-type: none"> • Begin to respond to simple location terms. • Use a variety of materials to represent familiar objects. 	<p>Approaches to Learning 18-24 months</p> <p>7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys. <u>19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) SR 2.</u> <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). SR 8.</u></p> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>10) Plays "dress-up", imitating the behaviors of familiar adults. 51) Uses materials such as pencils, paints, and play dough in different and varied ways.</p>
Older Toddler	
<ul style="list-style-type: none"> • Begin to use simple location terms. • Experiment with materials to represent objects in play. 	<p>Approaches to Learning 18-24 months</p> <p>7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys. <u>19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) SR 2.</u> <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). SR 8.</u></p> <p>Approaches to Learning 2-3 years</p>

Sub-Domain: Geography	Galileo® G3 Assessment Scale Goal
	<p>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> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>10) Plays "dress-up", imitating the behaviors of familiar adults.</p> <p>51) Uses materials such as pencils, paints, and play dough in different and varied ways.</p> <p>Language, Communication, Reading & Writing 2-3 years</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> <p>36) Stacks several blocks and then calls it "my house".</p> <p>Social and Emotional Development 2-3 years</p> <p>14) Plays with toys meaningfully (e.g., preparing food in housekeeping).</p> <p>15) Uses play materials in the intended way (e.g., building with blocks).</p>
Younger Preschool	
<ul style="list-style-type: none"> Identify location, directionality, and spatial relationships. Begin to create simple representations of a familiar physical environment. 	<p>Approaches to Learning 2-3 years</p> <p>19) <u>Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher).</u> SR 4.</p> <p>22) Acts out familiar life scenes (e.g., picking up a bag or lunch box and saying, "I go to work").</p> <p>Language, Communication, Reading & Writing 2-3 years</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> <p>36) Stacks several blocks and then calls it "my house".</p> <p>Social and Emotional Development 2-3 years</p> <p>14) Plays with toys meaningfully (e.g., preparing food in housekeeping).</p> <p>Social Studies 3-5 years</p> <p>14) <u>Demonstrates and uses terms related to location, direction, and distance.</u> SR 28.</p> <p>15) Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision.</p> <p>16) Describes and represents the inside and outside of familiar environments such as home, school, or playground.</p> <p>17) Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).</p> <p>18) Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.</p>

Older Preschool

- Develop concepts and describe location, directionality, and spatial relationships.
- Engage in play where one item represents another.

Social and Emotional Development 18-24 months

10) Uses familiar objects in new and different ways (e.g., a shoe as a telephone).

Social Studies 3-5 years

14) Demonstrates and uses terms related to location, direction, and distance. SR 28.

15) Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision.

16) Describes and represents the inside and outside of familiar environments such as home, school, or playground.

17) Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).

18) Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.

SS 3.2: Demonstrate awareness of places and regions

Infant

- Explore the immediate environment.

Approaches to Learning 00-08 months

2) Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.

4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).

5) Positions or moves their body toward an interesting object.

7) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.

8) Kicks or swats a mobile to repeat a sound or motion.

9) Grasps, releases, re-grasps and re-releases an object.

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

11) Bangs an object repeatedly while exploring its properties. SR 3.

13) Fills a container with small objects and dumps them out repeatedly.

16) Turns toward and tracks voices, people, and objects.

18) Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).

Cognitive Development and General Knowledge 00-08 months

4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy).

10) Touches and mouths objects for sensory exploration. SR 8.

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.

Sub-Domain: Geography

Galileo® G3 Assessment Scale Goal

- 18) Watches and follows the movement of a mobile.
- 20) Knocks down a block tower or nesting cups.
- 28) Reaches for a mobile or other similar object to make it move.

45) Reaches for objects within view. SR 10.

Language, Communication, Reading & Writing 00-08 months

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

- 25) Follows a moving object with her/his eyes.
- 31) Reaches, grasps, and places objects in her/his mouth.

Physical Development and Health 00-08 months

- 8) Begins to crawl.
- 12) Gradually coordinates eye movements to moving objects in field of vision.
- 15) Looks at objects as he/she transfers them from hand to hand.
- 16) Picks up small objects with thumb and forefinger.

Physical Development and Health 08-18 months

- 42) Demonstrates an interest in actively exploring the environment.

Social and Emotional Development 00-08 months

- 17) Enjoys playing with new toys (e.g., new sand toys in the sand box).

Younger Toddler

- Recognize parts of surroundings.
- Look toward location where familiar objects are stored with the expectation of finding them.

Approaches to Learning 00-08 months

- 15) Remembers the location of, and searches for a favorite object.
- 24) Uncovers an object that has been shown to the child and then covered. SR 6.
- 25) Attempts to open a container to get an object.

Approaches to Learning 18-24 months

- 11) Remembers the location of and searches for a favorite object.

Cognitive Development and General Knowledge 08-18 months

- 28) Finds hidden objects.

Cognitive Development and General Knowledge 18-24 months

- 19) Makes a detour to retrieve an object.
- 20) Finds hidden objects.
- 31) Searches for removed or lost objects.

Cognitive Development and General Knowledge 2-3 years

- 17) Searches for removed or lost objects.

Language, Communication, Reading & Writing 00-08 months

- 3) Looks in the likely location when asked by an adult where an object/person might be (e.g., "Where is the kitty?").

Sub-Domain: Geography	Galileo® G3 Assessment Scale Goal
	31) Moves toward the door when parents get ready to leave.
Older Toddler	
<ul style="list-style-type: none"> Describe the characteristics of home and surroundings. Know the location of objects and places in familiar environments. 	<p>Cognitive Development and General Knowledge 18-24 months</p> <p>30) Places items back in their “correct” place.</p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>16) Places items back in their “correct” place.</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p>2) Finds her/his shoes when it is time to get dressed.</p> <p>Physical Development and Health 2-3 years</p> <p>4) Begins to put away toys when clean-up is announced.</p> <p>6) <u>Walks to a destination without help. SR 26.</u></p> <p>Social and Emotional Development 2-3 years</p> <p>47) Talks about the neighborhood, city, or area in which she/he lives.</p> <p>53) Gets materials needed for an activity, without prompts.</p>
Younger Preschool	
<ul style="list-style-type: none"> Identify and describe prominent features of the classroom, school, neighborhood, and community. Begin to learn knowledge of personal and geographic information. 	<p>Social Studies 3-5 years</p> <p>11) Identifies landmarks to describe location of residence or school (e.g., school is by the store).</p> <p>13) Signs, gestures, or talks about neighborhood resources (library, post office).</p> <p>14) <u>Demonstrates and uses terms related to location, direction, and distance. SR 28.</u></p> <p>15) Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision.</p> <p>16) Describes and represents the inside and outside of familiar environments such as home, school, or playground.</p> <p>17) Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).</p> <p>18) Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.</p> <p>19) Identify roads by pointing.</p> <p>20) Identifies school building by pointing.</p> <p>21) Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).</p>
Older Preschool	
<ul style="list-style-type: none"> Use words to describe natural and man- made features of locations. Become familiar with information about where they live and understand what an address is. 	<p>Social and Emotional Development 2-3 years</p> <p>47) Talks about the neighborhood, city, or area in which she/he lives.</p> <p>Social Studies 3-5 years</p>

Sub-Domain: Geography		Galileo® G3 Assessment Scale Goal
		15) Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision. 22) Identifies trees and flowers in real world or in pictures. 23) Identifies land formations around school yard (e.g., mountains, hills). 24) Names animals that live in neighborhood (e.g., birds, ants, raccoons, coyotes, snakes). 25) Identifies that animals live in plants (e.g., birds nest in trees or cacti). 26) Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).
SS 3.3: Demonstrate awareness of environment and society		
Infant		
*Emerging		*Emerging
Younger Toddler		
<ul style="list-style-type: none"> Show interest in various aspects of the environment. 	<p>Approaches to Learning 08-18 months</p> <p><u>5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.</u></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>28) Participates in sand and water activities.</p> <p>Approaches to Learning 18-24 months</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> <p>23) Participates in sand and water activities.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>5) Crawls to explore their environment.</p> <p>35) Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>2) Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).</p> <p>Physical Development and Health 08-18 months</p> <p>4) Shows independence as she/he moves around in a safe environment.</p> <p>9) Climbs up and walks down stairs with adult assistance.</p> <p>12) Points to objects/people that attract her/his attention.</p> <p>42) Demonstrates an interest in actively exploring the environment.</p> <p>Social and Emotional Development 08-18 months</p>	

Sub-Domain: Geography

Galileo® G3 Assessment Scale Goal

15) Explores new food with all their senses.
Social and Emotional Development 18-24 months
 9) Explores new food with all their senses.

Older Toddler

- Explore characteristics and ask questions about aspects of the environment.

Approaches to Learning 08-18 months
 5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.
 6) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).
 9) Begins to explore the environment independently.
 28) Participates in sand and water activities.

Approaches to Learning 18-24 months
 1) Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).
 5) Begins to explore the environment independently.
 23) Participates in sand and water activities.

Cognitive Development and General Knowledge 08-18 months
 5) Crawls to explore their environment.
 35) Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).

Cognitive Development and General Knowledge 2-3 years
 15) Persistently asks “Why?”.
 30) Asks questions that include “How many?” or “How much?”.

Language, Communication, Reading & Writing 08-18 months
 2) Pays attention to objects in the environment when prompted by an adult (e.g., adult points and talks about the flowers).

Language, Communication, Reading & Writing 18-24 months
 16) Uses question words (e.g., “why” and “what”).
20) Asks questions to obtain information or assistance. SR 27.

Language, Communication, Reading & Writing 2-3 years
13) Asks questions to obtain information or assistance. SR 17.

Physical Development and Health 08-18 months
 4) Shows independence as she/he moves around in a safe environment.
 9) Climbs up and walks down stairs with adult assistance.
 12) Points to objects/people that attract her/his attention.
 42) Demonstrates an interest in actively exploring the environment.

Social and Emotional Development 08-18 months
 15) Explores new food with all their senses.

Social and Emotional Development 18-24 months

Sub-Domain: Geography		Galileo® G3 Assessment Scale Goal
		9) Explores new food with all their senses.
Younger Preschool		
<ul style="list-style-type: none"> Begin to understand the relationship between humans and the environment. 	<p>Social and Emotional Development 2-3 years</p> <p>47) Talks about the neighborhood, city, or area in which she/he lives.</p> <p>Nature and Science 3-5 years</p> <p>31) Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>33) Predicts that plants may be destroyed when an animal population increases.</p> <p>Social Studies 3-5 years</p> <p>32) Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).</p> <p>33) Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).</p>	
Older Preschool		
<ul style="list-style-type: none"> Begin to describe the reciprocal relationship between humans and the environment. 	<p>Nature and Science 3-5 years</p> <p>31) Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>33) Predicts that plants may be destroyed when an animal population increases.</p> <p>Social Studies 3-5 years</p> <p>32) Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).</p> <p>33) Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).</p>	

Sub-Domain: Economics		Galileo® G3 Assessment Scale Goal
SS 4.1: Demonstrate awareness of economics		
Infant		
<ul style="list-style-type: none"> Demonstrate preference for specific objects and people. 	<p>Cognitive Development and General Knowledge 00-08 months</p> <p>24) Shows pleasure when presented with a familiar object.</p> <p>32) Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).</p> <p>33) Moves toward a familiar adult when a stranger appears.</p> <p>Social and Emotional Development 00-08 months</p> <p>4) Demonstrates a strong preference for familiar adults by becoming upset when these adults leave the room.</p> <p>5) Stiffens/leans away from a stranger who tries to pick them up.</p>	

Sub-Domain: Economics

Galileo® G3 Assessment Scale Goal

- 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.
 - 24) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.
 - 26) Stops crying, often when cuddled/picked up by a familiar adult.
 - 30) Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired.
 - 37) Looks to familiar adults for help when he/she falls down while attempting to walk.
 - 38) Responds to the presence of familiar adults by kicking her/his feet and smiling.
 - 41) Reaches for and prefers to be held by familiar adults.
 - 57) Plays with a preferred toy more than others.
- Social and Emotional Development 08-18 months**
- 1) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.
 - 4) Becomes distressed in the presence of unfamiliar adults.
 - 21) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.
 - 22) Looks toward familiar adults for help when becoming upset.
 - 40) Looks to familiar adults for help when he/she falls down while attempting to walk.
 - 41) Moves nearer to a familiar adult when noticing a stranger entering the room.
 - 47) Frequently check for familiar adults in new situations.
 - 51) Shows preferences for familiar adults when hurt or needing comfort.
 - 65) Plays with a preferred toy more than others.

Younger Toddler

- Communicate desire for objects and/or persons that are in the classroom or home.
- Imitate familiar roles and routines.

Approaches to Learning 08-18 months

- 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.
- 17) Attempts to get help to obtain objects out of reach by seeking adult assistance.
- 18) Requests that a favorite book be read over again.
- 27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 7.

Approaches to Learning 18-24 months

Sub-Domain: Economics**Galileo® G3 Assessment Scale Goal**

3) Imitates adult activities such as reading a magazine or helping to set the table. SR 3.

Cognitive Development and General Knowledge 08-18 months

- 30) Asks for more (e.g., food, objects, activity).
- 39) Pretends to call familiar people on a play phone.
- 50) Makes choices related to toys and clothing.
- 52) Points to a picture, looking for familiar adults to name the picture.
- 59) Reaches out to be picked up when she/he wants attention.

Cognitive Development and General Knowledge 18-24 months

- 10) Plays "dress-up", imitating the behaviors of familiar adults.

Language, Communication, Reading & Writing 08-18 months

- 4) Uses some sign or body language to indicate a need (e.g., "more" "eat").

Social and Emotional Development 08-18 months

2) Imitates the actions of familiar adults (e.g., clapping). SR 30.

13) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub). SR 32.

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

26) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. SR 33.

- 71) Uses words to get her/his needs met (e.g., "More juice.").

Older Toddler

- Use props related to buying and selling items during play.
- Communicate wants and needs.
- Recognize various familiar workers in the community.
- Begin to role play different jobs.

Approaches to Learning 18-24 months

- 16) Requests that a favorite book be read over again.
- 24) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 7.
- 44) Demonstrates assertiveness by saying "No!" or "Me Do it" when adults try to help with self-care tasks.
- 55) Brings others into their play (e.g., "Let's go on a bus ride. Here are the seats, and you be the driver").

Language, Communication, Reading & Writing 18-24 months

- 25) Points out their favorite book from several choices.
- 27) Brings books over to adults to read.
- 29) Requests having a favorite book read over and over. SR 23.
- 30) Asks adults to repeat favorite rhymes, fingerplays, or stories.

Physical Development and Health 18-24 months

38) Begins to use language, such as two-word phrases, to communicate with others. SR 31.

Sub-Domain: Economics	Galileo® G3 Assessment Scale Goal
	44) Uses vocalizations, gestures or words to indicate basic needs. Social and Emotional Development 18-24 months 34) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.
Younger Preschool	
<ul style="list-style-type: none"> Begin to understand the purpose of money and concepts of buying and selling through play. Develop an awareness that people work for money in order to provide for basic needs. Develop an awareness of the roles of various familiar community helpers/workers. Act out adult social roles and occupations. 	Approaches to Learning 2-3 years 2) Imitates adult activities such as reading a magazine or helping se the table. <u>19) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 4.</u> 22) Acts out familiar life scenes (e.g., picking up a bag or lunch box and saying, "I go to work"). Cognitive Development and General Knowledge 2-3 years 23) Wants to be assigned a "job". 41) Brings others into their play (e.g., "Let's go on a bus ride. Here are the seats, and you be the driver"). 42) Takes on roles during pretend play.
Older Preschool	
<ul style="list-style-type: none"> Begin to understand the purpose of money and concepts of buying and selling through play. Develop an awareness that people work for money in order to provide for basic needs. Describe community helpers/workers in terms of tools/equipment they use and services/products they provide. Act out adult social roles and occupations. 	Social Studies 3-5 years <u>9) Describes or illustrates the roles/responsibilities of community workers. SR 27.</u> Logic and Reasoning 3-5 years 9) Acts out different roles (e.g., child, adult) in dramatic play situations. Creative Arts 3-5 years 32) Acts out stories or situations during a dramatic play activity.

Sub-Domain: Citizenship	Galileo® G3 Assessment Scale Goal
SS 5.1: Demonstrate awareness of citizenship	
Infant	
<ul style="list-style-type: none"> Interact with the environment to make needs known. 	Approaches to Learning 00-08 months <u>14) Asks or gestures that they want the same song or story repeated over and over again. SR 6.</u> Cognitive Development and General Knowledge 00-08 months 25) Cries when in need of something. 43) Vocalizes to communicate needs. <u>44) Cries in different ways for different reasons (e.g., hunger, pain, fear). SR 9.</u> 51) Points, gestures, and makes sound to indicate what she/he wants.

Sub-Domain: Citizenship**Galileo® G3 Assessment Scale Goal****Language, Communication, Reading & Writing 00-08 months**

7) Uses some sign or body language to indicate a need (e.g., “more” “eat”).

9) Makes sucking motions to communicate hunger.

13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). SR 19.

21) Points at a book to have the same story read again and again. SR 21.

Social and Emotional Development 00-08 months

18) Cries when hungry, uncomfortable, or unhappy.

19) Turns head and breaks eye contact, frowns, and/or arches back when over stimulated.

34) Cries, rocks back and forth, and lifts arms to signal for help.

36) Vocalizes and points to get the attention of a familiar adult.

Younger Toddler

- Observe others carrying out routines and responsibilities and begin to imitate.
- Make choices known.

Approaches to Learning 08-18 months

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.

18) Requests that a favorite book be read over again.

27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). SR 7.

Cognitive Development and General Knowledge 08-18 months

9) Holds a toy phone to her/his ear and “talks”.

12) Reaches out to be picked up when she/he wants attention.

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

30) Asks for more (e.g., food, objects, activity).

38) Enacts familiar events or household chores.

49) Vocalizes to communicate needs.

60) Points, gestures, and makes sounds to indicate what she/he wants.

65) Demonstrates assertiveness by saying “No!” or “Me Do it” when adults try to help with self-care tasks.

Language, Communication, Reading & Writing 08-18 months

23) Picks out their favorite book from several choices.

27) Points at a book to have the same story read again and again. SR 24.

Social and Emotional Development 08-18 months

56) Protests when given a non-preferred food rather than a preferred food.

71) Uses words to get her/his needs met (e.g., “More juice.”).

Older Toddler

- Participate in simple routines with adult support.
- Identify preferences.

Cognitive Development and General Knowledge 18-24 months

40) Begins to develop her/his own likes and dislikes.

Language, Communication, Reading & Writing 18-24 months

25) Picks out their favorite book from several choices.

Physical Development and Health 18-24 months

2) Actively participates in everyday health routines (e.g., washing hands). SR 34.

19) Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 36.

21) Eats with a spoon with some assistance.

24) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on.).

25) Participates in sleeping routines, such as listening to a story before a nap.

26) Helps set the table.

27) Helps feed self.

28) Participates in bathing/washing routines (e.g., using a washcloth or towel).

29) Participates in “getting ready for” routines (e.g., going to sink to look for toothbrush or choosing a book to read).

30) Brushes teeth with help.

32) Feeds her/himself first using hands and then with a spoon.

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

41) Participates in the daily cleaning of teeth.

Social and Emotional Development 08-18 months

67) Smiles as she/he helps with simple tasks (e.g., picking up toys).

Social and Emotional Development 18-24 months

57) Cooperates with dressing and undressing activities.

63) Shows interest in wanting to dress her/himself.

64) Shows increased interest in toileting.

Younger Preschool

- Assist adults with daily routines and responsibilities.
- Choose simple daily tasks from a list of classroom jobs.
- Begin to initiate helping tasks.
- Demonstrate an understanding of how voting works.

Approaches to Learning 2-3 years

4) Enjoys opportunities to help parents, caregivers, and teachers (e.g., assisting with setting the table or folding the clothes). SR 1.

11) Insists on completing a task even when assistance is needed.

12) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).

Cognitive Development and General Knowledge 2-3 years

7) Washes hands or picks up toys when directed to do so.

Sub-Domain: Citizenship

Galileo® G3 Assessment Scale Goal

SR 4.
 23) Wants to be assigned a “job”.
 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).
Language, Communication, Reading & Writing 2-3 years
 2) Finds her/his shoes when it is time to get dressed.
Physical Development and Health 2-3 years
 2) Actively participates in everyday health routines (e.g., washing hands).
 3) Develops self-care skills, such as helping to dress him/herself.
 4) Begins to put away toys when clean-up is announced.
 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.
 22) Dresses him/herself with help for difficult steps (e.g., getting their arms into sleeve holes).
23) Helps with toileting by pulling her/his pants down and up.
SR 32.
 24) Begins to use a fork.
 25) Participates in “getting ready for” routines (going to sink to look for toothbrush or choosing a book to read).
26) Brushes teeth with help. SR 6.
 27) Participates in bathing/washing routines (e.g., using a washcloth or towel).
 28) Participates in sleeping/napping routines by getting and arranging comfort items.
 29) Feeds his/herself without help.
 37) Begins to independently brush their teeth with supervision.
39) Washes and dries hands with some supervision. SR 27.
Social and Emotional Development 2-3 years
 32) Puts away toys when asked by a familiar adult.
 51) Shows interest in wanting to dress her/him self.
 52) Shows increased interest in toileting.
 53) Gets materials needed for an activity, without prompts.

Older Preschool

- Demonstrate willingness to work together to accomplish tasks.
- Identify simple tasks within the home, early childhood setting, or community.
- Provide leadership in completing daily tasks.
- Demonstrate an understanding of the outcome of a vote.

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

G. Creative Arts

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.
- NA indicates when a standard has no alignment to the G3 Scale.

Sub-Domain: Music	Galileo® G3 Assessment Scale Goal
CA 1.1: Demonstrate creative music expression	
Infant	
<ul style="list-style-type: none"> • Respond to music by moving own body. • Experiment with vocalizations and sounds. • React to familiar songs or music. • Participate in diverse musical genres and styles. 	<p>Approaches to Learning 00-08 months</p> <p>1) Babbles when alone, trying several different sounds.</p> <p><u>14) Asks or gestures that they want the same song or story repeated over and over again. SR 6.</u></p> <p>23) Reacts with movement to the sound of music.</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>37) Moves to music with familiar adults.</p> <p>38) Claps hands to music along with a familiar adult.</p> <p><u>52) Demonstrates some movement to rhythms. SR 11.</u></p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p><u>10) Begins to coo using vowel sounds and other sounds consistent with the home language. SR 12.</u></p> <p><u>11) Babbles using repeated syllables (e.g., “ma ma ma”). SR 15.</u></p> <p><u>13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). SR 19.</u></p> <p>14) Takes turns making sounds with an adult.</p> <p>15) Explores sounds through babbling and imitation.</p> <p><u>18) Babbles while looking at a book with an adult. SR 18.</u></p> <p>28) Imitates cooing sounds made by familiar adults.</p> <p>Social and Emotional Development 00-08 months</p> <p>12) Responds to sound by cooing when songs are sung by familiar adults.</p> <p><u>33) When babbling or cooing, pauses to wait for a response from an adult. SR 29.</u></p> <p>36) Vocalizes and points to get the attention of a familiar adult.</p>
Younger Toddler	
<ul style="list-style-type: none"> • Respond to music by moving own body. • Imitate sounds using voice or objects. • Sing along to familiar songs. • Make rhythmic patterns with objects. • Participate in diverse musical genres and styles. 	<p>Approaches to Learning 08-18 months</p> <p>14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.</p> <p>19) Plays the same music and movement activity over and over.</p> <p><u>20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. SR 8.</u></p> <p>23) Reacts with movement to the sound of music. SR 1.</p>

Sub-Domain: Music	Galileo® G3 Assessment Scale Goal
	<p>29) Stomps feet to loud music and tiptoes to soft music. 53) Demonstrates some movement to rhythms.</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p><u>10) Produces the sounds found in her/his home language. SR 17.</u> 11) Uses sounds to name people, such as dada and mama. <u>12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). SR 19.</u> 14) Takes turns making sounds with an adult. 20) Responds positively to the rhythm and repetition of familiar voices, sounds, rhymes, and songs in their home language.</p> <p>Physical Development and Health 08-18 months</p> <p>33) Moves to music. 34) Participates in listening and vocalizing activities (e.g., finger plays and songs). 35) Begins to imitate words and word sounds.</p> <p>Social and Emotional Development 08-18 months</p> <p>66) Enjoys music and movement activities.</p>
Older Toddler	
<ul style="list-style-type: none"> • Respond to music by moving own body. • Experiment with vocalizations, sounds, and musical instruments. • Initiate singing a song repeatedly. • Produce rhythmic patterns to familiar songs. • Participate in diverse musical genres and styles. 	<p>Approaches to Learning 18-24 months</p> <p><u>10) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. SR 1.</u> 12) Plays the same music and movement activity over and over. <u>25) Stomps feet to loud music and tiptoes to soft music. SR 6.</u></p> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>32) Asks to hear her/his favorite song over and over. 42) Demonstrates some movement to rhythms.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>12) Repeats words heard or gestures seen. 17) Invents new words for fun and experimenting.</p> <p>Physical Development and Health 18-24 months</p> <p>12) Imitates the hand motions of finger plays (e.g., "Where is Thumpkin?"). 35) Participates in listening and vocalizing activities (e.g., finger plays and songs). 36) Begins to imitate words and word sounds. <u>39) Sings simple songs and finger plays. SR 33.</u></p>

Younger Preschool

- Listen and respond to music.
- Participate in classroom experiences with musical instruments and singing to express creativity.
- Sing songs that use the voice in a variety of ways.
- Respond to rhythmic patterns in music.
- Describe feelings and reactions in response to diverse musical genres and styles.

Approaches to Learning 2-3 years

1) Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.

Cognitive Development and General Knowledge 2-3 years

20) Asks to hear her/his favorite song over and over.

24) Sings several songs, poems, or finger plays with adults. SR 8.

43) Joins in or tries to sing songs and finger plays without encouragement.

44) Demonstrates the ability to move in time with music.

Language, Communication, Reading & Writing 2-3 years

10) Enjoys repeating rhymes and songs. SR 12.

24) Retells a familiar story, poem, or song in his/her own words. SR 19.

Physical Development and Health 2-3 years

10) Imitates the hand motions of finger plays (e.g., “Where is Thumpkin”). SR 29.

30) Sings simple songs and finger plays.

Older Preschool

- Respond to changes heard in music.
- Use familiar rhymes, songs, chants, and musical instruments to express creativity.
- Sing songs that use the voice in a variety of ways.
- Respond to rhythmic patterns in music.
- Describe feelings and reactions in response to diverse musical genres and styles.

Creative Arts 3-5 years

1) Shows an interest in using musical instruments to produce sounds.

2) Shows an interest in listening to short musical selections.

3) Sings or hums familiar songs or tunes. SR 66.

4) Uses movement to express what is being felt/heard in various songs or tunes. SR 67.

5) Talks about the kinds of music enjoyed (e.g., favorites).

6) Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).

7) Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.).

8) Matches the type of sound to a particular instrument.

9) Synchronizes movements to different patterns of beat/tempo, most of the time.

10) Invents songs or tunes using voice or musical instruments.

11) Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).

12) Identifies differences in tempo, tone, and volume, most of the time.

Sub-Domain: Dance

Galileo® G3 Assessment Scale Goal

CA 2.1: Demonstrate creative movement expression

Infant

<ul style="list-style-type: none"> Respond to music with body movements. 	<p>Approaches to Learning 00-08 months 23) Reacts with movement to the sound of music.</p> <p>Cognitive Development and General Knowledge 00-08 months 37) Moves to music with familiar adults. 38) Claps hands to music along with a familiar adult. 52) Demonstrates some movement to rhythms. SR 11.</p>
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Younger Toddler

<ul style="list-style-type: none"> Use whole body to respond to music. 	<p>Approaches to Learning 08-18 months 19) Plays the same music and movement activity over and over. <u>23) Reacts with movement to the sound of music. SR 1.</u> 29) Stomps feet to loud music and tiptoes to soft music. 53) Demonstrates some movement to rhythms.</p> <p>Physical Development and Health 08-18 months 33) Moves to music.</p> <p>Social and Emotional Development 08-18 months 66) Enjoys music and movement activities.</p>
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Older Toddler

<ul style="list-style-type: none"> Use dance for self- expression. 	<p>Approaches to Learning 18-24 months 12) Plays the same music and movement activity over and over. <u>25) Stomps feet to loud music and tiptoes to soft music. SR 6.</u></p> <p>Social and Emotional Development 18-24 months 58) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.</p>
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Younger Preschool

<ul style="list-style-type: none"> Convey ideas and emotions through creative movement expression (with or without music). 	<p>Cognitive Development and General Knowledge 2-3 years 44) Demonstrates the ability to move in time with music.</p> <p>Social and Emotional Development 2-3 years 48) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.</p>
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Older Preschool

<ul style="list-style-type: none"> Convey ideas and emotions through creative movement expression (with or without music). Purposefully select movements that communicate ideas, thoughts, and feelings. 	<p>Creative Arts 3-5 years <u>4) Uses movement to express what is being felt/heard in various songs or tunes. SR 67.</u> 11) Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). 13) Uses instruments or songs to represent events (e.g., thunder, animal sounds).</p>
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CA 3.1: Demonstrate creative expression through the visual art process

Infant

- Explore simple art materials.

Cognitive Development and General Knowledge 00-08 months

7) Inspects her/his own hands, feet, fingers, and/or toes. SR 1.

33) Imitates writing by scribbling, without regard to direction or location. SR 20.

34) Repeats motions to make additional marks on paper.

Younger Toddler

- Use simple art materials.
- Express preferences for certain art materials.

Approaches to Learning 08-18 months

5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.

Language, Communication, Reading & Writing 08-18 months

33) Holds large crayons and transfers them from one hand to another. SR 20.

39) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).

Older Toddler

- Enjoy repetition of materials and experiences.

Approaches to Learning 18-24 months

12) Plays the same music and movement activity over and over.

16) Requests that a favorite book be read over again.

17) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it. SR 4.

Cognitive Development and General Knowledge 18-24 months

24) Repeats words over and over.

32) Asks to hear her/his favorite song over and over.

51) Uses materials such as pencils, paints, and play dough in different and varied ways.

Language, Communication, Reading & Writing 18-24 months

29) Requests having a favorite book read over and over. SR 23.

30) Asks adults to repeat favorite rhymes, fingerplays, or stories.

Sub-Domain: Visual Arts

Galileo® G3 Assessment Scale Goal

Younger Preschool

- Use colors, lines, and shapes to communicate meaning.

Approaches to Learning 2-3 years

- 1) Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.
- 21) Scribbles on a piece of paper to communicate (e.g., making a shopping list).

Cognitive Development and General Knowledge 2-3 years

- 6) Labels or describes “drawings” or scribbles.
- 10) Makes play dough creations.
- 37) Uses materials such as pencils, paints, and play dough in different and varied ways.

Language, Communication, Reading & Writing 2-3 years

- 39) Draws figures and shapes to convey meaning. SR 23.
- 40) Communicates by scribbling with some letter-like shapes. SR 25.
- 43) Use scribbles on paper to communicate a message.

Older Preschool

- Identify and use colors, lines, and shapes found in the environment and in works of art.

Creative Arts 3-5 years

- 17) Creates collages with various materials and textures (e.g., fabrics, pictures).
- 18) Draws representations of human and animal figures.
- 19) Creates 3-dimensional masks (e.g., clowns, animals) with various materials.
- 20) Draws recognizable environmental objects (e.g., house, trees, ball).
- 21) Participates in various art activities (e.g., paint, sculpture, collage, masks).
- 22) Selects materials that will be needed for a self-initiated art project.
- 23) Draws some details in representations of animals, people, or objects.
- 24) Describes a self-made art project (tells what it is about) to a child or adult.
- 25) Uses various tools to create art projects (e.g., rollers, string, straws).
- 26) Recombines and experiments with art materials to see what happens.
- 28) Uses a variety of colors to create moods or feelings in artwork.
- 29) Draws a series of pictures that depict a story.

CA 3.2: Demonstrate creative expression through visual art production

Infant

- Respond to various textures and sensory materials.
- Also see English/Language Arts Foundation 3: Early Writing (ELA3.1).

Cognitive Development and General Knowledge 00-08 months

- 10) Touches and mouths objects for sensory exploration. SR 8.

Younger Toddler

- Explore a variety of media.
- Also see English/Language Arts Foundation 3: Early Writing (ELA3.1).

Approaches to Learning 08-18 months

- 5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. SR 2.
- 13) Looks at pictures in a book for an extended period of time.
- 18) Requests that a favorite book be read over again.
- 19) Plays the same music and movement activity over and over.
- 29) Stomps feet to loud music and tiptoes to soft music.

Cognitive Development and General Knowledge 08-18 months

- 11) Shows pleasure at attempting hand movements to some finger plays.
- 15) Shows pleasure when read to by smiling or using words such as “Yea!” or “More!”
- 31) Shows a preference for favorite books.
- 61) Enjoys messy activities, such as finger painting.

Language, Communication, Reading & Writing 08-18 months

- 21) Explores books made of a variety of materials (e.g., paper, vinyl, cardboard).
- 22) Focuses attention on picture books with bold and colorful images. SR 15.
- 23) Picks out their favorite book from several choices.
- 27) Points at a book to have the same story read again and again. SR 24.
- 39) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).

Physical Development and Health 08-18 months

- 33) Moves to music.

Older Toddler

- Use a variety of media.
- Also see English/Language Arts Foundation 3: Early Writing (ELA3.1).

Approaches to Learning 18-24 months

- 7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.
- 12) Plays the same music and movement activity over and over.
- 16) Requests that a favorite book be read over again.
- 17) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it. SR 4.
- 20) Scribbles on a piece of paper to communicate (e.g., makes a "shopping list").
- 21) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake). SR 8.
- 23) Participates in sand and water activities.

Cognitive Development and General Knowledge 18-24 months

Sub-Domain: Visual Arts	Galileo® G3 Assessment Scale Goal
	<p>10) Plays "dress-up", imitating the behaviors of familiar adults. 37) Enjoys messy activities, such as finger painting.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>40) Shows scribbling or markings to others. 43) Climbs into a box and making motor sounds. 45) Scribbles spontaneously often using circular motions. <u>46) Makes purposeful marks on paper. SR 21.</u> <u>47) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.</u> <u>51) Holds pencil with thumb and forefinger. SR 26.</u></p> <p>Social and Emotional Development 18-24 months</p> <p>59) Shows "drawing" or scribbling to a familiar adult.</p>
Younger Preschool	
<ul style="list-style-type: none"> • Progress in ability to create drawings, models, and other art using a variety of materials. • Develop growing ability to plan, work independently, and demonstrate care in a variety of art. • Also see English/Language Arts Foundation 3: Early Writing (ELA3.1). 	<p>Approaches to Learning 2-3 years</p> <p>1) Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.</p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>6) Labels or describes "drawings" or scribbles. 10) Makes play dough creations. 37) Uses materials such as pencils, paints, and play dough in different and varied ways</p> <p>Creative Arts 3-5 years</p> <p>15) Works with other children on a cooperative art project (e.g., mural). 16) Takes care of art materials/supplies (e.g., washes brushes, covers paint). 17) Creates collages with various materials and textures (e.g., fabrics, pictures). <u>18) Draws representations of human and animal figures. SR 65.</u> 19) Creates 3-dimensional masks (e.g., clowns, animals) with various materials. 20) Draws recognizable environmental objects (e.g., house, trees, ball). 21) Participates in various art activities (e.g., paint, sculpture, collage, masks). 22) Selects materials that will be needed for a self-initiated art project. 23) Draws some details in representations of animals, people, or objects. 24) Describes a self-made art project (tells what it is about) to a child or adult. 25) Uses various tools to create art projects (e.g., rollers, string, straws). 26) Recombines and experiments with art materials to see what happens.</p>

Sub-Domain: Visual Arts	Galileo® G3 Assessment Scale Goal
	27) Describes the steps/plan for constructing a self-initiated art project. 28) Uses a variety of colors to create moods or feelings in artwork. 29) Draws a series of pictures that depict a story.
Older Preschool	
<ul style="list-style-type: none"> Progress in ability to create drawings, models, and other art using a variety of materials. Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art. Also see English/Language Arts Foundation 3: Early Writing (ELA3.1). 	Creative Arts 3-5 years 15) Works with other children on a cooperative art project (e.g., mural). 16) Takes care of art materials/supplies (e.g., washes brushes, covers paint). 17) Creates collages with various materials and textures (e.g., fabrics, pictures). <u>18) Draws representations of human and animal figures. SR 65.</u> 19) Creates 3-dimensional masks (e.g., clowns, animals) with various materials. 20) Draws recognizable environmental objects (e.g., house, trees, ball). 21) Participates in various art activities (e.g., paint, sculpture, collage, masks). 22) Selects materials that will be needed for a self-initiated project. 23) Draws some details in representations of animals, people, or objects. 24) Describes a self-made art project (tells what it is about) to a child or adult. 25) Uses various tools to create art projects (e.g., rollers, string, straws). 26) Recombines and experiments with art materials to see what happens. 27) Describes the steps/plan for constructing a self-initiated art project. 28) Uses a variety of colors to create moods or feelings in artwork. 29) Draws a series of pictures that depict a story.
CA 3.3: Demonstrate creative expression through art appreciation	
Infant	
<ul style="list-style-type: none"> Show preference for particular visual stimuli. 	Cognitive Development and General Knowledge 00-08 months 24) Shows pleasure when presented with a familiar object. Language, Communication, Reading & Writing 00-08 months <u>21) Points at a book to have the same story read again and again. SR 21.</u> Social and Emotional Development 00-08 months 57) Plays with a preferred toy more than others.

Sub-Domain: Visual Arts		Galileo® G3 Assessment Scale Goal
Younger Toddler		
<ul style="list-style-type: none"> Express likes or dislikes of certain colors or patterns. Look at pictures, photographs, and illustrations. 	<p>Approaches to Learning 08-18 months</p> <p>7) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.</p> <p>13) Looks at pictures in a book for an extended period of time.</p> <p>18) Requests that a favorite book be read over again.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>52) Points to a picture, looking for familiar adults to name the picture.</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>18) Babbles while looking at a book with an adult.</p> <p>21) Explores books made of a variety of materials (e.g., paper, vinyl, cardboard).</p> <p><u>22) Focuses attention on picture books with bold and colorful images. SR 15.</u></p> <p>25) Points to pictures in books as they are named by an adult.</p>	
Older Toddler		
<ul style="list-style-type: none"> Communicate preferences while looking at pictures, photographs, and illustrations. Compare and contrast own creations and those of others. 	<p>Approaches to Learning 18-24 months</p> <p>16) Requests that a favorite book be read over again.</p>	
Younger Preschool		
<ul style="list-style-type: none"> Observe and discuss art forms. Reflect on differences and preferences when encounters artwork. Share ideas about personal creative work. 	<p>Cognitive Development and General Knowledge 2-3 years</p> <p>6) Labels or describes “drawings” or scribbles.</p>	
Older Preschool		
<ul style="list-style-type: none"> Observe and discuss art forms. Reflect on differences and preferences when encounters artwork. Share ideas about personal creative work. 	<p>Creative Arts 3-5 years</p> <p>24) Describes a self-made art project (tells what it is about) to a child or adult.</p> <p>28) Uses a variety of colors to create moods or feelings in artwork.</p> <p>29) Draws a series of pictures that depict a story.</p>	

Sub-Domain: Dramatic Play		Galileo® G3 Assessment Scale Goal
CA 4.1: Demonstrate creative expression through dramatic play		
Infant		
<ul style="list-style-type: none"> Engage in onlooker play. Begin to exhibit skills in solitary play. Begin to imitate the actions and expressions of caregivers. 	<p>Approaches to Learning 00-08 months</p> <p>13) Fills a container with small objects and dumps them out repeatedly.</p>	

Sub-Domain: Dramatic Play	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> Begin to recognize that certain actions will draw responses. 	<p>Cognitive Development and General Knowledge 00-08 months</p> <p>12) Shakes toys to elicit a response or sound. 16) Imitates familiar sounds and movements. 20) Knocks down a block tower or nesting cups. 28) Reaches for a mobile or other similar object to make it move. 36) Smiles as she/he figures out how to move around an object. 39) Imitates facial expressions, sounds, and gestures. 47) Plays with a single toy for two to three minutes. 48) Smiles while banging a block or other object on the floor.</p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p>15) Explores sounds through babbling and imitation. 28) Imitates cooing sounds made by familiar adults. 29) Mimics hand clapping and waving bye-bye. <u>33) Imitates writing by scribbling, without regard to direction or location. SR 20.</u></p> <p>Social and Emotional Development 00-08 months</p> <p>7) Imitates the actions of familiar adults (e.g., clapping). 17) Enjoys playing with new toys (e.g., new sand toys in the sand box). 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. 52) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.</p>
Younger Toddler	
<ul style="list-style-type: none"> Engage in solitary play. Begin to exhibit skills in parallel play. Use objects as symbols for other things. Demonstrate simple character/animal sounds with motions. 	<p>Approaches to Learning 08-18 months</p> <p><u>7) Plays side-by-side with another child using the same or similar toys. SR 3.</u> <u>11) Fills a container with small objects and dumps them out repeatedly. SR 4.</u></p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>16) Fills and dumps sand, toys, and blocks. 17) Takes things apart. <u>18) Places items in containers and then pours them out, repeatedly. SR 9.</u> 19) Activates toys such as a jack-in-the-box. 43) Matches sounds to pictures of animals.</p> <p>Social and Emotional Development 08-18 months</p> <p>16) Uses familiar objects in new and different ways (e.g., a shoe as a telephone). 49) Touches or imitates another child sitting nearby.</p>

Sub-Domain: Dramatic Play	Galileo® G3 Assessment Scale Goal
	58) Moves his/her body to fit inside a tunnel toy with a peer or sibling. 65) Plays with a preferred toy more than others.
Older Toddler	
<ul style="list-style-type: none"> Engage in parallel play. Begin to exhibit skills in associative play. Spontaneously pretend to take on the characteristics of a person, character, or animal. Express self through dramatic play. 	<p>Approaches to Learning 18-24 months</p> <p>2) Plays side-by-side with another child using the same or similar toys.</p> <p><u>19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door.) SR 2.</u></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). SR 8.</u></p> <p><u>24) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 7.</u></p> <p>Cognitive Development and General Knowledge 18-24 months</p> <p>10) Plays "dress-up", imitating the behaviors of familiar adults.</p> <p>55) 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>Language, Communication, Reading & Writing 18-24 months</p> <p>41) Attempts to feed, dress, or cuddle their dolls and stuffed animals.</p> <p>42) Crawls around on hands and knees, pretending to be a dog or cat.</p> <p>43) Climbs into a box and making motor sounds.</p> <p>44) Uses a toy telephone to "talk to Grampa".</p> <p>Physical Development and Health 18-24 months</p> <p>3) Approaches or stands next to other children and adults in play situations.</p> <p>Social and Emotional Development 18-24 months</p> <p><u>5) Participates in parallel play. SR 40.</u></p> <p>6) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p>46) Initiates play with a familiar peer.</p> <p>47) Moves their body to fit inside a tunnel toy with a peer or sibling.</p>
Younger Preschool	
<ul style="list-style-type: none"> Engage in associative and cooperative play. Use a variety of props to demonstrate themes about life experiences, ideas, and feelings. Participate freely in dramatic play experiences that become of increased duration and complexity. 	<p>Approaches to Learning 2-3 years</p> <p>2) Imitates adult activities such as reading a magazine or helping to set the table.</p> <p>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> <p>22) Acts out familiar life scenes (e.g., picking up a bag or lunch box and saying, "I go to work").</p>

Sub-Domain: Dramatic Play	Galileo® G3 Assessment Scale Goal
	<p>Cognitive Development and General Knowledge 2-3 years</p> <p>10) Makes play dough creations.</p> <p>32) Pretends to be a character from a story or show.</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>46) Imitates other children’s play or begins to play with others in associative play.</p> <p>48) Initiates interactions with playmates.</p> <p>Language, Communication, Reading & Writing 2-3 years</p> <p>28) Engages in "pretend" reading with other children during play activities.</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> <p>36) Stacks several blocks and then calls it “my house”.</p> <p>Physical Development and Health 2-3 years</p> <p>1) Approaches or stands next to other children and adults in play situations.</p> <p>Social and Emotional Development 2-3 years</p> <p>2) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p><u>4) Engages in positive social play alongside, and occasionally with, other children. SR 34.</u></p> <p><u>6) Takes on the role of an adult figure in pretend play. SR 38.</u></p> <p>9) Verbally or nonverbally invites a peer to play.</p> <p>24) Plays beside another child for short periods of time.</p>
Older Preschool	
<ul style="list-style-type: none"> Engage in associative and cooperative play. Role-play imaginary events and characters. Participate freely in dramatic play experiences that become of increased duration and complexity. 	<p>Creative Arts 3-5 years</p> <p>30) Uses dramatic play to express feelings (e.g., fear).</p> <p>31) Acts out a real or make-believe character during dramatic play.</p> <p>32) Acts out stories or situations during a dramatic play activity.</p> <p>33) Describes the story or situation that will occur during dramatic play.</p> <p><u>34) Uses dramatic play to practice cooperation (e.g., who sets table, cooks). SR 64.</u></p> <p>35) Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p> <p>36) Uses dramatic play to ask questions to gain new knowledge from others.</p>

H. Physical Health and Growth

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.
- NA indicates when a standard has no alignment to the G3 Scale.

Sub-Domain: Health and Well-Being Galileo® G3 Assessment Scale Goal	
PHG 1.1: Demonstrate development of healthy practices	
Infant	
<ul style="list-style-type: none"> • Passively participate in health and hygiene-related behaviors initiated by an adult. 	<p>Language, Communication, Reading & Writing 00-08 months</p> <p>22) Gazes into the eyes of familiar adults during nursing or drinking from a bottle.</p> <p>23) Watches the faces of familiar adults during routine activities (e.g., diaper changing, bathing).</p> <p>Physical Development and Health 00-08 months</p> <p>3) Cooperates with daily routines.</p> <p>22) Relaxes during bathing and washing routines.</p> <p>23) Makes sounds in response to adult vocalizations during diaper-changing routines.</p> <p>24) Responds to adult feeding cues by kicking feet or turning head.</p> <p><u>25) Responds positively to sleeping routines by relaxing when rocked. SR 22.</u></p> <p>26) Eats meals on a fairly regular schedule.</p> <p>27) Begins to accept single, pureed solid foods.</p> <p>28) Eats adequate meals during mealtime.</p> <p>33) Takes meals from a bottle at mealtime.</p> <p>39) Shows nutritional needs are met (e.g., pushes bottle away, stops sucking, falls asleep).</p>
Younger Toddler	
<ul style="list-style-type: none"> • Participate with adult support in health and hygiene-related behaviors. • Imitate personal health practices. 	<p>Approaches to Learning 00-08 months</p> <p>21) Raises bottle as the level of milk drops.</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>17) Reaches for breast or bottle when hungry.</p> <p>22) Anticipates feeding time (e.g., responds to stimuli such as appearance of a bottle).</p> <p>35) Anticipates being lifted to be held, fed or changed and moves body accordingly.</p> <p>46) Raises her/his bottle as the level of liquid drops.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>6) Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.</p> <p>14) Tries to help when an adult is bathing or changing them.</p> <p>30) Asks for more (e.g., food, objects, activity).</p>

Sub-Domain: Health and Well-Being

Galileo® G3 Assessment Scale Goal

- 46) Raises her/his bottle as the level of liquid drops.
- 50) Makes choices related to toys and clothing.
- 64) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.

Language, Communication, Reading & Writing 08-18 months

- 30) Turns head or pushes plate away when they have had enough to eat.
- 32) Pulls at his/her diaper when it is wet.

Physical Development and Health 08-18 months

- 1) Cooperates with daily routines. SR 25.
 - 2) Demonstrates regular sleeping habits.
 - 18) Drinks from a cup with help.
 - 20) Regularly feeds him/herself finger foods.
 - 22) Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 29.
 - 23) Responds to adult feeding cues by kicking feet or turning head.
 - 24) Responds positively to sleeping routines by relaxing when rocked.
 - 25) Anticipates meals by pointing and reaching.
 - 26) Vocalized when she/he sees a tub being filled.
 - 27) Relaxes during bathing routines and grabs for the wash cloth.
 - 28) Participates in sleeping routines, such as listening to a story before a nap.
 - 29) Eats adequate meals during mealtime.
 - 30) Begins to eat balanced meals on a regular schedule.
 - 31) Consumes a variety of healthy foods from all food groups when offered by an adult. SR 28.
 - 36) Cooperates with daily cleaning of gums and teeth.
 - 38) Eats healthy snacks.
 - 39) Drinks water when offered.
 - 41) Shows nutritional needs are met (e.g., pushes bottle away, stops sucking, falls asleep).
- Social and Emotional Development 00-08 months**
- 15) Explores a new food with all their senses.
 - 56) Protests when given a non-preferred food rather than a preferred food.

Older Toddler

- Practice health and hygiene- related behaviors with reminders.
- Imitate an experience of participating in a doctor or dentist visit.

Approaches to Learning 18-24 months

- 15) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).
- 24) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). SR 7.

Cognitive Development and General Knowledge 18-24 months

- 8) Begins to take care of her/his hair using a comb or brush.
- 43) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.
- 44) Demonstrates assertiveness by saying “No!” or “Me Do it” when adults try to help with self-care tasks.
- 49) Uses a spoon to get food into her/his mouth.

Physical Development and Health 18-24 months

- 2) Actively participate in everyday health routines (e.g., washing hands). SR 34.
- 19) Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 36.
- 21) Eats with a spoon with some assistance.
- 22) Takes off an open shirt or coat without help.
- 23) Unzips zippers.
- 24) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on.)
- 25) Participates in sleeping routines, such as listening to a story before a nap.
- 26) Helps set the table.
- 27) Helps feed self.
- 28) Participates in bathing/washing routines (e.g., using a washcloth or towel).
- 29) Participates in “getting ready for” routines (e.g., going to sink to look for toothbrush or choosing a book to read).
- 30) Brushes teeth with help.
- 31) Consumes a variety of healthy foods from all food groups when offered by an adult. SR 38.
- 32) Feeds her/himself first using hands and then with a spoon.
- 33) Makes personal food choices from several healthy options. SR 39.
- 34) Takes age-appropriate amounts of food with encouragement from adults.
- 41) Participates in the daily cleaning of teeth.
- 47) Washes and dries hands with some supervision.
- Social and Emotional Development 18-24 months**
- 57) Cooperates with dressing and undressing activities.
- 63) Shows interest in wanting to dress her/himself.
- 64) Shows increased interest in toileting.

Younger Preschool

- Demonstrate health and hygiene-related behaviors with reminders.
- Identify the difference between sick and well.
- Engage in sociodramatic play to demonstrate the roles of medical professionals.

- Cognitive Development and General Knowledge 2-3 years**
- 7) Washes hands or picks up toys when directed to do so. SR 4.
- Physical Development and Health 2-3 years**
- 2) Actively participates in everyday health routines (e.g., washing hands).

Sub-Domain: Health and Well-Being	Galileo® G3 Assessment Scale Goal
	<p>3) Develops self-care skills, such as helping to dress him/herself.</p> <p>12) Properly uses corrective and assistive visual devices consistently (e.g., glasses).</p> <p>24) Begins using a fork.</p> <p>25) Participates in “getting ready for” routines (going to sink to look for toothbrush or choosing a book to read).</p> <p>26) <u>Brushes teeth with help. SR 6.</u></p> <p>27) Participates in bathing/washing routines (e.g., using a washcloth or towel).</p> <p>28) Participates in sleeping/napping routines by getting and arranging comfort items.</p> <p>29) Feeds his/herself without help.</p> <p>37) Begins to independently brush their teeth with supervision.</p> <p>39) <u>Washes and dries hands with some supervision. SR 27.</u></p> <p>Social and Emotional Development 2-3 years</p> <p>51) Shows interest in wanting to dress her/himself.</p> <p>52) Shows increased interest in toileting.</p>
Older Preschool	
<ul style="list-style-type: none"> • Demonstrate health and hygiene-related behaviors with minimal prompting. • Communicate practices that promote healthy living and prevent illness for self and family members. • Engage in sociodramatic play to demonstrate the roles of medical professionals. 	<p>Physical Development and Health 3-5 years</p> <p>2) Feeds his/herself without help.</p> <p>3) <u>Independently selects and eats a variety of food types. SR 74.</u></p> <p>4) Serves self an appropriate amount of food.</p> <p>5) Identify examples of foods that are healthy.</p> <p>6) Washes and dries hands with some supervision.</p> <p>8) Brushes teeth with help.</p> <p>9) Begins to independently brush his/her teeth with supervision.</p> <p>10) Disposes of tissues appropriately in a container.</p> <p>11) Covers mouth with hand/tissue when coughing or sneezing.</p> <p>12) Brushes teeth in a correct fashion, without assistance.</p> <p>13) Uses tissues properly to blow/wipe nose, without assistance.</p> <p>14) Requests or initiates hand washing when needed (e.g., before eating).</p> <p>18) Talks about ways exercise keeps us healthy, with assistance.</p> <p>19) Unzips zippers.</p> <p>20) Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</p> <p>21) Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</p> <p>22) Puts on front-opening garment, without assistance.</p>

Sub-Domain: Health and Well-Being	Galileo® G3 Assessment Scale Goal
	23) Puts on pull-over garment, without assistance. 24) Puts on shoes correctly, without assistance. 25) Ties own shoes, without assistance. 26) Uses bathroom, without assistance. 27) Initiates a trip to the bathroom, without being prompted. 28) Completes bathroom activities (clothing up/down, wiping, flushing) independently. 32) Cooperates by opening mouth for a quick visual exam. 33) Properly uses corrective and assistive visual devices consistently (e.g., glasses). 34) Uses assistive audiological devices, such as hearing aids, if appropriate. 43) Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands). 44) Tells why people need to go to the doctor and dentist.
PHG 1.2: Demonstrate development of safety practices	
Infant	
<ul style="list-style-type: none"> • Use key adults as a secure base when exploring the environment. • Seek reassurance from a trusted caregiver when encountering an unfamiliar person or object. 	Cognitive Development and General Knowledge 00-08 months 33) Moves toward a familiar adult when a stranger appears. 49) Looks to parents, caregivers, and teachers for help. Social and Emotional Development 00-08 months 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. 6) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration. 8) Looks around while being held on the shoulders of a familiar adult. 56) Frequently checks for familiar adults in new situations.
Younger Toddler	
<ul style="list-style-type: none"> • Demonstrate awareness of danger. • Respond to adult direction to change behavior in order to avoid danger or prevent injuries. 	Social and Emotional Development 08-18 months 1) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration. 4) Becomes distressed in the presence of unfamiliar adults. 30) Moves away from a sticky plant when redirected by parents, caregivers, and teachers. 32) Looks to their parents, caregivers, and teachers when a loud sound scares them. 34) Responds positively to redirection by familiar adults. 47) Frequently check for familiar adults in new situations.

Sub-Domain: Health and Well-Being

Galileo® G3 Assessment Scale Goal

Older Toddler

- Explore characteristics and ask questions about aspects of the environment.
- Recall behaviors that prevent injuries.
- Respond to adult guidance and direction regarding safety.

Cognitive Development and General Knowledge 18-24 months

5) Follows two-step directions.

Language, Communication, Reading & Writing 18-24 months

15) Uses question words (e.g., "why" and "what").

20) Asks questions to obtain information or assistance. SR 27.

Physical Development and Health 18-24 months

1) Shows independence as she/he moves around in a safe environment.

Social and Emotional Development 18-24 months

3) Seeks help from trusted parents, caregivers, and teachers.

11) Demonstrates increasing ability to move around in the environment (e.g., leaving the sandbox to pull a duck toy across the play area).

27) Follows directions with adult assistance.

31) Listens to and follows simple rules in small group activity. SR 43.

38) Puts away toys when asked by a familiar adult.

Younger Preschool

- Identify ways to play safely.
- Follow simple safety rules while participating in activities.

Physical Development and Health 2-3 years

31) Looks at the adult giving directions and then follows the directions. SR 33.

Older Preschool

- Demonstrate basic safety knowledge.
- Participate, with adult support, to develop safety rules for an activity.

Physical Development and Health 3-5 years

35) Understands that parents and teachers are helpful resources.

36) Follows fire safety/fire drill rules, without assistance. SR 79.

37) Follows outdoor and indoor play rules, without prompts.

38) Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). SR 80.

39) Describes basic traffic safety rules, without assistance.

40) Identifies nonedible/poisonous substances, without assistance.

41) Identifies potentially dangerous situations/activities, without assistance. SR 81.

42) Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). SR 82.

PHG 1.3: Demonstrate development of nutrition awareness

Infant

- Express when hungry or full.
- Show food preferences.

Approaches to Learning 00-08 months

21) Raises bottle as the level of milk drops.

Sub-Domain: Health and Well-Being	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> • Begin following a regular eating routine. • Demonstrate awareness of different textures of food. • Help with self-feeding. 	<p>Cognitive Development and General Knowledge 00-08 months</p> <p>17) Reaches for breast or bottle when hungry.</p> <p>22) Anticipates feeding time (e.g., responds to stimuli such as appearance of a bottle).</p> <p>46) Raises her/his bottle as the level of liquid drops.</p> <p>Physical Development and Health 00-08 months</p> <p>17) Coordinates sucking, swallowing, and breathing during feeding.</p> <p>18) Reaches for and holds bottle while being fed by an adult.</p> <p>19) Moves pureed food to the back of the mouth to swallow.</p> <p><u>20) Begins to feed her/himself simple finger foods. SR 28.</u></p> <p>21) Drinks from a cup with help.</p> <p>26) Eats meals on a fairly regular schedule.</p> <p><u>27) Begins to accept single, pureed solid foods. SR 26.</u></p> <p><u>28) Eats adequate meals during mealtime. SR 23.</u></p> <p>33) Takes meals from a bottle at mealtime.</p> <p>36) Reaches for a drinking cup.</p> <p>39) Shows nutritional needs are met (e.g., pushes bottle away, stops sucking, falls asleep).</p> <p>Social and Emotional Development 00-08 months</p> <p>18) Cries when hungry, uncomfortable, or unhappy.</p>
Younger Toddler	
<ul style="list-style-type: none"> • Express when hungry or full. • Try new foods. • Follow a regular eating routine. • Feed self with some assistance. 	<p>Cognitive Development and General Knowledge 08-18 months</p> <p>30) Asks for more (e.g., food, objects, activity).</p> <p>46) Raises her/his bottle as the level of liquid drops.</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>30) Turns head or pushes plate away when they have had enough to eat.</p> <p>Physical Development and Health 08-18 months</p> <p>18) Drinks from a cup with help.</p> <p>20) Regularly feeds him/herself finger foods.</p> <p>23) Responds to adult feeding cues by kicking feet or turning head.</p> <p>29) Eats adequate meals during mealtime.</p> <p>30) Begins to eat balanced meals on a regular schedule.</p> <p><u>31) Consumes a variety of healthy foods from all food groups when offered by an adult. SR 28.</u></p> <p>38) Eats healthy snacks.</p> <p>39) Drinks water when offered.</p> <p>41) Shows nutritional needs are met (e.g., pushes bottle away, stops sucking, falls asleep).</p> <p>Social and Emotional Development 08-18 months</p> <p>15) Explores a new food with all their senses.</p>

Older Toddler

- Express when hungry or full.
- Make simple food choices depending on personal and cultural preference.
- Communicate about various characteristics of food.
- Feed self with minimal assistance.

Approaches to Learning 18-24 months

15) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).

Cognitive Development and General Knowledge 18-24 months

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

40) Begins to develop her/his own likes and dislikes.

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

Physical Development and Health 18-24 months

21) Eats with a spoon with some assistance.

27) Helps feed self.

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

32) Feeds her/himself first using hands and then with a spoon.

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

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

Younger Preschool

- Respond to physical cues when hungry, full or thirsty.
- Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.
- Distinguish between nutritious and less nutritious foods.
- Independently feeds self.

Approaches to Learning 2-3 years

12) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).

Cognitive Development and General Knowledge 2-3 years

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

Physical Development and Health 2-3 years

24) Begins to use a fork.

29) Feeds his/herself without help.

Older Preschool

- Respond to physical cues when hungry, full or thirsty.
- Communicate about variety and amount of foods needed to be healthy.
- Name food and beverages that help to build healthy bodies.
- Independently feeds self using utensils.

Physical Development and Health 3-5 years

1) Chews all food completely prior to swallowing.

2) Feeds his/herself without help.

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

4) Serves self an appropriate amount of food.

5) Identifies examples of foods that are healthy. SR 75.

PHG 2.1: Demonstrate how the five senses support processing information

Infant

- Manipulate objects to see what will happen.

Approaches to Learning 00-08 months

4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).

8) Kicks or swats a mobile to repeat a sound or motion.

9) Grasps, releases, re-grasps and re-releases an object.

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

11) Bangs an object repeatedly while exploring its properties. SR 3.

18) Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).

Cognitive Development and General Knowledge 00-08 months

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.

20) Knocks down a block tower or nesting cups.

28) Reaches for a mobile or other similar object to make it move.

36) Smiles as she/he figures out how to move around an object.

48) Smiles while banging a block or other object on the floor.

Younger Toddler

- Try a new action with a familiar object.

Social and Emotional Development 08-18 months

16) Uses familiar objects in new and different ways (e.g., a shoe as a telephone).

Older Toddler

- Test objects to determine their purpose.

Approaches to Learning 18-24 months

7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.

26) Uses objects together as tools.

Cognitive Development and General Knowledge 18-24 months

12) Stacks blocks and knocks them down.

16) Explores objects by taking things apart, stacking, sorting, tracing, etc. SR 12.

51) Uses materials such as pencils, paints, and play dough in different and varied ways.

Physical Development and Health 18-24 months

14) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). SR 37.

Sub-Domain: Senses	Galileo® G3 Assessment Scale Goal
	<p>15) Empties and fills containers. 16) Scribbles using a variety of materials (e.g., chalk, finger paints, crayons).</p> <p>Social and Emotional Development 18-24 months</p> <p>10) Uses familiar objects in new and different ways (e.g., a shoe as a telephone). 13) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects). 15) Tries out new games and toys.</p>
Younger Preschool	
<ul style="list-style-type: none"> Take things apart and attempt to put them back together. 	<p>Approaches to Learning 2-3 years</p> <p>15) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.</p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>4) Explores objects by taking things apart, stacking sorting, tracing, etc.</p> <p>Physical Development and Health 2-3 years</p> <p>16) Pulls apart large pop-it beads and tries to push them together again.</p>
Older Preschool	
<ul style="list-style-type: none"> Take things apart and invent new structures using the parts. 	<p>Physical Development and Health 3-5 years</p> <p>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).</p>
PHG 2.2: Demonstrate development of body awareness	
Infant	
<ul style="list-style-type: none"> Show awareness of own body and start to move intentionally. Interact with adults in physical activities. 	<p>Approaches to Learning 00-08 months</p> <p>5) Positions or moves their body toward an interesting object. 8) Kicks or swats a mobile to repeat a sound or motion. 13) Fills a container with small objects and dumps them out repeatedly. 17) Rolls from their backs to their stomachs when looking for a toy. 19) Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing. 23) Reacts with movement to the sound of music.</p> <p>Cognitive Development and General Knowledge 00-08 months</p> <p>4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy). 7) <u>Inspects her/his own hands, feet, fingers, and/or toes. SR 1.</u> 11) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).</p>

Sub-Domain: Senses	Galileo® G3 Assessment Scale Goal
	<p>12) Shakes toys to elicit a response or sound. 13) Enjoys rolling a ball to familiar adults. 20) Knocks down a block tower or nesting cups. 28) Reaches for a mobile or other similar object to make it move. 38) Claps hands to music along with a familiar adult. 48) Smiles while banging a block or other object on the floor.</p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p>12) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo). 26) Brings hands together at the middle of her/his body. 27) Pushes her/his body up with arms when on tummy. 29) Mimics hand clapping and waving bye-bye. 31) Reaches, grasps, and places objects in her/his mouth.</p> <p>Physical Development and Health 00-08 months</p> <p>1) Rolls over from back to front. 4) Turns head from side to side, kicks feet, and moves hands. 5) Sits with adult support. <u>6) Stands firmly on legs and bounces actively when held in standing position. SR 24.</u> 7) Pushes chest and head up from a flat surface. 8) Begins to crawl. 9) Sits without adult support. 14) Grasps the fingers of another person. 18) Reaches for and holds bottle while being fed by an adult.</p>
Younger Toddler	
<ul style="list-style-type: none"> • Identify basic body parts. • Use trial and error to discover how the body and objects move through space. • Use simple movement skills to participate in active physical play. 	<p>Approaches to Learning 08-18 months</p> <p>19) Plays the same music and movement activity over and over. 29) Stomps feet to loud music and tiptoes to soft music.</p> <p>Cognitive Development and General Knowledge 08-18 months</p> <p>5) Crawls to explore their environment. 7) Enjoys rolling a ball to familiar adults. 24) Reaches for a mobile or other similar object to make it move. 41) Explores pegboards with fingers, trying to put objects into holes. 51) Attempts to use hand movements for finger plays. 63) Uses trial and error to fit different shapes into holes or to stack things in order.</p> <p>Language, Communication, Reading & Writing 08-18 months</p> <p>7) Points to body parts when asked.</p>

Older Toddler

- Identify basic body parts.
- Demonstrate awareness of own body in space and in relationship to objects.
- Participate in active physical play and structured activities requiring spontaneous and instructed body movements.

Approaches to Learning 18-24 months

12) Plays the same music and movement activity over and over.

17) Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it. SR 4.

25) Stomps feet to loud music and tiptoes to soft music. SR 6.

Cognitive Development and General Knowledge 18-24 months

12) Stacks blocks and knocks them down.

16) Explores objects by taking things apart, stacking, sorting, tracing, etc. SR 12.

29) Pokes, drops, pushes pulls, and squeezes things to see what will happen.

37) Enjoys messy activities, such as finger painting.

41) Uses trial and error to fit different shapes into holes or to stack things in order.

42) Demonstrates some movement to rhythms.

43) Tries out various ways to get her/his arms into the sleeves of a jacket/sweater.

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

51) Uses materials such as pencils, paints, and play dough in different and varied ways.

Younger Preschool

- Identify and describe function of body parts.
- Demonstrate awareness of own body in relation to other people and objects through play activities.
- Participate in structured and unstructured active physical play exhibiting strength and stamina.
- Demonstrate basic understanding that physical activity helps the body grow and be healthy.

Approaches to Learning 2-3 years

6) Plays beside other children, imitating the play of another child.

Cognitive Development and General Knowledge 2-3 years

43) Joins in or tries to sing songs and finger plays without encouragement.

44) Demonstrates the ability to move in time with music.

Language, Communication, Reading & Writing 2-3 years

5) Sings simple songs or finger plays with help from an adult.

Physical Development and Health 2-3 years

1) Approaches or stands next to other children and adults in play situations.

5) Runs although she/he may have difficulty stopping and turning.

7) Jumps in place and off low objects, such as a step.

8) Stops and turns while running.

9) Walks up and down stairs independently, using alternating feet, and without holding rail. SR 31.

10) Imitates the hand motions of finger plays (e.g., "Where is Thumpkin"). SR 29.

Sub-Domain: Senses	Galileo® G3 Assessment Scale Goal
	24) Begins to use a fork. 29) Feeds his/herself without help. 30) Sings simple songs and finger plays. Social and Emotional Development 2-3 years <u>4) Engages in positive social play alongside, and occasionally with, other children. SR 34.</u> 40) Points to and names several of their own body parts.
Older Preschool	
<ul style="list-style-type: none"> Identify and describe function of body parts. Demonstrate awareness of own body in relation to other people and objects through play activities. Participate in structured and unstructured active physical play exhibiting strength and stamina. Demonstrate basic understanding that physical activity helps the body grow and be healthy. 	Physical Development and Health 3-5 years 15) Exercises large muscles (e.g., running, swinging, hopping, throwing). <u>16) Participates actively in outdoor group games (e.g., kickball). SR 77.</u> 17) Identifies a variety of games/exercises that help enhance fitness. 18) Talks about ways exercise keeps us healthy, with assistance.

Sub-Domain: Motor Skills	Galileo® G3 Assessment Scale Goal
PHG 3.1: Demonstrate development of fine and gross motor coordination	
Infant	
<ul style="list-style-type: none"> Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination. Begin to develop coordination and balance, often with support. Develop control of head and back, progressing to arms and legs. Also see English/Language Arts Foundation 3: Early Writing (ELA3.1). 	Approaches to Learning 00-08 months 5) Positions or moves their body toward an interesting object. 8) Kicks or swats a mobile to repeat a sound or motion. <u>10) Explores objects (e.g., books) repeatedly with their hands and mouths. SR 2.</u> <u>11) Bangs an object repeatedly while exploring its properties. SR 3.</u> 13) Fills a container with small objects and dumps them out repeatedly. 17) Rolls from their backs to stomachs when looking for a toy. 18) Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging). 19) Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing. 21) Raises bottle as the level of milk drops. Cognitive Development and General Knowledge 00-08 months 4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy). <u>7) Inspects her/his own hands, feet, fingers, and/or toes. SR 1.</u> <u>10) Touches and mouths objects for sensory exploration. SR 8.</u>

Sub-Domain: Motor Skills	Galileo® G3 Assessment Scale Goal
	<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>20) Knocks down a block tower or nesting cups.</p> <p>36) Smiles as she/he figures out how to move around an object.</p> <p><u>45) Reaches for objects within view. SR 10.</u></p> <p>46) Raises her/his bottle as the level of liquid drops.</p> <p>Language, Communication, Reading & Writing 00-08 months</p> <p>26) Brings hands together at the middle of her/his body.</p> <p>27) Pushes her/his body up with arms when on tummy.</p> <p>29) Mimics hand clapping and waving bye-bye.</p> <p><u>30) Holds toys with both hands. SR 14.</u></p> <p>31) Reaches, grasps, and places objects in her/his mouth.</p> <p><u>32) Passes an object from one hand to another. SR 27.</u></p> <p><u>33) Imitates writing by scribbling, without regard to direction or location. SR 20.</u></p> <p>34) Repeats motions to make additional marks on paper.</p> <p>Physical Development and Health 00-08 months</p> <p>1) Rolls over from back to front.</p> <p>4) Turns head from side to side, kicks feet, and moves hands.</p> <p>5) Sits with adult support.</p> <p><u>6) Stands firmly on legs and bounces actively when held in standing position. SR 24.</u></p> <p>7) Pushes chest and head up from a flat surface.</p> <p>8) Begins to crawl.</p> <p>9) Sits without adult support.</p> <p>13) Plays with her/his fingers and puts hands in mouth.</p> <p>15) Looks at objects as he/she transfers them from hand to hand.</p> <p>16) Picks up small objects with thumb and forefinger.</p> <p><u>20) Begins to feed her/himself simple finger foods. SR 28.</u></p> <p>21) Drinks from a cup with help.</p> <p>Social and Emotional Development 00-08 months</p> <p>15) Reaches for and grasps objects.</p> <p>20) Kicks legs in excitement and settles when seeing a familiar adult.</p>
Young Toddler	
<ul style="list-style-type: none"> Gain control of hands and fingers. Begin to develop coordination and balance, requiring less support. Also see English/Language Arts Foundation 3: Early Writing (ELA 3.1.) 	<p>Approaches to Learning 08-18 months</p> <p><u>11) Fills a container with small objects and dumps them out repeatedly. SR 4.</u></p> <p><u>16) Repeats a new skill, such as going up and down a step. SR 5.</u></p>

- 25) Attempts to open a container to get an object.
 29) Stomps feet to loud music and tiptoes to soft music.
- Cognitive Development and General Knowledge 08-18 months**
- 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).
 16) Fills and dumps sand, toys, and blocks.
 17) Takes things apart.
 18) Places items in containers and then pours them out, repeatedly. SR 9.
 19) Activates toys such as a jack-in-the-box.
 44) Pokes, drops, pushes pulls, and squeezes things to see what will happen.
 46) Raises her/his bottle as the level of liquid drops.
 51) Attempts to use hand movements for finger plays.
 63) Uses trial and error to fit different shapes into holes or to stack things in order.
- Language, Communication, Reading & Writing 08-18 months**
- 28) Holds toys with both hands.
 29) Passes an object from one hand to another.
 33) Holds large crayons and transfers them from one hand to another. SR 20.
 34) Imitates writing by scribbling without regard to direction or location. SR 21.
 35) Picks up small objects using finger and thumb.
 37) Repeats motions to make additional marks on paper. SR 22.
 38) Makes purposeful marks on paper. SR 23.
 39) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).
- Physical Development and Health 08-18 months**
- 7 Walks without help. SR 26.
 9) Climbs up and walks down stairs with adult assistance.
 13) Puts objects in a box.
 14) Picks up small objects with thumb and forefinger.
 15) Looks for objects as he/she transfers them from hand to hand. SR 27.
 16) Builds a tower of two to four cubes.
 18) Drinks from a cup with help.
 20) Regularly feeds him/herself finger foods.
- Social and Emotional Development 08-18 months**
- 11) Reaches for and grasps objects.

Older Toddler

- Use hand-eye coordination to manipulate smaller objects with increasing control.
- Develop coordination and balance.
- Develop gross motor control for a range of physical activities.
- Also see English/Language Arts Foundation 3: Early Writing (ELA3.1).

Approaches to Learning 18-24 months

- 7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys.
- 13) Tries various shapes in a shape-sorting toy until the shape finally fits.
- 15) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).
- 20) Scribbles on a piece of paper to communicate (e.g., makes a "shopping list").
- 25) Stomps feet to loud music and tiptoes to soft music. SR 6.

Cognitive Development and General Knowledge 18-24 months

- 8) Begins to take care of her/his hair using a comb or brush.
- 12) Stacks blocks and knocks them down.
- 13) Successfully completes simple inset puzzles.
- 41) Uses trial and error to fit different shapes into holes or to stack things in order.

Language, Communication, Reading & Writing 18-24 months

- 46) Makes purposeful marks on paper. SR 21.
- 47) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). SR 17.
- 48) Draws horizontal and vertical lines. SR 28.
- 51) Holds pencil with thumb and forefinger. SR 26.

Physical Development and Health 18-24 months

- 4) Climbs up and walks down stairs with adult assistance. SR 32.
- 6) Pushes and pulls large objects.
- 7) Stands on tiptoes to reach for an object.
- 8) Runs although she/he may have difficulty stopping and turning. SR 35.
- 9) Puts objects in a box.
- 10) Tries to turn the key on a wind-up toy.
- 12) Imitates the hand motions of finger plays (e.g., "Where is Thumpkin?").
- 13) Builds a tower of two to four cubes.
- 15) Empties and fills containers.
- 16) Scribbles using a variety of materials (e.g., chalk, finger paints, crayons).
- 17) Hold book firmly with two hands.
- 18) String large beads onto a piece of yarn.
- 21) Eats with a spoon with some assistance.
- 23) Unzips zippers.
- 27) Helps feed self.
- 30) Brushes teeth with help.
- 32) Feeds her/himself first using hands and then with a spoon.

Sub-Domain: Motor Skills	Galileo® G3 Assessment Scale Goal
	<p>Physical Development and Health 18-24 months</p> <p>11) Demonstrates increasing ability to move around in the environment (e.g., leaving the sandbox to pull a duck toy across the play area).</p> <p>13) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).</p>
Younger Preschool	
<ul style="list-style-type: none"> • Refine grasp to manipulate tools and objects. • Demonstrate coordination and balance. • Coordinate movements to perform a task. • Also see English/Language Arts Foundation 3: Early Writing (ELA3.1). 	<p>Approaches to Learning 2-3 years</p> <p>1) Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.</p> <p><u>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). SR 2.</u></p> <p>10) Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p>12) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice).</p> <p>16) Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors.</p> <p>Cognitive Development and General Knowledge 2-3 years</p> <p>1) Successfully completes simple inset puzzles.</p> <p>2) Successfully hooks toys together.</p> <p>14) Inspects/manipulates moving parts of toys (e.g., wheels).</p> <p>31) Sorts objects (e.g., beads) by color or by size.</p> <p>33) Completes three-or-four-piece puzzles.</p> <p>35) Uses a spoon to get food into her/his mouth.</p> <p>36) Threads beads by coordinating a string into the bead opening.</p> <p>37) Uses materials such as pencils, paints, and play dough in different and varied ways</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>35) Brings a “cake” from the sand area and asks familiar adults to “eat it”.</p> <p><u>38) Holds pencil with thumb and forefinger. SR 24.</u></p> <p><u>39) Draws figures and shapes to convey meaning. SR 23.</u></p> <p>Physical Development and Health 2-3 years</p> <p>7) Jumps in place and off low objects, such as a step.</p> <p>8) Stops and turns while running.</p> <p><u>9) Walks up and down stairs independently, using alternating feet, and without holding rail. SR 31.</u></p> <p>14) Strings large beads onto a piece of yarn.</p> <p>15) Empties and fills containers.</p> <p>16) Pulls apart large pop-it beads and tries to push them together again.</p> <p>18) Watches lines and squiggles appear as they move a writing tool (marker, paint brush) over a piece of paper.</p>

Sub-Domain: Motor Skills	Galileo® G3 Assessment Scale Goal
	19) Unzips zippers. 24) Begins to use a fork. <u>26) Brushes teeth with help. SR 6.</u> 29) Feeds his/herself without help.
Older Preschool	
<ul style="list-style-type: none"> • Perform fine-motor tasks that require small-muscle strength and control. • Demonstrate coordination and balance in a variety of activities. • Coordinate movements to perform a complex task. • Also see English/Language Arts Foundation 3: Early Writing (ELA3.1). 	<p>Physical Development and Health 3-5 years</p> 45) Walks to a destination without help. 46) Jumps in place and off low objects, such as a step. 47) Moves around obstacles with balance and direction. 48) Stops and turns while running. 49) Walks along a line on the floor, most of the time. <u>50) Climbs up and down stairs. SR 83.</u> 51) Walks along a wide beam, most of the time. <u>52) Climbs a short ladder (e.g., on playground toys). SR 84.</u> 53) Jumps forward several times, maintaining balance most of the time. 54) Balances on one foot for five seconds. 55) Pedals a tricycle, steers and makes turns around obstacles and corners. 56) Hops with direction and control, most of the time. 57) Jumps backward without losing balance. <u>58) Skips with direction and control, most of the time. SR 85.</u> 59) Gallops maintaining direction and control, most of the time. 60) Throws a ball a short distance with accuracy, most of the time. 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. 63) Dribbles a large ball several times with both hands. 64) Dribbles a large ball several times with one hand. 65) Begins to use a fork. 66) Eats with a fork and a spoon, or other appropriate utensils. <u>67) Correctly holds a pencil or crayon. SR 86.</u> 68) Cuts with scissors along a straight line. 69) Cuts with scissors along a curved line. <u>70) Uses scissors to cut out a pre-formed simple shape. 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. SR 88.</u>

PHG 3.2: Demonstrate development of oral motor skills

Infant

- Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control.

Approaches to Learning 00-08 months

1) Babbles when alone, trying several different sounds.

Cognitive Development and General Knowledge 00-08 months

9) Babbles and then pauses to wait for familiar adults to respond.

10) Touches and mouths objects for sensory exploration. SR 8.

43) Vocalizes to communicate needs.

Language, Communication, Reading & Writing 00-08 months

9) Makes sucking motions to communicate hunger.

10) Begins to coo using vowel sounds and other sounds consistent with the home language. SR 12.

11) Babbles using repeated syllables (e.g., "ma ma ma"). SR 15.

15) Explores sounds through babbling and imitation.

Physical Development and Health 00-08 months

27) Begins to accept single, pureed solid foods. SR 26.

Younger Toddler

- Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control.

Cognitive Development and General Knowledge 08-18 months

33) Vocalizes when being read a familiar book by a familiar adult. SR 10.

49) Vocalizes to communicate needs.

56) Says "no-no" to express feelings.

65) Demonstrates assertiveness by saying "No!" or "Me Do it" when adults try to help with self-care tasks.

Language, Communication, Reading & Writing 08-18 months

10) Produces the sounds found in her/his home language. SR 17.

11) Uses sounds to name people, such as dada and mama.

12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). SR 19.

14) Takes turns making sounds with an adult.

Physical Development and Health 08-18 months

20) Regularly feeds him/herself finger foods.

34) Participates in listening and vocalizing activities (e.g., finger plays and songs).

38) Eats healthy snacks.

Social and Emotional Development 08-18 months

71) Uses words to get her/his needs met (e.g., "More juice.").

Sub-Domain: Motor Skills		Galileo® G3 Assessment Scale Goal
Older Toddler		
<ul style="list-style-type: none"> Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control. 	<p>Cognitive Development and General Knowledge 18-24 months</p> <p>6) Describes activities, such as “Me eat”.</p> <p>7) Speaks in short sentences (of one to three words) using and misusing plurals (e.g., saying “feets” for “feet”).</p> <p>15) Verbalizes observations, such as “Milk gone!” or “Daddy here!”</p> <p>24) Repeats words over and over.</p> <p>Language, Communication, Reading & Writing 18-24 months</p> <p>9) Uses sounds to name people, such as dada and mama.</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”). SR 16.</u></p> <p>15) Uses negative words (e.g., “no”).</p> <p>16) Uses question words (e.g., “why” and “what”).</p> <p>17) Invents new words for fun and experimenting.</p> <p><u>20) Asks questions to obtain information or assistance. SR 27.</u></p> <p>22) Engages in short conversation with other children and/or adults.</p> <p>24) Combines words to create meaningful short sentences.</p>	
Younger Preschool		
<ul style="list-style-type: none"> Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control. 	<p>Physical Development and Health 2-3 years</p> <p><u>36) Chews all food completely prior to swallowing. SR 28.</u></p>	

Sub-Domain: Personal Skills		Galileo® G3 Assessment Scale Goal
PHG 4.1: Demonstrate increased independence in personal care routines		
Infant		
<ul style="list-style-type: none"> Participate passively in dressing and undressing self. 	<p>Physical Development and Health 00-08 months</p> <p>3) Cooperates with daily routines.</p> <p>Physical Development and Health 08-18 months</p> <p><u>22) Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 29.</u></p> <p>Social and Emotional Development 08-18 months</p> <p>69) Cooperates with dressing and undressing activities.</p>	
Younger Toddler		
<ul style="list-style-type: none"> Show interest in assisting with personal body care practices. Show interest in assisting with dressing and undressing self. 	<p>Language, Communication Reading & Writing 08-18 months</p> <p>32) Pulls at his/her diaper when it is wet.</p> <p>Physical Development and Health 08-18 months</p>	

Sub-Domain: Personal Skills	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> Exhibit beginning awareness of toileting needs. 	<p>1) <u>Cooperates with daily routines. SR 25.</u></p> <p>22) <u>Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 29.</u></p> <p>25) Anticipates meals by pointing and reaching.</p> <p>28) Participates in sleeping routines, such as listening to a story before a nap.</p> <p>36) Cooperates with daily cleaning of gums and teeth.</p> <p>Social and Emotional Development 08-18 months</p> <p>69) Cooperates with dressing and undressing activities.</p>
Older Toddler	
<ul style="list-style-type: none"> Participate with adult support in personal body care practices. Participate with adult support in dressing and undressing self. Communicate toileting needs. 	<p>Physical Development and Health 18-24 months</p> <p>19) <u>Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). SR 36.</u></p> <p>21) Eats with a spoon with some assistance.</p> <p>22) Takes off an open shirt or coat without help.</p> <p>23) Unzips zippers.</p> <p>24) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on.)</p> <p>25) Participates in sleeping routines, such as listening to a story before a nap.</p> <p>27) Helps feed self.</p> <p>28) Participates in bathing/washing routines (e.g., using a washcloth or towel).</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>30) Brushes teeth with help.</p> <p>Social and Emotional Development 18-24 months</p> <p>57) Cooperates with dressing and undressing activities.</p> <p>63) Shows interest in wanting to dress her/himself.</p> <p>64) Shows increased interest in toileting.</p>
Younger Preschool	
<ul style="list-style-type: none"> Attend to personal body care practices with reminders. Independently dress and undress self. Independently attend to toileting needs. 	<p>Language, Communication, Reading & Writing 2-3 years</p> <p>2) Finds her/his shoes when it is time to get dressed.</p> <p>Physical Development and Health 2-3 years</p> <p>19) Unzips zippers.</p> <p>20) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on).</p> <p>21) Insists on washing and drying his/her own hands.</p> <p>22) Dresses him/herself with help for difficult steps (e.g., getting their arms into sleeve holes).</p> <p>23) Helps with toileting by pulling her/his pants down and up.</p> <p>25) Participates in “getting ready for” routines (going to sink to look for toothbrush or choosing a book to read).</p> <p>26) <u>Brushes teeth with help. SR 6.</u></p>

Sub-Domain: Personal Skills	Galileo® G3 Assessment Scale Goal
	27) Participates in bathing/washing routines (e.g., using a washcloth or towel). 29) Feeds his/herself without help. 37) Begins to independently brush their teeth with supervision. 39) Washes and dries hands with some supervision. Social and Emotional Development 2-3 years 51) Shows interest in wanting to dress her/himself. 52) Shows increased interest in toileting.
Older Preschool	
<ul style="list-style-type: none"> Attend to personal body care practices with minimal adult support. Independently dress and undress self. Independently attend to toileting needs. 	Physical Development and Health 3-5 years 6) Washes and dries hands with some supervision. 9) Begins to independently brush his/her teeth with supervision. 12) Brushes teeth in a correct fashion, without assistance. 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. 24) Puts on shoes correctly, without assistance. 25) Ties own shoes, without assistance. 26) Uses bathroom, without assistance. <u>28) Completes bathroom activities (clothing up/down, wiping, flushing) independently. SR 78.</u>

