



Galileo® G3 Scales Alignment with Florida State Early Learning and Developmental Standards

Birth through 5-Years-Old

This document references the Florida Early Learning and Development Standards Birth to Kindergarten (2017)

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Imagine Learning, Inc. Publishers

382 W. Park Circle, Suite 200

Provo, Utah, U.S.A.

Printed in the United States of America.

V1-11.08.2019

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**Galileo® G3 Scales Alignment
with Florida State Early Learning and Developmental Standards
Ages Birth Through 5 Years**

Imagine Learning, Inc.

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I. Galileo® G3 Scales Alignment with Florida State Early Learning and Developmental Standards

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 Birth - PreK is uniquely designed to support systemic implementation of Florida State Early Learning and Developmental Standards. Galileo Birth - PreK is a complete, fully integrated, research-based, and standards-aligned curriculum, assessment, and reporting system. Galileo Birth - PreK 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, public-school preschool, and proprietary early childhood programs. Galileo Birth - PreK 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 Your State Early Learning Standards

The Galileo G3 scales for ages birth through 5 provided by Imagine Learning to early childhood programs are aligned with, and reflect the scope and intent of, state early learning standards for children ages birth through 5. These reliable, valid scales form the basis for the comprehensive Galileo curriculum as well as the integrated Galileo assessment tools by defining research-based and empirically based developmental sequences 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 state standards along with the aligned capabilities from the Galileo G3 scales. The Galileo G3 scales for birth through 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.

II. Galileo® G3 Scales Alignment with Florida Early Learning and Developmental Standards for Birth to Kindergarten

A. Domain: Physical Development

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term "emerging" is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.
- NA indicates when a standard has no alignment to the G3 Scales.

PHYSICAL DEVELOPMENT		Galileo® G3 Assessment Scale Goal
Sub-Domain: Health and Wellbeing		
a. Active Physical Play		
1. Engages in physical activities with increasing balance, coordination, endurance and intensity		
Birth-8 months		
<ul style="list-style-type: none"> • <u>Benchmark a</u>: Demonstrates beginning signs of balance, control and coordination 	<p>Physical Development & Health (00-08 months)</p> <p>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. -00-08 SR24</u> 7) Pushes chest and head up from a flat surface. 8) Begins to crawl. 9) Sits without adult support.</p>	
8-18 months		
<ul style="list-style-type: none"> • <u>Benchmark a</u>: Uses movement and senses to explore and learn 	<p>Approaches to Learning (08-18 months)</p> <p>2) Explores objects using a variety of senses (e.g., mouthing, waving, banging). <u>5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. -08-18 SR2</u> 9) Begins to explore the environment independently.</p> <p>Cognitive Development & General Knowledge (08-18 months)</p> <p>3) Touches and mouths objects for sensory exploration. 20) Drops a toy or a bottle on the floor and watches to see what happens.</p> <p>Physical Development & Health (08-18 months)</p> <p>42) Demonstrates an interest in actively exploring the environment.</p> <p>Social & Emotional (08-18 months)</p> <p>15) Explores a new food with all their senses.</p>	
18-24 months		
<ul style="list-style-type: none"> • <u>Benchmark a</u>: Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room) 	<p>Approaches to Learning (18-24 months)</p> <p><u>25) Stomps feet to loud music and tiptoes to soft music. -18-24 SR6</u></p> <p>Cognitive Development & General Knowledge (18-24 months)</p> <p>28) Pushes/pulls a wagon or cart around the play area possibly putting toys in it.</p> <p>Physical Development & Health (18-24 months)</p> <p>6) Pushes and pulls large objects.</p> <p>Social & Emotional (18-24 months)</p>	

PHYSICAL DEVELOPMENT**Sub-Domain: Health and Wellbeing****Galileo® G3 Assessment Scale Goal**

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

2-3 years (24-36 months)

- Benchmark a: Engages in active physical play for short periods of time

Physical Development & Health (2-3 years)

41) Makes use of inside and outside environments to play in. -2-3 SR30

3-4 years (36-48 months)

- Benchmark a: Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)

Creative Arts (3-5 years)

4) Uses movement to express what is being felt/heard in various songs or tunes. -3-5 SR67

31) Acts out a real or make-believe character during dramatic play.

32) Acts out stories or situations during a dramatic play activity.

Physical Development & Health (3-5 years)

15) Exercises large muscles (e.g., running, swinging, hopping, throwing).

16) Participates actively in outdoor group games (e.g., kickball). -3-5 SR77

4 years-Kindergarten (48 months-Kindergarten)

- Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration

Physical Development & Health (3-5 years)

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.

50) Climbs up and down stairs. -3-5 SR83

51) Walks along a wide beam, most of the time.

52) Climbs a short ladder (e.g., on playground toys). -3-5 SR84

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.

58) Skips with direction and control, most of the time. -3-5 SR85

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.

b. Safety

1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities

18-24 months

- Benchmark a: Follows adult’s guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult’s hand when crossing street)

Physical Development & Health (18-24 months)

- 1) Shows independence as she/he moves around in a safe environment.
- 2) Actively participates in everyday health routines (e.g., washing hands) -18-24 SR34
- 40) Looks at the adult giving directions and then follows the directions.

Social & Emotional Development (18-24 months)

- 27) Follows directions with adult assistance.

2-3 years (24-36 months)

- Benchmark a: Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)

Physical Development & Health (2-3 years)

- 1) Approaches or stands next to other children and adults in play situations.
- 2) Actively participates in everyday health routines (e.g., washing hands).
- 4) Begins to put away toys when clean-up is announced.
- 31) Looks at the adult giving directions and then follows the directions. -2-3 SR33

- 34) Responds to instructions during group time.

Social & Emotional Development (2-3 years)

- 4) Engages in positive social play alongside, and occasionally with, other children. -2-3 SR34
- 15) Uses play materials in the intended way (e.g., building with blocks).

3-4 years (36-48 months)

- Benchmark a: Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)

Physical Development & Health (3-5 years)

- 1) Chews all food completely prior to swallowing.
- 4) Serves self an appropriate amount of food.
- 6) Washes and dries hands with some supervision.
- 9) Begins to independently brush his/her teeth with supervision.
- 10) Disposes of tissues appropriately in a container.

Social & Emotional Development (3-5 years)

- 12) Follows established rules and routines in the classroom. -3-5 SR68
- 13) Makes transitions between activities with minimal assistance.
- 14) Comfortably accepts guidance and directions from a familiar adult.
- 15) Uses classroom materials safely and for their intended purpose.
- 43) Chooses to express self to others safely/respectfully in difficult situations. -3-5 SR72.

PHYSICAL DEVELOPMENT

Sub-Domain: Health and Wellbeing

Galileo® G3 Assessment Scale Goal

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Consistently follows basic safety rules independently across different situations
- **Benchmark b:** Identifies consequences of not following safety rules

Physical Development & Health (3-5 years)

- 36) Follows fire safety/fire drill rules, without assistance. -3-5 SR79
- 37) Follows outdoor and indoor play rules, without prompts.
- 38) Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). -3-5 SR80
- 39) Describes basic traffic safety rules, without assistance.
- 40) Identifies nonedible/poisonous substances, without assistance.
- 41) Identifies potentially dangerous situations/activities, without assistance. -3-5 SR81
- 42) Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). -3-5 SR82
- 43) Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).

c. Personal Care Routines

1. Responds to and initiates care routines that support personal hygiene

8-18 months

- **Benchmark a:** Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child's face)

Physical Development & Health (08-18 months)

- 1) Cooperates with daily routines. -08-18 SR25
- 22) Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). -08-18 SR29
- 26) Vocalized when she/he sees a tub being filled.
- 27) Relaxes during bathing routines and grabs for the washcloth.
- 36) Cooperates with daily cleaning of gums and teeth.

18-24 months

- **Benchmark a:** Actively participates in simple steps of hygiene routines with adult

Physical Development & Health (18-24 months)

- 2) Actively participates in everyday health routines (e.g., washing hands). -18-24 SR34
- 19) Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). -18-24 SR36
- 24) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on).
- 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.
- 41) Participates in the daily cleaning of teeth.
- 47) Washes and dries hands with some supervision.

2-3 years (24-36 months)

- **Benchmark a:** Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration

Physical Development & 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.

PHYSICAL DEVELOPMENT

Sub-Domain: Health and Wellbeing

Galileo® G3 Assessment Scale Goal

- 20) Helps adults with dressing her/him (e.g., giving a matching sock, holding out a shoe after socks are on).
- 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. -2-3 SR32
- 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).
- 37) Begins to independently brush their teeth with supervision.
- 38) Cooperates by opening mouth for quick visual exam.
- 39) Washes and dries hands with some supervision. -2-3 SR27

3-4 years (36-48 months)

- Benchmark a: Carries out familiar hygiene routines with occasional reminders of how to do them

- Physical Development & Health (3-5 years)**
- 6) Washes and dries hands with some supervision.
 - 8) Brushes teeth with help.
 - 10) Disposes of tissues appropriately in a container.
 - 11) Covers mouth appropriately when coughing or sneezing.
 - 27) Initiates a trip to the bathroom, without being prompted.
 - 28) Completes bathroom activities (clothing up/down, wiping, flushing) independently. -3-5 SR78
 - 29) Disposes of toilet paper/paper towels appropriately.

4 years-Kindergarten (48 months-Kindergarten)

- Benchmark a: Initiates and completes familiar hygiene routines independently

- Physical Development & Health (3-5 years)**
- 7) Insists on washing and drying own hands.
 - 9) Begins to independently brush his/her teeth with supervision.
 - 10) Disposes of tissues appropriately in a container.
 - 11) Covers mouth appropriately when coughing or sneezing.
 - 12) Brushes teeth in a correct fashion, without assistance.
 - 13) Uses tissues properly to blow/wipe nose, without assistance.
 - 14) Requests or initiates hand washing when needed (e.g., before eating). -3-5 SR76
 - 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. -3-5 SR78
 - 29) Disposes of toilet paper/paper towels appropriately.
 - 30) Remains dry and unsoiled between bathroom trips.

d. Feeding and Nutrition

1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices

Birth-8 months

- Benchmark a: Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)

Physical Development & Health (00-08 months)

- 17) Coordinates sucking, swallowing, and breathing during feeding.
- 18) Reaches for and holds bottle while being fed by an adult.
- 19) Moves pureed food to the back of the mouth to swallow.
- 20) Begins to feed herself/himself simple finger foods. -00-08 SR28
- 21) Drinks from a cup with help.
- 36) Reaches for a drinking cup.

8-18 months

- Benchmark a: Feeds self some finger food items (feeds self small pieces of food from tray)
- Benchmark b: Shows interest in new foods that are offered
- Benchmark c: Shows preference for food choices
- Benchmark d: Explores food with fingers

Physical Development & Health (08-18 months)

- 20) Regularly feeds him/herself finger foods.
- 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. -08-18 SR28
- 38) Eats healthy snacks.

18-24 months

- Benchmark a: Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help
- Benchmark b: Shows willingness to try new foods when offered on multiple occasions
- Benchmark c: Sometimes makes choices about which foods to eat when offered several choices
- Benchmark d: Distinguishes between food and non-food items

Physical Development & 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. -18-24 SR38
- 32) Feeds her/himself first using hands and then with a spoon.
- 33) Makes personal food choices from several healthy options. -18-24 SR39

2-3 years (24-36 months)

- Benchmark a: Feeds self a wide variety of foods using developmentally appropriate basic utensils
- Benchmark b: Expresses preferences about foods, specifically likes or dislikes
- Benchmark c: Communicates to adults when hungry, thirsty or has had enough to eat

Cognitive Development & General Knowledge (2-3 years)

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

Physical Development & Health (2-3 years)

- 24) Begins to use a fork.
- 29) Feeds his/herself without help.
- 32) Uses language to communicate with parents, caregivers, teachers, and peers.

3-4 years (36-48 months)

- Benchmark a: Serves self or others by scooping or pouring from containers
- Benchmark b: Begins to recognize nutritious food choices and healthy eating habits

Physical Development & Health (3-5 years)

- 2) Feeds his/herself without help.
- 3) Independently selects and eats a variety of food types. -3-5 SR74

PHYSICAL DEVELOPMENT Sub-Domain: Health and Wellbeing		Galileo® G3 Assessment Scale Goal
		4) Serves self an appropriate amount of food. 5) <u>Identifies examples of foods that are healthy. -3-5 SR75</u> 6) Eats with a fork and a spoon, or other appropriate utensils.
4 years-Kindergarten (48 months-Kindergarten)		
<ul style="list-style-type: none"> <u>Benchmark a:</u> Assists adults in preparing simple foods to serve to self or others <u>Benchmark b:</u> Recognizes nutritious food choices and healthy eating habits 		Physical Development & Health (3-5 years) <u>3) Independently selects and eats a variety of food types. -3-5 SR74</u> 4) Serves self an appropriate amount of food. <u>5) Identifies examples of foods that are healthy. -3-5 SR75</u>

PHYSICAL DEVELOPMENT Sub-Domain: Motor Development		Galileo® G3 Assessment Scale Goal
a. Gross Motor Development		
1. Demonstrates use of large muscles for movement, position, strength and coordination		
Birth-8 months		
<ul style="list-style-type: none"> <u>Benchmark a:</u> Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects) 		Physical Development & Health (00-08 months) 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. -00-08 SR24</u> 7) Pushes chest and head up from a flat surface. 8) Begins to crawl. 9) Sits without adult support.
8-18 months		
<ul style="list-style-type: none"> <u>Benchmark a:</u> Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces 		Physical Development & Health (08-18 months) 5) Sits with adult support. 6) Crawls on hands and knees. <u>7) Walks without help. -08-18 SR26</u> 8) Sits in a chair without adult support. 9) Climbs up and walks down stairs with adult assistance.
18-24 months		
<ul style="list-style-type: none"> <u>Benchmark a:</u> Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping 		Physical Development & Health (18-24 months) <u>4) Climbs up and walks downstairs with adult assistance. -18-24 SR32</u> <u>5) Walks to a destination without help. -18-24 SR33</u> 6) Pushes and pulls large objects. 7) Stands on tiptoes to reach for an object. <u>8) Runs although she/he may have difficulty stopping and turning. -18-24 SR35</u>
2-3 years (24-36 months)		

PHYSICAL DEVELOPMENT

Sub-Domain: Motor Development

Galileo® G3 Assessment Scale Goal

- **Benchmark a:** Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping

Physical Development & Health (2-3 years)

- 5) Runs although she/he may have difficulty stopping and turning.
- 6) Walks to a destination without help. -2-3 SR26
- 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. -2-3 SR31

3-4 years (36-48 months)

- **Benchmark a:** Begins to balance, such as on one leg or a beam, for short periods
- **Benchmark b:** Begins to perform some skills, such as jumping for height and hopping
- **Benchmark c:** Engages in physical activity that requires strength and stamina for brief periods

Physical Development & Health (3-5 years)

- 15) Exercises large muscles (e.g., running, swinging, hopping, throwing).
- 16) Participates actively in outdoor group games (e.g., kickball). -3-5 SR77
- 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.
- 50) Climbs up and down stairs. -3-5 SR83

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another
- **Benchmark b:** Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running.
- **Benchmark c:** Engages in more complex movements (e.g., riding a tricycle with ease)
- **Benchmark d:** Engages in physical activities of increasing levels of intensity for sustained periods of time

Physical Development & Health (3-5 years)

- 15) Exercises large muscles (e.g., running, swinging, hopping, throwing).
- 16) Participates actively in outdoor group games (e.g., kickball). -3-5 SR77
- 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.
- 50) Climbs up and down stairs. -3-5 SR83
- 51) Walks along a wide beam, most of the time.
- 52) Climbs a short ladder (e.g., on playground toys). -3-5 SR84
- 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.
- 58) Skips with direction and control, most of the time. -3-5 SR85
- 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.

PHYSICAL DEVELOPMENT**Sub-Domain: Motor Development****Galileo® G3 Assessment Scale Goal**

64) Dribbles a large ball several times with one hand.

2. Demonstrates use of large muscles to move in the environment**Birth-8 months**

- **Benchmark a:** Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)

Approaches to Learning (00-08 months)

- 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.
- 17) Rolls from their backs to their stomachs when looking for a toy.

8-18 months

- **Benchmark a:** Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)

Approaches to Learning (08-18 months)

5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. -08-18 SR2

Physical Development & Health (08-18 months)

- 4) Shows independence as she/he moves around in a safe environment.
- 6) Crawls on hands and knees.
- 7) Walks without help. -08-18 SR26
- 8) Sits in a chair without adult support.
- 9) Climbs up and walks down stairs with adult assistance.
- 42) Demonstrates an interest in actively exploring the environment.

18-24 months

- **Benchmark a:** Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play

Physical Development & Health (18-24 months)

- 3) Approaches or stands next to other children and adults in play situations.
- 7) Stands on tiptoes to reach for an object.

2-3 years (24-36 months)

- **Benchmark a:** Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play

Physical Development & 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 topping and turning.
- 6) Walks to a destination without help. -2-3 SR26
- 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 a rail. -2-3 SR31

3-4 years (36-48 months)

- **Benchmark a:** Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)

Physical Development & Health (3-5 years)

- 47) Moves around obstacles with balance and direction.
- 48) Stops and turns while running.

4 years-Kindergarten (48 months-Kindergarten)

PHYSICAL DEVELOPMENT

Sub-Domain: Motor Development

Galileo® G3 Assessment Scale Goal

- Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)

Physical Development & Health (3-5 years)

- 48) Stops and turns while running.
- 50) Climbs up and down stairs. -3-5 SR83
- 52) Climbs a short ladder (e.g., on playground toys). -3-5 SR84
- 53) Jumps forward several times, maintaining balance most of the time.
- 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.
- 58) Skips with direction and control, most of the time. -3-5 SR85
- 59) Gallops maintaining direction and control, most of the time.

b. Gross Motor Perception (Sensorimotor)

1. Uses perceptual information to guide motions and interactions with objects and other people

Birth-8 months

- Benchmark a: Exhibits body awareness and starts to move intentionally

Physical Development & Health (00-08 months)

- 1) Rolls over from back to front.
- 4) Turns head from side to side, kicks feet, and moves hands.
- 6) Stands firmly on legs and bounces actively when held in standing position. -00-08 SR24
- 7) Pushes chest and head up from a flat surface.
- 8) Begins to crawl.
- 9) Sits without adult support.

8-18 months

- Benchmark a: Begins to act and move with intention and purpose
- Benchmark b: Begins to discover how the body fits and moves through space

Physical Development & Health (08-18 months)

- 3) Shows interest in people and objects.
- 4) Shows independence as she/he moves around in a safe environment.
- 5) Sits with adult support.
- 6) Crawls on hands and knees.
- 7) Walks without help. -08-18 SR26
- 8) Sits in a chair without adult support.
- 9) Climbs up and walks down stairs with adult assistance.

18-24 months

- Benchmark a: Acts and moves with intention and purpose
- Benchmark b: Begins to demonstrate awareness of own body in space
- Benchmark c: Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball)

Physical Development & Health (18-24 months)

- 1) Shows independence as she/he moves around in a safe environment.
- 3) Approaches or stands next to other children and adults in play situations.
- 4) Climbs up and walks downstairs with adult assistance. -18-24 SR32
- 5) Walks to a destination without help. -18-24 SR33
- 6) Pushes and pulls large objects.
- 7) Stands on tiptoes to reach for an object.

PHYSICAL DEVELOPMENT

Sub-Domain: Motor Development

Galileo® G3 Assessment Scale Goal

2-3 years (24-36 months)

- Benchmark a: Develops independence through coordinated and purposeful movements and activities
- Benchmark b: Demonstrates awareness of own body in space
- Benchmark c: Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)

Physical Development & Health (2-3 years)

- 1) Approaches or stands next to other children and adults in play situations.
- 4) Begins to put away toys when clean-up is announced.
- 5) Runs although she/he may have difficulty topping and turning.
- 6) Walks to a destination without help. -2-3 SR26
- 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 a rail. -2-3 SR31

3-4 years (36-48 months)

- Benchmark a: Begins to act and move with purpose and recognizes differences in direction, distance and location
- Benchmark b: Demonstrates awareness of own body in relation to others

Physical Development & Health (3-5 years)

- 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.

4 years-Kindergarten (48 months-Kindergarten)

- Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location
- Benchmark b: Demonstrates spatial awareness through play activities

Physical Development & Health (3-5 years)

- 48) Stops and turns while running.
- 50) Climbs up and down stairs. -3-5 SR82
- 52) Climbs a short ladder (e.g., on playground toys). -3-5 SR84
- 53) Jumps forward several times, maintaining balance most of the time.
- 55) Pedals a tricycle, steers and makes turns around obstacles and corners.
- 57) Jumps backward without losing balance.
- 58) Skips with direction and control, most of the time. -3-5 SR85
- 59) Gallops maintaining direction and control, most of the time.

c. Fine Motor Development

1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

Birth-8 months

- Benchmark a: Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)

Physical Development & Health (00-08 months)

- 11) Examines her/his own hands.
- 13) Plays with her/his fingers and puts hands in mouth.
- 14) Grasps the fingers of another person.
- 16) Picks up small objects with thumb and forefinger.

8-18 months

- Benchmark a: Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)

Physical Development & Health (08-18 months)

- 12) Points to objects/people that attract her/his attention.
- 13) Puts objects in a box.

PHYSICAL DEVELOPMENT**Sub-Domain: Motor Development****Galileo® G3 Assessment Scale Goal**

- 14) Picks up small objects with thumb and forefinger.
- 16) Builds a tower of two to four cubes.
- 17) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around).

18-24 months

- Benchmark a: Gains control of hands and fingers

Physical Development & Health (18-24 months)

- 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.
- 14) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). -18-24 SR37
- 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 into a piece of yarn.

2-3 years (24-36 months)

- Benchmark a: Coordinates the use of hands and fingers

Physical Development & Health (2-3 years)

- 10) Imitates the hand motions of finger plays (e.g., “Where is Thumpkin”). -2-3 SR29
- 11) Sorts basic shapes (e.g., triangles and squares).
- 13) Sort objects by a dimension, such as size or color.
- 14) Strings large beads onto a piece of yarn.
- 15) Empties and fills containers.
- 16) Pulls apart large pop-it beads and tries to push them together again.
- 17) Uses one hand to turn the pages of a book.
- 18) Watches lines and squiggles appear as they move a writing tool (marker, paint brush) over a piece of paper.

3-4 years (36-48 months)

- Benchmark a: Uses various drawing and art tools with developing coordination

Physical Development & Health (3-5 years)

- 67) Correctly holds a pencil or crayon. -3-5 SR86
- 68) Cuts with scissors along a straight line.
- 69) Cuts with scissors along a curved line.
- 71) Strings large beads on a piece of yarn.
- 72) Builds short structures with blocks or other materials (e.g., 3 blocks high).

4 years-Kindergarten (48 months-Kindergarten)

- Benchmark a: Shows hand control using various drawing and art tools with increasing coordination

Physical Development & Health (3-5 years)

- 67) Correctly holds a pencil or crayon. -3-5 SR86
- 68) Cuts with scissors along a straight line.
- 69) Cuts with scissors along a curved line.
- 70) Uses scissors to cut out a pre-formed simple shape. -3-5 SR87

PHYSICAL DEVELOPMENT

Sub-Domain: Motor Development

Galileo® G3 Assessment Scale Goal

73) Builds tall structures with blocks or other materials (e.g., 3 blocks high).

74) Uses computer keyboard/mouse for writing/drawing, without assistance. -3-5 SR88

2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

Birth-8 months

- Benchmark a: Displays beginning signs of strength, control and eye-hand coordination

Physical Development & Health (00-08 months)

10) Follows a human face with her/his eyes.

11) Examines her/his own hands.

12) Gradually coordinates eye movements to moving objects in field of vision.

13) Plays with her/his fingers and puts hands in mouth.

14) Grasps the fingers of another person.

15) Looks at objects as he/she transfers them from hand to hand. - 00-08 SR26

16) Picks up small objects with thumb and forefinger.

8-18 months

- Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks

Physical Development & Health (08-18 months)

12) Points to objects/people that attract her/his attention.

13) Puts objects in a box.

14) Picks up small objects with thumb and forefinger.

15) Looks at objects as he/she transfers them from hand to hand. - 08-18 SR27

16) Builds a tower of two to four cubes.

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

18-24 months

- Benchmark a: Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper)

Physical Development & Health (18-24 months)

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.

14) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). -18-24 SR37

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 into a piece of yarn.

2-3 years (24-36 months)

- Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)

Physical Development & Health (2-3 years)

10) Imitates the hand motions of finger plays (e.g., "Where is Thumpkin"). -2-3 SR29

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

PHYSICAL DEVELOPMENT

Sub-Domain: Motor Development

Galileo® G3 Assessment Scale Goal

- 13) Sort objects by a dimension, such as size or color.
- 14) Strings large beads onto a piece of yarn.
- 15) Empties and fills containers.
- 16) Pulls apart large pop-it beads and tries to push them together again.
- 17) Uses one hand to turn the pages of a book.
- 18) Watches lines and squiggles appear as they move a writing tool (marker, paint brush) over a piece of paper.

3-4 years (36-48 months)

- **Benchmark a:** Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)
- **Benchmark b:** Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)

Physical Development & Health (3-5 years)

- 65) Begins to use a fork.
 - 67) Correctly holds a pencil or crayon. -3-5 SR86
 - 68) Cuts with scissors along a straight line.
 - 71) Strings large beads on a piece of yarn.
 - 72) Builds short structures with blocks or other materials (e.g., 3 blocks high).
- #### Literacy (3-5 years)
- 16) Handles books and other reading material with care.
 - 17) Views reading materials one page at a time (front to back), most of the time.
 - 21) Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). -3-5 SR45

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)
- **Benchmark b:** Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting
- **Benchmark c:** Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)

Physical Development & Health (3-5 years)

- 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.
 - 25) Ties own shoes, without assistance.
 - 66) Eats with a fork and a spoon, or other appropriate utensils.
 - 69) Cuts with scissors along a curved line.
 - 70) Uses scissors to cut out a pre-formed simple shape. -3-5 SR87
 - 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).
 - 74) Uses computer keyboard/mouse for writing/drawing, without assistance. -3-5 SR88
- #### Literacy (3-5 years)
- 38) Holds pencil with thumb and forefinger.

B. Domain: Approaches to Learning

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.
- NA indicates when a standard has no alignment to the G3 Scales.
- ELL: English language learners

APPROACHES TO LEARNING		Galileo® G3 Assessment Scale Goal
Sub-Domain: Eagerness and Curiosity		
1. Shows increased curiosity and is eager to learn new things and have new experiences		
Birth-8 months		
<ul style="list-style-type: none"> • Shows awareness of and interest 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>3) Gazes at parents, caregivers, and teachers when being fed or changed.</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>6) Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p>7) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.</p> <p>Cognitive Development & General Knowledge (00-08 months)</p> <p>5) Along with adults, looks at picture books.</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>18) Watches and follows the movement of a mobile.</p> <p>19) Watches and follows both horizontal and vertical movements of objects.</p> <p>26) Pulls the cover off a toy hidden from view.</p> <p>29) Finds hidden objects.</p> <p>37) Moves to music with familiar adults.</p> <p>51) Points, gestures, and makes sound to indicate what she/he wants.</p> <p><u>52) Demonstrates some movement to rhythms. -00-08 SR11</u></p> <p>53) Moves away from loud noises.</p>	
8-18 months		
<ul style="list-style-type: none"> • Begins to show eagerness and curiosity as a learner 	<p>Approaches to Learning (08-18 months)</p> <p>2) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>4) Imitates or initiates familiar activities or games (e.g., cooking and stirring, pretend telephone).</p> <p><u>5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. -08-18 SR2</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><u>7) Plays side-by-side with another child using the same or similar toys. -08-18 SR3</u></p>	

APPROACHES TO LEARNING

Sub-Domain: Eagerness and Curiosity

Galileo® G3 Assessment Scale Goal

- 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.
- Cognitive Development & 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.
- 13) Shows objects to familiar adults.
- 14) Tries to help when an adult is bathing or changing them.
- 15) Shows pleasure when read to by smiling or using words such as “Yea!” or “More!”.
- 19) Activates toys such as a jack-in-the-box.
- 20) Drops a toy or a bottle on the floor and watches to see what happens.
- 26) Pulls the cover off a toy hidden from view.
- 28) Finds hidden objects.
- 41) Explores pegboards with fingers, trying to put objects into holes.
- 44) Pokes, drops, pushes, pulls, and squeezes things to see what will happen.
- 62) Chooses to solve simple tasks (e.g., attempting a simple puzzle).
- 63) Uses trial and error to fit different shapes into holes or to stack things in order.

18-24 months

- Shows eagerness and curiosity as a learner

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).
- 3) Imitates adult activities such as reading a magazine or helping to set the table. -18-24 SR3
- 4) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.
- 5) Begins to explore the environment independently.
- 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.
- 8) Shows interest in sorting (e.g., sorting colored pegs into single-color piles, putting the small buttons in one container and the big buttons in another). -18-24 SR9
- 9) Explores most areas of the classroom.
- Cognitive Development & General Knowledge (18-24 months)**
- 2) Drops a toy or a bottle on the floor and watches to see what happens.
- 3) Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.
- 11) Explores the contents of cabinets and drawers. -18-24 SR11
- 16) Explores objects by taking things apart, stacking, sorting, tracing, etc. -18-24 SR12
- 20) Finds hidden objects.
- 29) Pokes, drops, pushes, pulls, and squeezes things to see what will happen.
- 31) Searches for removed or lost objects.

APPROACHES TO LEARNING

Sub-Domain: Eagerness and Curiosity

Galileo® G3 Assessment Scale Goal

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

2-3 years (24-36 months)

- Shows increased eagerness and curiosity as a learner

Approaches to Learning (2-3 years)

- 1) Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.
- 2) Imitates adult activities such as reading a magazine or helping to set the table.
- 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).
- 4) Enjoys opportunities to help parents, caregivers, and teachers (e.g., assisting with setting the table or folding the clothes). -2-3 SR1
- 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.
- 8) Explores most areas of the classroom.
- 9) Participates independently in an increasing variety of experiences.

Cognitive Development & General Knowledge (2-3 years)

- 4) Explores objects by taking things apart, stacking, sorting, tracing, etc. -2-3 SR7
- 10) Makes play dough creations.
- 14) Inspects/manipulates moving parts or toys (e.g., wheels).
- 18) Pokes, drops, pushes, pulls, and squeezes objects to see what will happen.

3-4 years (36-48 months)

- Shows curiosity and is eager to learn new things and have new experiences

Approaches to Learning (3-5 years)

- 1) Explores most areas of the classroom.
- 2) Participates in an increasing variety of experiences independently.
- 3) Combines materials, objects, equipment in new ways to produce multiple uses. -3-5 SR61
- 6) Initiates preferred purposeful activities when playing in interest centers.
- 7) Asks questions to find out about topics presented in the classroom (e.g., who, what, where, why, or how). -3-5 SR62

Creative Arts (3-5 years)

- 1) Shows an interest in using musical instruments to produce sounds.
- 2) Shows interest in listening to short musical selections.
- 6) Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).
- 26) Recombines and experiments with art materials to see what happens.

Logic & Reasoning (3-5 years)

- 14) Practices building relationships with other children (offering direction, help).
- 30) Uses trial and error to solve a problem or puzzle.

APPROACHES TO LEARNING		Galileo® G3 Assessment Scale Goal
Sub-Domain: Eagerness and Curiosity		
		31) Puts a simple puzzle together, without assistance. Nature & Science (3-5 years) 2) Attempts to learn about objects by taking them apart and rebuilding (e.g., puzzles, Legos).
4 years-Kindergarten (48 months-Kindergarten)		
<ul style="list-style-type: none"> Shows increased curiosity and is eager to learn new things and have new experiences 		Approaches to Learning (3-5 years) 1) Explores most areas of the classroom. 2) Participates in an increasing variety of experiences independently. <u>3) Combines materials, objects, equipment in new ways to produce multiple uses. -3-5 SR61</u> 4) Selects activities or objects from a choice of at least two in a daily routine. 5) Selects activities that are within her/his capabilities, most of the time. 6) Initiates preferred purposeful activities when playing in interest centers. <u>7) Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). -3-5 SR62</u>

APPROACHES TO LEARNING		Galileo® G3 Assessment Scale Goal
Sub-Domain: Persistence		
1. Attends to tasks for a brief period of time		
Birth-8 months		
<ul style="list-style-type: none"> Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes 		Approaches to Learning (00-08 months) 8) Kicks or swats a mobile to repeat a sound or motion. 9) Grasps, releases, re-grasps and re-releases an object. <u>10) Explores objects (e.g., books) repeatedly with their hands and mouths. -00-08 SR2</u> <u>11) Bangs an object repeatedly while exploring its properties. -00-08 SR3</u> 13) Fills a container with small objects and dumps them out repeatedly. <u>14) Asks or gestures that they want the same song or story repeated over and over again. -00-08 SR6</u> 15) Looks at pictures in a book for an extended period of time. Cognitive Development & General Knowledge (00-08 months) <u>6) Looks longer at human faces than at objects. -00-08 SR7</u> 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. 27) Enjoys repeating a newly learned activity. 28) Reaches for a mobile or other similar object to make it move. 47) Plays with a single toy for two to three minutes.

8-18 months

- Pays attention briefly and persists in repetitive tasks

Approaches to Learning (08-18 months)

11) Fills a container with small objects and dumps them out repeatedly. -08-18 SR4

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.

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

16) Repeats a new skill, such as going up and down a step. -08-18 SR5

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

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

Cognitive Development & 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. -08-18 SR9

23) Enjoys repeating a newly learned activity.

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

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

18-24 months

- Pays attention for longer periods of time and persists at preferred activities

Approaches to Learning (18-24 months)

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

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

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

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

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

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. -18-24 SR4

Cognitive Development & General Knowledge (18-24 months)

1) Places items in containers and then pours them out, repeatedly. -18-24 SR10

12) Stacks blocks and knocks them down.

13) Successfully completes simple inset puzzles.

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

38) Chooses to solve simple tasks (e.g., attempting a simple puzzle).

56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). -18-24 SR13

APPROACHES TO LEARNING**Sub-Domain: Persistence****Galileo® G3 Assessment Scale Goal****2-3 years (24-36 months)**

- Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem

Approaches to Learning (2-3 years)

- 11) Insists on completing a task even when assistance is needed.
- 14) Listens closely and turns the pages of a storybook that is being read by a parent, caregiver, or teacher.
- 17) Maintains concentration in an activity despite distractions or interruptions.

Cognitive Development & General Knowledge (2-3 years)

- 5) Asks for help when needed.
- 13) Repeatedly does the same puzzles.
- 33) Completes three- or four-piece puzzles.
- 45) Persists with objects, or with frustrating toys.
- 54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).

3-4 years (36-48 months)

- Sustains attention for brief periods and finds help when needed

Approaches to Learning (3-5 years)

- 11) Maintains concentration in an activity despite distractions or interruptions.
- 12) Maintains interest in an activity for an appropriate period of time.

Logic & Reasoning (3-5 years)

- 15) Seeks assistance from an adult when attempting to solve a problem.
- 16) Seeks assistance from peers when attempting to solve a problem.

4 years-Kindergarten (48 months-Kindergarten)

- Attends to tasks for a brief period of time

Approaches to Learning (3-5 years)

- 11) Maintains concentration in an activity despite distractions or interruptions.
- 12) Maintains interest in an activity for an appropriate period of time.
- 13) Completes a simple self-selected activity or task.
- 14) Corrects her/his own mistakes, some of the time.
- 15) Persists with a difficult or non-preferred activity.
- 16) Checks to see if a simple task has been completed, without being asked.

APPROACHES TO LEARNING**Sub-Domain: Creativity and Inventiveness****Galileo® G3 Assessment Scale Goal****1. Approaches daily activities with creativity and inventiveness****Birth-8 months**

APPROACHES TO LEARNING

Sub-Domain: Creativity and Inventiveness

Galileo® G3 Assessment Scale Goal

- Notices and shows interest in and excitement about familiar objects, people and events

Approaches to Learning (00-08 months)

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

20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. -00-08 SR5

23) Reacts with movement to the sound of music.

Cognitive Development & General Knowledge (00-08 months)

2) Appears to be comforted by familiar voices.

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

8) Smiles at familiar faces.

13) Enjoys rolling a ball to familiar adults.

14) Makes faces back at familiar adults.

21) Demonstrates knowing/recognition of family members (e.g., smiling, cooing, moving, reaching).

22) Anticipates feeding time (e.g., responds to stimuli such as appearance of a bottle).

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

24) Shows pleasure when presented with a familiar object.

31) Vocalizes when being read a familiar book by a familiar adult.

35) Anticipates being lifted to be held, fed or changed and moves body accordingly.

38) Claps hands to music along with a familiar adult.

40) Begins to smile as a social interaction.

41) Seeks out familiar adults for play.

42) Stretches out arms in a motion to be picked up.

45) Reaches for objects within view. -00-08 SR10

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

8-18 months

- Approaches and explores new experiences in familiar settings

Approaches to Learning (08-18 months)

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

23) Reacts with movement to the sound of music. -08-18 SR1

24) Uncovers an object that has been shown to the child and then covered. -08-18 SR6

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

27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). -08-18 SR7

28) Participates in sand and water activities.

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

Cognitive Development & General Knowledge (08-18 months)

35) Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).

38) Enacts familiar events or household chores.

40) Makes a detour to retrieve an object.

45) Places items back in their "correct" place.

61) Enjoys messy activities, such as finger painting.

APPROACHES TO LEARNING

Sub-Domain: Creativity and Inventiveness

Galileo® G3 Assessment Scale Goal

18-24 months

- Explores the various new properties and uses for familiar objects and experiences

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).

19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). -18-24 SR2

21) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake). -18-24 SR8

24) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). -18-24 SR7

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). -18-24 SR5

Cognitive Development & General Knowledge (18-24 months)

10) Plays “dress up,” imitating the behaviors of familiar adults.

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

45) Uses cups and other containers when playing with sand and water.

48) Uses objects for other than their intended purposes.

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

2-3 years (24-36 months)

- Explores the environment with purpose and flexibility

Approaches to Learning (2-3 years)

19) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). -2-3 SR4

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

22) Acts out familiar life scenes (e.g., picking up a bag or lunch box and saying, “I go to work”).

Cognitive Development & General Knowledge (2-3 years)

17) Searches for removed or lost objects.

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).

52) Takes toys/materials from one area to another area for play (e.g., takes toys from dress-up corner to the block area).

3-4 years (36-48 months)

- Approaches daily activities with creativity

Approaches to Learning (3-5 years)

8) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).

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).

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

Logic & Reasoning (2-3 years)

APPROACHES TO LEARNING Sub-Domain: Creativity and Inventiveness	Galileo® G3 Assessment Scale Goal
	10) Uses dramatic play to make-believe with objects (e.g., cooking an egg).
4 years-Kindergarten (48 months-Kindergarten)	
<ul style="list-style-type: none"> Approaches daily activities with creativity and inventiveness 	<p>Approaches to Learning (3-5 years)</p> 8) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake). 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). 10) Experiments with a variety of strategies to solve a problem or complete a task. <p>Creative Arts (3-5 years)</p> 10) Invents songs or tunes using voice or musical instruments. <p>Logic & Reasoning (3-5 years)</p> 11) Uses materials in inventive/creative ways (e.g., table/chairs become airplane). 19) Tries out new ideas to see if they will work. 20) Suggests an alternative solution to solve a problem, without assistance.

APPROACHES TO LEARNING Sub-Domain: Planning and Reflection	Galileo® G3 Assessment Scale Goal
1. Demonstrates some planning and learning from experiences	
3-4 years (36-48 months)	
<ul style="list-style-type: none"> Shows initial signs of planning and learning from their experiences 	<p>Approaches to Learning (3-5 years)</p> 14) Corrects her/his own mistakes, some of the time. 17) While playing, says what s/he wants to accomplish, when asked. 19) Says, signs, or gestures whether or not a simple task has been completed. <p>Logic & Reasoning (3-5 years)</p> 17) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 19) Tries out new ideas to see if they will work. 20) Suggests an alternative solution to solve a problem, without assistance. 27) Observes the effects of an action. 28) Predicts the effects of an action. 32) Places 2 to 3 pictures in sequential order.
4 years-Kindergarten (48 months-Kindergarten)	
<ul style="list-style-type: none"> Demonstrates some planning and learning from experiences 	<p>Approaches to Learning (3-5 years)</p> 17) While playing, says what s/he wants to accomplish, when asked. 18) Sets a goal prior to beginning of an activity or a project.

APPROACHES TO LEARNING Sub-Domain: Planning and Reflection	Galileo® G3 Assessment Scale Goal
	<p>19) Says, signs, or gestures whether or not a simple task has been completed.</p> <p><u>20) Sets a goal, and with adult help, plans a small number of steps to achieve it. -3-5 SR59</u></p> <p><u>21) Revises, with adult help, a plan that has not produced the intended result. -3-5 SR60</u></p> <p>Nature & Science (3-5 years)</p> <p>15) Associates objects/events with different temperatures (e.g., ice-low temp.).</p> <p>48) Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p><u>49) Provides an explanation for why an event/outcome occurred (e.g., flower wilted). -3-5 SR22</u></p> <p><u>50) Provides two explanations for why an event/outcome occurred (e.g., birds left). -3-5 SR23</u></p> <p>51) Attempts to explain why living things change (e.g., leaves turn brown).</p>

C. Domain: Social and Emotional Development

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.
- NA indicates when a standard has no alignment to the G3 Scales.

SOCIAL AND EMOTIONAL DEVELOPMENT Sub-Domain: Emotional Functioning		Galileo® G3 Assessment Scale Goal
1. Expresses, identifies and responds to a range of emotions		
Birth-8 months		
<ul style="list-style-type: none"> • <u>Benchmark a:</u> Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions 	Social & Emotional Development (00-08 months) <ol style="list-style-type: none"> 1) Exhibits mutual eye gazes during routine activities. 2) Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out. 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). 13) Responds to light and dark by squinting when lights are turned on in a dark room. 14) Responds to temperature by crying to show that they are uncomfortable. 18) Cries when hungry, uncomfortable, or unhappy. 19) Turns head and breaks eye contact, frowns, and/or arches back when over stimulated. 28) Relaxes when cuddled and rocked or spoken to in a soft voice. 32) Smiles at others. 38) Responds to the presence of familiar adults by kicking her/his feet and smiling. 54) Cries in particular ways to get needs met. 	
8-18 months		
<ul style="list-style-type: none"> • <u>Benchmark a:</u> Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults 	Social & Emotional Development (08-18 months) <ol style="list-style-type: none"> 3) Claps and smiles in a back and forth manner with a parent, caregiver, or teacher. 7) Begins to enjoy and initiate humor, such as laughing in response to games. 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. 24) Recognizes the smiles on familiar adults' faces. 45) Imitates and terminates a social smile and repeats the behavior as adults respond. 	
18-24 months		
<ul style="list-style-type: none"> • <u>Benchmark a:</u> Begins to physically respond to the feelings of others 	Social & Emotional Development (18-24 months) <ol style="list-style-type: none"> 1) Shows affection, such as hugs and kisses. 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. 	

SOCIAL AND EMOTIONAL DEVELOPMENT**Sub-Domain: Emotional Functioning****Galileo® G3 Assessment Scale Goal****2-3 years (24-36 months)**

- **Benchmark a:** Labels simple emotions in self and others (e.g., happy, sad)

Social & 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. -2-3 SR39

21) Feels badly and expresses concern about breaking established rules. -2-3 SR40f

3-4 years (36-48 months)

- **Benchmark a:** Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)

Social & Emotional Development (3-5 years)

34) Begins to recognize that others smile when they smile, and others look unhappy when they cry.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Recognizes the emotions of peers and responds with empathy and compassion

Social & 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).

19) Expresses wants and needs in conflict situations.

20) Says, signs, or gestures to a child who is being offensive to stop the behavior.

28) Comforts self by engaging in calming/soothing activities some of the time.

37) Chooses to express self to others safely/respectfully in calm situations. -3-5 SR72

41) Recognizes the impact of his/her actions on others' feelings.

43) Chooses to express self to others safely/respectfully in difficult situations. -3-5 SR72

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

Creative Arts (3-5 years)

30) Uses dramatic play to express feelings (e.g., fear).

2. Demonstrates appropriate affect (emotional response) between behavior and facial expression**Birth-8 months**

- **Benchmark a:** Shows recognition of familiar adults and imitates their facial expressions

Social & Emotional Development (00-08 months)

7) Imitates the actions of familiar adults (e.g., clapping).

20) Kicks legs in excitement and settles when seeing a familiar adult.

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

40) Imitates and terminates a social smile and repeats the behavior as adults respond.

42) Tries to imitate the kisses of familiar adults.

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Emotional Functioning

Galileo® G3 Assessment Scale Goal

8-18 months

- **Benchmark a:** Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation

Social & Emotional Development (08-18 months)

- 4) Becomes distressed in the presence of unfamiliar adults.
- 5) Shows affection, such as hugs and kisses.
- 26) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. -08-18 SR33
- 39) Vocalizes and points to get the attention of a familiar adult.
- 42) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. -08-18 SR33
- 46) Tries to imitate the kisses of familiar adults.
- 67) Smiles as she/he helps with simple tasks (e.g., picking up toys).

18-24 months

- **Benchmark a:** Begins to put words to emotions in interactions with others

Social & Emotional Development (18-24 months)

- 30) Uses words or crying to get someone's attention.
- 32) Waits to take her/his turn.
- 43) Acknowledges the presence/arrival of familiar adults when they see them (e.g., says "hi").
- 62) Uses words to get her/his needs met (e.g., "More juice."). -18-24 SR44

2-3 years (24-36 months)

- **Benchmark a:** Continues to expand the use of emotion words using them in appropriate settings

Social & 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. -2-3 SR39
- 23) Uses words or crying to get someone's attention.
- 31) Tells another child "No. Stop!" when her/his toy is taken.

3-4 years (36-48 months)

- **Benchmark a:** Verbalizes own feelings and those of others

Social & Emotional Development (3-5 years)

- 4) Refers to her/himself by positive characteristics (e.g., "smart" or "strong").
- 6) Talks about his/her interests (what I like to do).
- 7) Says positive things about his/her appearance.
- 8) Talks positively about a recent accomplishment.
- 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).
- 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.
- 41) Recognizes the impact of his/her actions on others' feelings.

SOCIAL AND EMOTIONAL DEVELOPMENT**Sub-Domain: Emotional Functioning****Galileo® G3 Assessment Scale Goal****4 years-Kindergarten (48 months-Kindergarten)**

- **Benchmark a:** Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to respond appropriately

Social & Emotional Development (3-5 years)

- 31) Responds appropriately to greeting by familiar peers.
- 35) Plays without disrupting or destroying the work of others. - 3-5 SR71
- 37) Chooses to express self to others safely/respectfully in calm situations. -3-5 SR72
- 38) Joins a cooperative play activity using appropriate verbal/nonverbal strategies. -3-5 SR73
- 40) Expresses encouragement in a variety of ways (e.g., clapping, cheering).
- 41) Recognizes the impact of his/her actions on others' feelings.
- 42) Respects the rights of others.
- 43) Chooses to express self to others safely/respectfully in difficult situations. -3-5 SR72
- 46) Expresses empathy or caring for others by consoling, comforting, or helping.
- 47) Accepts the consequences for own inappropriate behavior most of the time.

SOCIAL AND EMOTIONAL DEVELOPMENT**Sub-Domain: Managing Emotions****Galileo® G3 Assessment Scale Goal****1. Demonstrates ability to self-regulate****Birth-8 months**

- **Benchmark a:** Uses preferred adult to help soothe

Social & Emotional Development (00-08 months)

- 6) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.
- 12) Responds to sound by cooing when songs are sung by familiar adults.
- 23) Looks toward familiar adults for help when becoming upset.
- 26) Stops crying, often when cuddled/picked up by a familiar adult.

8-18 months

- **Benchmark a:** Soothes with preferred adult during distress to help calm self

Social & Emotional Development (08-18 months)

- 22) Looks toward familiar adults for help when becoming upset.
- 25) Demonstrates the ability to be comforted by familiar adults when frightened.
- 32) Looks to their parents, caregivers, and teachers when a loud sound scares them.
- 40) Looks to familiar adults for help when he/she falls down while attempting to walk.
- 43) Seeks comfort from parents, caregivers, and teachers when hurt or frightened.

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Managing Emotions

Galileo® G3 Assessment Scale Goal

51) Shows preferences for familiar adults when hurt or needing comfort.

18-24 months

- **Benchmark a:** Looks to adults to soothe and may use a transitional object during times of distress

Social & Emotional Development (18-24 months)

3) Seeks help from trusted parents, caregivers, and teachers.
 18) Demonstrates the ability to be comforted by familiar adults when frightened.
 19) Seeks comfort from familiar adults when hurt or frightened.
 24) Looks to their parents, caregivers, and teachers when a loud sound scares them.
 25) Responds positively to redirection by familiar adults.
 29) 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.
 41) Shows preferences for familiar adults when hurt or needing comfort.

2-3 years (24-36 months)

- **Benchmark a:** Takes cues from preferred adult and others to expand their strategies and tools to self-regulate

Social & Emotional Development (2-3 years)

13) Starts becoming more comfortable when entering new environments.
 17) Begins to recognize that others smile when they smile, and others look unhappy when they cry.
 18) Begins to end tantrums with some redirection.
 19) Engages in reassuring self-talk or changing goals when frustrated or frightened.
 27) Continues to use comfort objects such as blankets and stuffed animals to calm her/himself.
 39) Approaches a new person after familiar adults have talked with that person for a while.

3-4 years (36-48 months)

- **Benchmark a:** Begins to verbalize their emotions

Social & Emotional Development (3-5 years)

9) Engages in reassuring self-talk or changing goals when frustrated or frightened.
 11) Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).
 18) Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).
 28) Comforts self by engaging in calming/soothing activities some of the time.
37) Chooses to express self to others safely/respectfully in calm situations. -3-5 SR72
43) Chooses to express self to others safely/respectfully in difficult situations. -3-5 SR72

4 years-Kindergarten (48 months-Kindergarten)

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Managing Emotions

Galileo® G3 Assessment Scale Goal

- **Benchmark a:** Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support

Social & Emotional Development (3-5 years)

- 9) Engages in reassuring self-talk or changing goals when frustrated or frightened.
- 10) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.
- 11) Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).
- 12) Follows established rules and routines in the classroom. -3-5 SR68
- 13) Makes transitions between activities with minimal assistance.
- 16) Seeks support from familiar adults to resolve conflicts with peers.
- 17) Moves around another child that is in her/his way (e.g., going up a slide).
- 18) Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).
- 19) Expresses wants and needs in conflict situations.
- 20) Says, signs, or gestures to a child who is being offensive to stop the behavior.
- 21) Suggests strategy (e.g., sharing) to resolve a dispute over an object/plaything.
- 22) Shows the ability to compromise in conflict resolution. -3-5 SR70
- 23) Uses negotiation to reach a solution.
- 24) Maintains a negotiated plan.
- 25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).

2. Attends to sights, sounds, objects, people and activities

Birth-8 months

- **Benchmark a:** Attends to sights, sounds and people for brief and increasing periods of time

Social & Emotional Development (00-08 months)

- 13) Responds to light and dark by squinting when lights are turned on in a dark room.
- 33) When babbling or cooing, pauses to wait for a response from an adult. -00-08 SR29
- 47) Explores the face and other body parts of parents, caregivers, and teachers.
- 49) Repeats an action when it makes people laugh.
- 53) Recognizes that his/her actions can affect an object (e.g., kicking a mobile to make it move over and over).

8-18 months

- **Benchmark a:** Exhibits joint attention

Social & Emotional Development (08-18 months)

- 36) Begins to attend during short, focused activities (e.g., listening to simple stories being read).
- 60) Pays attention to her/his reflection in the mirror.
- 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

Sub-Domain: Managing Emotions

Galileo® G3 Assessment Scale Goal

	70) Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.
18-24 months	
<ul style="list-style-type: none"> Benchmark a: Maintains focus for longer periods of time and persists at preferred activities 	Social & Emotional Development (18-24 months) 27) Follows directions with adult assistance. 28) Begins to attend during short, focused activities (e.g., listening to simple stories being read). 48) Pays attention to her/his reflection in the mirror. 50) Shows particular interest in a special book, music selection, or other object, event, or activity. 58) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.
2-3 years (24-36 months)	
<ul style="list-style-type: none"> Benchmark a: Spends more time in child-initiated activities 	Social & Emotional Development (2-3 years) 24) Plays beside another child for short periods of time. 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 playground structure).
3-4 years (36-48 months)	
<ul style="list-style-type: none"> Benchmark a: Begins to sustain attention for brief period of time in group activities 	Social & Emotional Development (3-5 years) <u>12) Follows established rules and routines in the classroom. -3-5 SR68</u> 39) Sustains a cooperative participation with others.
4 years-Kindergarten (48 months-Kindergarten)	
<ul style="list-style-type: none"> Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities 	Approaches to Learning (3-5 years) 6) Initiates preferred purposeful activities when playing in interest centers. 11) Maintains concentration in an activity despite distractions or interruptions. 12) Maintains interest in an activity for an appropriate period of time. 13) Completes a simple self-selected activity or task. 15) Persists with a difficult or non-preferred activity. 30) Completes a task (e.g. art project, assignment, drawing, skit) with a partner.

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Building and Maintaining Relationships with Adults and Peers

Galileo® G3 Assessment Scale Goal

1. Develops positive relationships with adults

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Building and Maintaining Relationships with Adults and Peers

Galileo® G3 Assessment Scale Goal

Birth-8 months

- **Benchmark a:** Experiences and develops secure relationship with a primary caregiver

Social & Emotional Development (00-08 months)

- 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.
- 8) Looks around while being held on the shoulders of a familiar adult.
- 23) Looks toward familiar adults for help when becoming upset.
- 39) Cuddles head on the neck and shoulder of a familiar adult.
- 41) Reaches for and prefers to be held by familiar adults.
- 52) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.
- 56) Frequently checks for familiar adults in new situations.

8-18 months

- **Benchmark a:** Develops secure and responsive relationships with consistent adults

Social & 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.
- 3) Claps and smiles in a back and forth manner with a parent, caregiver, or teacher.
- 30) Moves away from a sticky plant when redirected by parents, caregivers, and teachers.
- 34) Responds positively to redirection by familiar adults.
- 41) Moves nearer to a familiar adult when noticing a stranger entering the room.
- 47) Frequently check for familiar adults in new situations.
- 48) Offers a toy to a familiar adult.
- 52) Looks across the room to familiar adults periodically when playing with peers.
- 63) Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.

18-24 months

- **Benchmark a:** Enjoys games and other social exchanges with familiar adults

Social & Emotional Development (18-24 months)

- 6) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).
- 17) Recognizes the smiles on familiar adults' faces.
- 31) Listens to and follows simple rules in small group activity. - 18-24 SR43
- 58) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.

2-3 years (24-36 months)

- **Benchmark a:** Enjoys sharing new experiences with familiar adults

Social & Emotional Development (2-3 years)

- 34) Acknowledges the presence/arrival of familiar adults when they see them (e.g., says "hi").

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Building and Maintaining Relationships with Adults and Peers

Galileo® G3 Assessment Scale Goal

48) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.

50) Shares successes at independent accomplishments with adults (e.g., opens his/her own lunchbox and showing how they did it).

3-4 years (36-48 months)

- **Benchmark a:** Develops positive relationships and interacts comfortably with familiar adults

Social & Emotional Development (3-5 years)

14) Comfortably accepts guidance and directions from a familiar adult.

16) Seeks support from familiar adults to resolve conflicts with peers.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults

Approaches to Learning (3-5 years)

20) Sets a goal, and with adult help, plans a small number of steps to achieve it. -3-5 SR59

21) Revises, with adult help, a plan that has not produced the intended result. -3-5 SR60

22) Shares part or all of something with an adult.

25) Is helpful to an adult when prompted.

Creative Arts (3-5 years)

24) Describes a self-made art project (tells what it is about) to a child or adult.

Language (3-5 years)

14) Repeats or tries different words/sentences to get another child or adult to respond.

Literacy (3-5 years)

20) Initiates conversation with a peer or an adult about a story, book or poem.

Logic & Reasoning (3-5 years)

15) Seeks assistance from an adult when attempting to solve a problem.

Social & Emotional Development (3-5 years)

14) Comfortably accepts guidance and directions from a familiar adult.

16) Seeks support from familiar adults to resolve conflicts with peers.

Social Studies (3-5 years)

6) Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).

2. Develops positive relationships with peers

Birth-8 months

- **Benchmark a:** Notices peers by looking, touching or making sounds directed toward the child

Social & Emotional Development (00-08 months)

9) Begins to show interest in other children, playing side-by-side using the same or similar toys. -00-08 SR31

10) Shows empathy for familiar others, especially those perceived to be hurt or sad. -00-08 SR34

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Building and Maintaining Relationships with Adults and Peers

Galileo® G3 Assessment Scale Goal

35) Gains the attention of peers through vocalizations, reaching out, and smiling. -00-08 SR32

44) Touches or imitates another child sitting nearby.

8-18 months

- Benchmark a: Shows interest in peers who are playing nearby and interacts with them briefly

Social & Emotional Development (08-18 months)

6) Begins to show interest in other children, playing side-by-side using the same or similar toys. -08-18 SR31

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

49) Touches or imitates another child sitting nearby.

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

18-24 months

- Benchmark a: Plays alongside peers and engages in simple turn-taking

Social & Emotional Development (18-24 months)

2) Begins to enjoy and initiate humor, such as laughing in response to games.

31) Listens to and follows simple rules in small group activity. -18-24 SR43

32) Waits to take his/her turn.

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

2-3 years (24-36 months)

- Benchmark a: Seeks out other children and plays alongside and on occasion with other children

Social & Emotional Development (2-3 years)

1) Participates in parallel play.

4) Engages in positive social play alongside, and occasionally with, other children. -2-3 SR34

9) Verbally or nonverbally invites a peer to play.

16) Plays without disrupting or destroying the work of others. -3-5 SR71

24) Plays beside another child for short periods of time.

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

26) Waits to take her/his turn.

3-4 years (36-48 months)

- Benchmark a: Builds social relationships and becomes more connected to other children
- Benchmark b: Demonstrates strategies for entry into social play with peers
- Benchmark c: Develops an initial understanding of bullying

Social & Emotional Development (3-5 years)

18) Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).

20) Says, signs, or gestures to a child who is being offensive to stop the behavior.

23) Uses negotiation to reach a solution.

25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).

31) Responds appropriately to greeting by familiar peers.

32) Initiates greeting of familiar peers.

34) Begins to recognize that others smile when they smile, and others look unhappy when they cry.

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Building and Maintaining Relationships with Adults and Peers

Galileo® G3 Assessment Scale Goal

38) Joins a cooperative play activity using appropriate verbal/nonverbal strategies. -3-5 SR73

41) Recognizes the impact of his/her actions on others' feelings.

42) Respects the rights of others.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Plays with peers in a coordinated manner including assigning roles, materials and actions
- **Benchmark b:** Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking
- **Benchmark c:** Responds appropriately to bullying behavior

Logic & Reasoning (3-5 years)

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

14) Practices building relationships with other children (offering direction, help).

Social & Emotional Development (3-5 years)

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).

20) Says, signs, or gestures to a child who is being offensive to stop the behavior.

31) Responds appropriately to greeting by familiar peers.

33) Verbally or nonverbally invites a peer to play.

38) Joins a cooperative play activity using appropriate verbal/nonverbal strategies. -3-5 SR73

39) Sustains a cooperative participation with others.

40) Expresses encouragement in a variety of ways (e.g., clapping, cheering).

Approaches to Learning (3-5 years)

24) Takes turns playing with a toy or object. -3-5 SR63

26) Voluntarily helps a peer.

27) Says, signs, or gestures when it is her/his turn in a game or activity.

28) Establishes proximity to peers during an unstructured child-directed activity.

29) Maintains proximity to peers during an unstructured child-directed activity.

Language (3-5 years)

18) Takes turns being a speaker.

3. Develops increasing ability to engage in social problem solving

Birth-8 months

- **Benchmark a:** Signals when there is a problem to seek adult attention and support

Social & Emotional Development (00-08 months)

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

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

8-18 months

- **Benchmark a:** Demonstrates emotional expressions to signal for adult assistance

Social & Emotional Development (08-18 months)

4) Becomes distressed in the presence of unfamiliar adults.

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

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Building and Maintaining Relationships with Adults and Peers

Galileo® G3 Assessment Scale Goal

	<p>18) Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.</p> <p>37) Cries, rocks back and forth, and lifts arms to signal for help.</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>59) Holds onto a favorite toy and looks toward a familiar adult as another child approaches.</p>
18-24 months	
<ul style="list-style-type: none">• Benchmark a: May imitate others in resolving problems using simple actions	Social & Emotional Development (18-24 months) <p>23) Engages in reassuring self-talk or changing goals when frustrated or frightened.</p> <p>49) Indicates ownership of an object when it is taken by another child (e.g., says "Mine, mine!").</p>
2-3 years (24-36 months)	
<ul style="list-style-type: none">• Benchmark a: Identifies the problem and requests adult support to address the problem for their desired solution	Social & Emotional Development (2-3 years) <p>2) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).</p> <p><u>5) Seeks support from familiar adults to resolve conflicts with peers. -2-3 SR36</u></p> <p>30) Seeks help from familiar adults when another child takes her/his toy.</p> <p>37) Seeks help from familiar adults after unsuccessfully attempting to complete a task.</p>
3-4 years (36-48 months)	
<ul style="list-style-type: none">• Benchmark a: Able to suggest a potential solution to social problems and with adult support is able to follow through	Social & Emotional Development (3-5 years) <p>16) Seeks support from familiar adults to resolve conflicts with peers.</p> <p>21) Suggests strategy (e.g., sharing) to resolve a dispute over an object/plaything.</p> <p><u>22) Shows the ability to compromise in conflict resolution. -3-5 SR70</u></p> <p>24) Maintains a negotiated plan.</p>
4 years-Kindergarten (48 months-Kindergarten)	
<ul style="list-style-type: none">• Benchmark a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	Social & Emotional Development (3-5 years) <p>16) Seeks support from familiar adults to resolve conflicts with peers.</p> <p>17) Moves around another child that is in her/his way (e.g., going up a slide).</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/plaything.</p> <p><u>22) Shows the ability to compromise in conflict resolution. -3-5 SR70</u></p>

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Building and Maintaining Relationships with Adults and Peers

Galileo® G3 Assessment Scale Goal

- 23) Uses negotiation to reach a solution.
- 24) Maintains a negotiated plan.
- 25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).

4. Exhibits empathy by demonstrating care and concern for others

Birth-8 months

- **Benchmark a:** Cries when hearing other children cry

Social & Emotional Development (00-08 months)

10) Shows empathy for familiar others, especially those perceived to be hurt or sad. -00-08 SR34

22) Looks at and possibly cries themselves when another child cries.

8-18 months

- **Benchmark a:** Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad)

Social & Emotional Development (08-18 months)

9) Shows empathy for familiar others, especially those perceived to be hurt or sad. -08-18 SR34

20) Looks at, and possibly cries too, when another child cries.

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

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

18-24 months

- **Benchmark a:** Notices the emotions of others and engages in an intentional action in response

Social & 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.

2-3 years (24-36 months)

- **Benchmark a:** Recognizes that others have feelings different than their own and often responds with comforting actions

Social & Emotional Development (2-3 years)

7) Responds to another child's or adult's distress with efforts to assist. -2-3 SR37

33) Shares occasionally with other children.

3-4 years (36-48 months)

- **Benchmark a:** Responds to the emotions of others with comforting words or actions

Social & Emotional Development (3-5 years)

22) Shows the ability to compromise in conflict resolution. -3-5 SR70

40) Expresses encouragement in a variety of ways (e.g., clapping, cheering).

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

4 years-Kindergarten (48 months-Kindergarten)

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Building and Maintaining Relationships with Adults and Peers

Galileo® G3 Assessment Scale Goal

- **Benchmark a:** Able to take the perspective of others and actively respond in a manner that is consistent and supportive

Social & Emotional Development (3-5 years)

- 31) Responds appropriately to greeting by familiar peers.
- 35) Plays without disrupting or destroying the work of others. - 3-5 SR71
- 40) Expresses encouragement in a variety of ways (e.g., clapping, cheering).
- 41) Recognizes the impact of his/her actions on others' feelings.
- 46) Expresses empathy or caring for others by consoling, comforting, or helping.

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Sense of Identity and Belonging

Galileo® G3 Assessment Scale Goal

1. Develops sense of identity and belonging through play

Birth-8 months

- **Benchmark a:** Eagerly bids for attention of adults

Social & Emotional Development (00-08 months)

- 25) Shows beginning signs of jealousy and attempts to adapt (e.g., crawls to and raises arms toward parent who is holding another child).
- 36) Vocalizes and points to get the attention of a familiar adult.

8-18 months

- **Benchmark a:** Expectantly bids for attention from adults and other children

Social & 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).
- 55) Repeats an action when it makes people laugh.

18-24 months

- **Benchmark a:** Seeks out preferred companions and eagerly engages in parallel play with others

Social & Emotional Development (18-24 months)

- 5) Participates in parallel play. -18-24 SR40
- 6) Exhibits emerging social play (e.g., seeks out familiar adults to help dress a doll).
- 46) Initiates play with a familiar peer.

2-3 years (24-36 months)

- **Benchmark a:** Continues to engage in parallel play but also begins to play with other preferred playmates

Social & Emotional Development (2-3 years)

- 1) Participates in parallel play.
- 24) Plays beside another child for short periods of time.
- 36) Initiates play with a familiar peer.
- 38) Enjoys an activity of interest (e.g., art) with a friend.

3-4 years (36-48 months)

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Sense of Identity and Belonging

Galileo® G3 Assessment Scale Goal

- **Benchmark a:** Continues to play with preferred playmates

Social & Emotional Development (3-5 years)

33) Verbally or nonverbally invites a peer to play.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Engages in associative play and begins to play cooperatively with friends

Approaches to Learning (3-5 years)

24) Takes turns playing with a toy or object. -3-5 SR63

28) Establishes proximity to peers during an unstructured child-directed activity.

29) Maintains proximity to peers during an unstructured child-directed activity.

Creative Arts (3-5 years)

34) Uses dramatic play to practice cooperation (e.g., who sets table, cooks). -3-5 SR64

36) Uses dramatic play to ask questions to gain new knowledge from others.

Logic & Reasoning (3-5 years)

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

7) Talks to peers in pretend character.

8) Reacts to peers remaining in pretend character.

9) Acts out different roles (e.g., child, adult) in dramatic play situations.

2. Develops sense of identity and belonging through exploration and persistence

Birth-8 months

- **Benchmark a:** Shows interest and inclination to explore without adult direction

Social & Emotional Development (00-08 months)

9) Begins to show interest in other children, playing side-by-side using the same or similar toys. -00-08 SR31

15) Reaches for and grasps objects.

45) Realizes she/he has control over her/his hands.

46) Begins to look and smile at her/himself in the mirror.

48) Tries to encourage games (e.g., covers eyes to encourage a game of peek-a-boo).

8-18 months

- **Benchmark a:** Explores for extended periods and delights in discoveries

Social & Emotional Development (08-18 months)

11) Reaches for and grasps objects.

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

15) Explores a new food with all their senses.

54) Tries to encourage games (e.g., covers eyes to encourage a game of peek-a-boo).

61) Points to and names several of her/his own body parts.

62) Points to her/himself in a photograph.

68) Initiates simple games and chooses things to explore.

18-24 months

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Sense of Identity and Belonging

Galileo® G3 Assessment Scale Goal

<ul style="list-style-type: none">• Benchmark a: Capable of sustained independent play at activities the child enjoys	Social & Emotional Development (18-24 months) 15) Tries out new games and toys. 16) Plays with toys meaningfully (e.g., preparing food in housekeeping). 45) Plays away from familiar adults with occasional trips to touch them. 50) Shows particular interest in a special book, music selection, or other object, event, or activity. 56) Initiates simple games and chooses things to explore.
2-3 years (24-36 months)	
<ul style="list-style-type: none">• Benchmark a: Continues sustained independent play while participating in more complex activities	Social & Emotional Development (2-3 years) <u>6) Takes on the role of an adult figure in pretend play. -2-3 SR38</u> 10) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects). 11) Begins to use a book appropriately (e.g., opens it and looks at the pictures rather than banging it on the floor). 12) Tries out new games and toys. 14) Plays with toys meaningfully (e.g., preparing food in housekeeping). 15) Uses play materials in the intended way (e.g., building with blocks). 49) Demonstrates growing competence and confidence during activities (e.g., climbs higher and higher on a playground structure).
3-4 years (36-48 months)	
<ul style="list-style-type: none">• Benchmark a: Continues sustained independent play and participates in more planned group activities	Social & Emotional Development (3-5 years) <u>35) Plays without disrupting or destroying the work of others. -3-5 SR71</u>
4 years-Kindergarten (48 months-Kindergarten)	
<ul style="list-style-type: none">• Benchmark a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities	Approaches to Learning (3-5 years) 30) Completes a task (e.g. art project, assignment, drawing, skit) with a partner. Logic & Reasoning (3-5 years) 15) Seeks assistance from an adult when attempting to solve a problem. 16) Seeks assistance from peers when attempting to solve a problem. 17) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). <u>18) Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14</u> 19) Tries out new ideas to see if they will work. 20) Suggests an alternative solution to solve a problem, without assistance. 21) Acts out a simple word problem using objects (e.g., shows 3 toy lizards then takes 1 toy lizard away).

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Sense of Identity and Belonging

Galileo® G3 Assessment Scale Goal

22) Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).

3. Develops sense of identity and belonging through routines, rituals and interactions

Birth-8 months

- **Benchmark a:** Begins to respond positively to familiar routines and rituals initiated by familiar adult

Social & Emotional Development (00-08 months)

16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bathtub). -00-08 SR33

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

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

8-18 months

- **Benchmark a:** Responds positively to and expects patterned routines, rituals and interactions initiated by an adult

Social & Emotional Development (08-18 months)

2) Imitates the actions of familiar adults (e.g., clapping). -08-18 SR30

7) Begins to enjoy and imitate humor, such as laughing in response to games.

13) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bathtub). -08-18 SR32

66) Enjoys music and movement activities.

69) Cooperates with dressing and undressing activities.

18-24 months

- **Benchmark a:** Begins to initiate and participate in some familiar routines and rituals

Social & Emotional Development (18-24 months)

7) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -18-24 SR41

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

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

57) Cooperates with dressing and undressing activities.

60) Attempts to engage in independent activities (e.g., taking off an open coat) and not giving up immediately if having difficulty.

61) Seeks help from familiar adults after unsuccessfully attempting to complete a task.

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

64) Shows increased interest in toileting.

2-3 years (24-36 months)

- **Benchmark a:** Initiates and participates in the rituals and routines of the day

Social & Emotional Development (2-3 years)

3) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -2-3 SR35

22) Follows directions, with adult assistance.

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

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Sense of Identity and Belonging

Galileo® G3 Assessment Scale Goal

- 35) With the help of teachers, begins to effectively handle separation from parents when they leave her/him at the early care/education setting.
- 46) Insists on doing things on her/his own (e.g., carrying own plate to the table).
- 51) Shows interest in wanting to dress herself/himself.
- 52) Shows increased interest in toileting.

3-4 years (36-48 months)

- **Benchmark a:** Begins to show a willingness to be flexible if routines must change in minor ways

Social & Emotional Development (3-5 years)

- 13) Makes transitions between activities with minimal assistance.
- 27) Insists on routines for transitions (e.g., when parents drop-off the child at the center).
- 29) Accepts arrival and departure transitions as routine parts of the day.
- 30) Carries out a classroom routine, without prompts (e.g., putting coat in cubby). -3-5 SR69

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Demonstrates willingness to be flexible if routines must change

Social & Emotional Development (3-5 years)

- 24) Maintains a negotiated plan.
- 29) Accepts arrival and departure transitions as routine parts of the day.

4. Develops sense of self-awareness and independence

Birth-8 months

- **Benchmark a:** Signals preferences related to objects and people (e.g., preferring one pacifier over another)
- **Benchmark b:** Begins to recognize own abilities and preferences

Social & Emotional Development (00-08 months)

- 17) Enjoys playing with new toys (e.g., new sand toys in the sand box).
- 23) Looks toward familiar adults for help when becoming upset.
- 24) Uses a comfort object, such as a tub or stuffed toy, for security when feeling stressed.
- 27) Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep).
- 30) Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired.
- 45) Realizes she/he has control over her/his hands.
- 46) Begins to look and smile at her/himself in the mirror.
- 50) Protests when given a non-preferred food rather than a preferred food.
- 51) Smiles and claps hands when they successfully accomplish a task (e.g., climbing upstairs).
- 55) Moves toward and gets a favorite toy, then smiles.
- 57) Plays with a preferred toy more than others.

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Sense of Identity and Belonging

Galileo® G3 Assessment Scale Goal

8-18 months

- **Benchmark a:** Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation
- **Benchmark b:** Recognizes own abilities and preferences
- **Benchmark c:** Responds to name when called

Social & Emotional Development (08-18 months)

- 12) Recognizes and accepts her/his own blanket.
- 14) Enjoys playing with new toys (e.g., new sand toys in the sand box).
- 21) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.
- 26) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. -08-18 SR33
- 28) Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep).
- 31) Uses transitional objects (e.g., blanket, bear, pacifier) to calm her/himself when tired.
- 35) Stops and looks at familiar adults when her/his name is called.
- 56) Protests when given a non-preferred food rather than a preferred food.
- 57) Smiles and claps hands when they successfully accomplish a task (e.g., climbing upstairs).
- 65) Plays with a preferred toy more than others.
- 71) Uses words to get her/his needs met (e.g., "More juice.").

18-24 months

- **Benchmark a:** Initiates independent problem-solving efforts but appropriately asks for support from adults when needed
- **Benchmark b:** Begins to verbally or non-verbally communicate own preferences
- **Benchmark c:** Begins to recognize obvious physical similarities and differences between self and others

Social & Emotional Development (18-24 months)

- 3) Seeks help from trusted parents, caregivers, and teachers.
- 8) Seeks support from familiar adults to resolve conflicts with peers. -18-24 SR42
- 12) Uses adults as tools, as in asking to be picked up to reach the toy on the shelf.
- 22) Begins to end tantrums with some redirection.
- 23) Engages in reassuring self-talk or changing goals when frustrated or frightened.
- 29) Look to their parents, caregivers, and teachers for help when unable to complete a task.
- 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).
- 39) Stand up for her/his ownership rights (e.g., says "mine" to a child who takes her/his toy).
- 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.
- 54) Notices that another child has features (e.g., brown hair) similar to her/his own.

2-3 years (24-36 months)

- **Benchmark a:** Verbally or nonverbally communicates more clearly on needs and wants

Social & Emotional Development (2-3 years)

- 8) Starts to imitate adult social behaviors such as using words like "please" and "thank you."

SOCIAL AND EMOTIONAL DEVELOPMENT

Sub-Domain: Sense of Identity and Belonging

Galileo® G3 Assessment Scale Goal

- **Benchmark b:** Communicates verbally or nonverbally own preferences
- **Benchmark c:** Identifies differences and similarities between self and others; uses pronouns such as I, me, mine

- 29) Stands up for her/his ownership rights (e.g., says “mine” to a child who takes her/his toy).
- 31) Tells another child “No. Stop!” when her/his toy is taken.
- 42) Notices that another child has features (e.g., brown hair) similar to her/his own.
- 44) Talks about her/his family.
- 45) Refers to her/himself by positive characteristics (e.g., “smart” or “strong”).
- 47) Talks about the neighborhood, city, or area she/he lives.
- 53) Gets materials needed for an activity, without prompts.

3-4 years (36-48 months)

- **Benchmark a:** Increasingly uses words to communicate needs and wants
- **Benchmark b:** Begins to recognize preferences of others
- **Benchmark c:** Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)
- **Benchmark d:** Begins to identify self as part of a group (e.g., class or family)

Social & Emotional Development (3-5 years)

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

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Uses words to communicate personal characteristics, preferences, thoughts and feelings
- **Benchmark b:** Recognizes preferences of others
- **Benchmark c:** Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)
- **Benchmark d:** Identifies self as a unique member of a group (e.g., class, school, family or larger community)

Social Studies (3-5 years)

- 4) Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. -3-5 SR31
- 5) Demonstrates increasing ability to make independent choices.
 - 6) Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).
 - 7) Demonstrates increasing ability to follow through on plans.
 - 8) Demonstrates awareness of the outcomes of one’s own choices.
 - 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).

Social & Emotional Development (3-5 years)

- 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.

D. Domain: Language and Literacy

Notes:

- Underlined capabilities are reflected in the School Readiness Scale.
- The term “emerging” is used when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.
- NA indicates when a standard has no alignment to the G3 Scales.

LANGUAGE AND LITERACY Sub-Domain: Listening and Understanding		Galileo® G3 Assessment Scale Goal
1. Demonstrates understanding when listening		
Birth-8 months		
<ul style="list-style-type: none"> • <u>Benchmark a</u>: Begins to engage in multiple back-and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences • <u>Benchmark b</u>: Responds to gestures of adults • <u>Benchmark c</u>: Responds to gestures that indicate understanding of what is being communicated 	<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>6) Shows continued interaction with adults by vocalizing and smiling while a book is being read.</p> <p>Cognitive Development & General Knowledge (00-08 months)</p> <p>9) Babbles and then pauses to wait for familiar adults to respond.</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>30) Uses different facial expressions to express different emotions.</p> <p>Language, Communication, Reading & Writing (00-08 months)</p> <p>4) Gazes at the face of an adult and makes facial expressions as the adult talks.</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>12) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).</p> <p>14) Takes turns making sounds with an adult.</p> <p>15) Explores sounds through babbling and imitation.</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>24) Smiles in response to a smiling face.</p> <p>28) Imitates cooing sounds made by familiar adults.</p> <p>29) Mimics hand clapping and waving bye-bye.</p> <p>Social & 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>33) When babbling or cooing, pauses to wait for a response from an adult. -00-08 SR29</u></p> <p>36) Vocalizes and points to get the attention of a familiar adult.</p> <p>40) Imitates and terminates a social smile and repeats the behavior as adults respond.</p> <p>42) Tries to imitate the kisses of familiar adults.</p>	
8-18 months		

LANGUAGE AND LITERACY

Sub-Domain: Listening and Understanding

Galileo® G3 Assessment Scale Goal

- **Benchmark a:** Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)
- **Benchmark b:** Uses gestures to direct adult attention
- **Benchmark c:** Responds to adult's request using gestures or simple words showing an understanding of what is being said

Approaches to Learning (08-18 months)

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

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.

Cognitive Development & 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.

49) Vocalizes to communicate needs.

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

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

Language, Communication, Reading & 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).

14) Takes turns making sounds with an adult.

15) Uses gestures, sounds, words, and movements to initiate an interaction or game (e.g., patty-cake).

Social & Emotional Development (08-18 months)

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

18-24 months

- **Benchmark a:** Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information
- **Benchmark b:** Responds appropriately to simple requests
- **Benchmark c:** Uses nonverbal gestures to respond to adult's language and oral reading

Approaches to Learning (18-24 months)

10) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. -18-24 SR1

Cognitive Development & General Knowledge (18-24 months)

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

35) Wants to tell her/his age to a familiar adult.

46) Uses negotiation and language, with the help from adults, to solve problems when playing with peers.

Language, Communication, Reading & Writing (18-24 months)

1) Looks in the likely location when asked by an adult where an object/person might be (e.g., "Where is the kitty?"). -18-24 SR15

6) Finds her/his shoes when it is time to get dressed.

18) Practices conversational skills during pretend play.

22) Engages in short conversation with other children and/or adults.

2-3 years (24-36 months)

- **Benchmark a:** Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations
- **Benchmark b:** Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures

Cognitive Development & General Knowledge (2-3 years)

5) Asks for help when needed.

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

15) Persistently asks "Why?".

30) Asks questions that include "How many?" and "How much?".

34) Answers questions about prior events.

Language, Communication, Reading & Writing (2-3 years)

LANGUAGE AND LITERACY

Sub-Domain: Listening and Understanding

Galileo® G3 Assessment Scale Goal

- 1) Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.
 - 3) Listens to the reading of a short picture book (e.g., 10 pages).
 - 4) Reacts to funny portions of a story by smiling or laughing.
 - 6) Responds appropriately to questions about a picture book being read. -2-3 SR16
 - 7) Practices conversational skills during pretend play.
 - 13) Asks questions to obtain information or assistance. -2-3 SR17
 - 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.
 - 18) Recognizes that a pause means it is his/her turn to talk.
 - 19) Asks questions to keep a conversation going.
 - 20) Responds to comments or questions from others during a conversation.
- Social & Emotional Development (2-3 years)**
- 8) Starts to imitate adult social behaviors such as using words like “please” and “thank you”.
 - 9) Verbally or nonverbally invites a peer to play.

3-4 years (36-48 months)

- Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal
- Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said

Language (3-5 years)

- 1) Listens attentively to a conversation, story, poem, or song.
- 14) Repeats or tries different words/sentences to get another child or adult to respond.
- 15) Uses appropriate words or gestures to share information or experiences.
- 18) Takes turns being a speaker.
- 19) Responds to comments or questions from others during a conversation.
- 20) Adjusts conversation to changes in topic.

4 years-Kindergarten (48 months-Kindergarten)

- Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others
- Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said

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). -3-5 SR62
 - 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. -3-5 SR32
 - 5) Retells a familiar story, poem or song in his/her own words -3-5 SR33
 - 6) Reacts appropriately to an exclamation (e.g., stop, look up, freeze).
 - 19) Responds to comments or questions from others during a conversation.
 - 20) Adjusts conversation to changes in topic.

LANGUAGE AND LITERACY

Sub-Domain: Listening and Understanding

Galileo® G3 Assessment Scale Goal

21) Changes inflection during a conversation to communicate meaning.

Nature & Science (3-5 years)

54) Asks "Why" questions to learn more about a current/past event.

55) Asks "What will happen if" questions to help predict a future event. -3-5 SR25

56) Asks "How" objects and events are different/same.

2. Increases knowledge through listening

Birth-8 months

- Benchmark a: Reacts to environmental sounds and verbal communication
- Benchmark b: Turns head toward familiar sounds
- Benchmark c: Responds to repeated words and phrases

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.

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

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

23) Reacts with movement to the sound of music.

Cognitive Development & General Knowledge (00-08 months)

1) Responds to loud noises by being startled or crying.

2) Appears to be comforted by familiar voices.

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

53) Moves away from loud noises.

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

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

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).

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.

6) Pays attention to objects in the environment when prompted by an adult.

Social & Emotional Development (00-08 months)

12) Responds to sound by cooing when songs are sung by familiar adults.

8-18 months

- Benchmark a: Responds to vocalizations during daily routines
- Benchmark b: Responds by turning and smiling when name is spoken
- Benchmark c: Begins to respond to adult questions

Approaches to Learning (08-18 months)

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

3) Shows continued interaction with adults by vocalizing and smiling when they are being read to.

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

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

LANGUAGE AND LITERACY

Sub-Domain: Listening and Understanding

Galileo® G3 Assessment Scale Goal

- 3) Looks in the likely location when asked by an adult where an object/person might be (e.g., “Where is the kitty?”).
7) Points to body parts when asked.
Social & Emotional Development (08-18 months)
35) Stops and looks at familiar adults when her/his name is called.

18-24 months

- **Benchmark a:** Responds verbally and nonverbally to spoken language
- **Benchmark b:** Begins to participate in simple conversations
- **Benchmark c:** Responds to language during conversations, songs, stories or other experiences

- Cognitive Development & General Knowledge (18-24 months)**
9) Pulls on the hand of adults when wanting to communicate.
21) Associates spoken words with familiar objects or actions.
32) Asks to hear her/his favorite song over and over.
Language, Communication, Reading & Writing (18-24 months)
1) Looks in the likely location when asked by an adult where an object/person might be (e.g., “Where is the kitty?”). -18-24 SR15
2) Uses some sign or body language to indicate a need (e.g., “more” “eat”).
18) Practices conversational skills during pretend play.
19) Repeats or tries different words/sentences to get another child or adult to respond.
20) Asks questions to obtain information or assistance. -18-24 SR27
21) Talks on a toy telephone in pretend play.
22) Engages in short conversation with other children and/or adults.
23) Recognizes that a pause means that it is his/her turn to talk.
30) Asks adults to repeat favorite rhymes, fingerplays, or stories.

2-3 years (24-36 months)

- **Benchmark a:** Responds to an adult’s simple questions about what is being learned
- **Benchmark b:** Participates in simple conversations
- **Benchmark c:** Identifies specific sounds, such as animal sounds and environmental sounds

- Cognitive Development & General Knowledge (2-3 years)**
34) Answers questions about prior events.
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. -2-3 SR16
7) Practices conversational skills during pretend play.
8) Repeats or tries different words/sentences to get another child or adult to respond. -2-3 SR14
15) Participates in conversations at snack and play times.
20) Responds to comments or questions from others during a conversation.
Physical Development and Health (2-3 years)
32) Uses language to communicate with parents, caregivers, teachers, and peers.

3-4 years (36-48 months)

- **Benchmark a:** Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection

- Approaches to Learning (3-5 years)**
1) Explores most areas of the classroom.

LANGUAGE AND LITERACY

Sub-Domain: Listening and Understanding

Galileo® G3 Assessment Scale Goal

- **Benchmark b:** Observes simple aspects of child's world and responds and reacts

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).

Language (3-5 years)

4) Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32

5) Retells a familiar story, poem or song in his/her own words. -3-5 SR33

15) Uses appropriate words or gestures to share information or experiences.

17) Uses appropriate words or gestures to relate feelings, needs, or opinions.

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

Literacy (3-5 years)

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

Nature & 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 (e.g., puzzles, Legos).

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge
- **Benchmark b:** Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play

Language (3-5 years)

1) Listens attentively to a conversation, story, poem, or song.

2) Follows a simple one-step direction.

3) Follows a small set of step-by-step directions, without prompts.

4) Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32

5) Retells a familiar story, poem or song in his/her own words. words -3-5 SR33

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

20) Adjusts conversation to changes in topic.

31) Recalls story events using some spoken dialogue.

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

3. Follows Directions

Birth-8 months

- **Benchmark a:** Responds in varied ways to the speaker's voice (e.g., turning head, making eye contact)

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.

3) Gazes at parents, caregivers, and teachers when being fed or changed.

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

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

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

14) Takes turns making sounds with an adult.

LANGUAGE AND LITERACY		Galileo® G3 Assessment Scale Goal	
Sub-Domain: Listening and Understanding			
		Social & Emotional Development (00-08 months) 28) Relaxes when cuddled and rocked or spoken to in a soft voice.	
8-18 Months			
<ul style="list-style-type: none"> Benchmark a: Focuses attention on speaker when asked to do something 		Cognitive Development & General Knowledge (08-18 months) 4) Follows one-step directions. 22) Follows two-step directions. Language, Communication, Reading & Writing (08-18 months) 6) Follows one-step direction from an adult.	
18-24 months			
<ul style="list-style-type: none"> Benchmark a: Follows simple one-step directions with scaffolding 		Cognitive Development & General Knowledge (18-24 months) 5) Follows two-step directions. Language, Communication, Reading & Writing (18-24 months) 4) <u>Follows a one-step direction from an adult. -18-24 SR14</u> Social & Emotional Development (18-24 months) 27) Follows directions with adult assistance. 31) <u>Listens to and follows simple rules in small group activity. -18-24 SR43</u>	
2-3 years (24-36 months)			
<ul style="list-style-type: none"> Benchmark a: Follows multi-step directions with reminders 		Cognitive Development & General Knowledge (2-3 years) 7) Washes hands or picks up toys when directed to do so. Physical Development and Health (2-3 years) 31) <u>Looks at the adult giving directions and then follows the directions. -2-3 SR33</u> Social & Emotional Development (2-3 years) 22) Follows directions, with adult assistance. 25) Listens to and follow simple rules in small group activity.	
3-4 years (36-48 months)			
<ul style="list-style-type: none"> Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions 		Language (3-5 years) 2) Follows a simple one-step direction. 3) Follows a small set of step-by-step directions, without prompts.	
4 years-Kindergarten (48 months-Kindergarten)			
<ul style="list-style-type: none"> Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions 		Language (3-5 years) 2) Follows a simple one-step direction. 3) Follows a small set of step-by-step directions, without prompts. Social & Emotional Development (3-5 years) 14) Comfortably accepts guidance and directions from a familiar adult.	

1. Speaks and is understood when speaking

Birth-8 months

- Benchmark a: Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs

Approaches to Learning (00-08 months)

12) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).

14) Asks or gestures that they want the same song or story repeated over and over again. -00-08 SR6

Cognitive Development & General Knowledge (00-08 months)

25) Cries when in need of something.

43) Vocalizes to communicate needs.

51) Points, gestures, and makes sound to indicate when she/he wants.

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.

10) Begins to coo using vowel sounds and other sounds consistent with the home language. -00-08 SR12

11) Babbles using repeated syllables (e.g., “ma ma ma”). -00-08 SR15

13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). -00-08 SR19

15) Explores sounds through babbling and imitation.

28) Imitates cooing sounds made by familiar adults.

Social & Emotional Development (00-08 months)

18) Cries when hungry, uncomfortable, or unhappy.

54) Cries in particular ways to get needs met.

8-18 months

- Benchmark a: Increases vocalizations

Approaches to Learning (08-18 months)

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

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

Cognitive Development & General Knowledge (08-18 months)

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

33) Vocalizes when being read a familiar book by a familiar adult. -08-18 SR10

49) Vocalizes to communicate needs.

55) Vocalizes when being read a familiar book.

56) Says “no-no” to express feelings.

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

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

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

16) Says a few basic words (e.g., “mama”, “dada”). -08-18 SR18

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

Social & Emotional Development (08-18 months)

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

18-24 months

- **Benchmark a:** Speaks using new words and phrases and is understood by familiar adult 50 percent of the time

Cognitive Development & 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!”.
- 23) When she/he spills a liquid (e.g., milk), says “uh-oh”.
- 24) Repeats words over and over.

Language, Communication, Reading & Writing (18-24 months)

- 9) Uses sounds to name people, such as dada and mama.
- 10) Uses one-word utterances or short phrases to influence the actions of others (e.g., “mine”).
- 11) Says a few basic words (e.g., “mama,” “dada”). -18-24 SR16
- 12) Repeats words heard or gestures seen.
- 13) Names pictures in books. -18-24 SR19
- 14) Uses two-word sentences to share ideas, feelings, or needs.
- 15) Uses negative words (e.g., “no”).
- 16) Uses question words (e.g., “why” and “what”).
- 17) Invents new words for fun and experimenting.

2-3 years (24-36 months)

- **Benchmark a:** Speaks and is understood by familiar peer or adult most of the time

Cognitive Development & General Knowledge (2-3 years)

- 3) Verbalizes observations, such as “Milk gone!” or “Daddy here!”.
- 28) Uses words to describe feelings (e.g., “happy”).

Language, Communication, Reading & Writing (2-3 years)

- 8) Repeats or tries different words/sentences to get another child or adult to respond. -2-3 SR14
- 9) Combines words to create meaningful short sentences.
- 11) Uses descriptive words with objects (e.g., “pretty flowers”).
- 14) Uses words to describe activities (e.g., playing catch) or functions of objects (e.g., spoon for eating). -2-3 SR18

Physical Development and Health (2-3 years)

- 32) Uses language to communicate with parents, caregivers, teachers, and peers.
- 33) Expands understandable vocabulary.

Social & Emotional Development (2-3 years)

- 8) Starts to imitate adult social behaviors such as using words like “please” and “thank you”.
- 20) Begins using emotionally charged word (e.g., “I’m mad”) to get needs met, as opposed to simply acting out needs. -2-3 SR39

3-4 years (36-48 months)

- **Benchmark a:** Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

Language (3-5 years)

- 14) Repeats or tries different words/sentences to get another child or adult to respond.

LANGUAGE AND LITERACY

Sub-Domain: Speaking

Galileo® G3 Assessment Scale Goal

- 15) Uses appropriate words or gestures to share information or experiences.
- 17) Uses appropriate words or gestures to relate feelings, needs, or opinions.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

- Language (3-5 years)**
- 14) Repeats or tries different words/sentences to get another child or adult to respond.
 - 15) Uses appropriate words or gestures to share information or experiences.
 - 16) Asks questions to obtain information or assistance.
 - 17) Uses appropriate words or gestures to relate feelings, needs, or opinions.

LANGUAGE AND LITERACY

Sub-Domain: Vocabulary

Galileo® G3 Assessment Scale Goal

1. Shows an understanding of words and their meanings (receptive)

Birth-8 months

- **Benchmark a:** Begins to look at familiar people, objects or animals when they are named
- **Benchmark b:** Begins orienting to own name and enjoys playful word games like peek-a-boo

- Cognitive Development & 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.
 - 21) Demonstrates knowing/recognition of family members (e.g., smiling, cooing, moving, reaching).
 - 23) Responds by turning and smiling when her/his name is spoken by familiar adults.
- Language, Communication, Reading & Writing (00-08 months)**
- 5) Turns and smiles when her/his name is called by an adult.
 - 6) Pays attention to objects in the environment when prompted by an adult.
 - 12) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).

8-18 months

- **Benchmark a:** Looks intently at or points at person or object that has been named with the goal of establishing joint attention
- **Benchmark b:** Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)

- Cognitive Development & 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.
 - 35) Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).
 - 42) Associates spoken words with familiar objects or actions.
 - 43) Matches sounds to pictures of animals.
 - 52) Points to a picture, looking for familiar adults to name the picture.
- 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).
 - 7) Points to body parts when asked.

LANGUAGE AND LITERACY

Sub-Domain: Vocabulary

Galileo® G3 Assessment Scale Goal

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

Social & Emotional Development (08-18 months)

61) Points to and names several of her/his own body parts.

18-24 months

- Benchmark a: Points to pictures in book when named and/or points to body parts when asked
- Benchmark b: Responds to requests (typically understands approximately 300 words)

Cognitive Development & General Knowledge (18-24 months)

5) Follows two-step directions.

21) Associates spoken words with familiar objects or actions.

22) Matches sounds to pictures of animals.

54) Points to pictures that represent feelings and names the emotions.

Language, Communication, Reading & Writing (18-24 months)

3) Points to body parts when asked.

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

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

32) Points to appropriate picture in a book when asked by an adult. -18-24 SR22

Social & Emotional Development (18-24 months)

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

2-3 years (24-36 months)

- Benchmark a: Responds appropriately to almost all adult speech including requests involving multiple steps
- Benchmark b: Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)

Cognitive Development & General Knowledge (2-3 years)

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

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

24) Sings several songs, poems, or finger plays with adults. -2-3 SR8

25) Puts an object "on top of" or "under" the table, upon request. -2-3 SR9

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

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.

5) Sings simple songs or finger plays with help from an adult.

6) Responds appropriately to questions about a picture book being read. -2-3 SR16

10) Enjoys repeating rhymes and songs. -2-3 SR12

21) Repeats portions of familiar books and rhymes.

Physical Development and Health (2-3 years)

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

30) Sings simple songs and finger plays.

31) Looks at the adult giving directions and then follows the directions. -2-3 SR33

32) Uses language to communicate with parents, caregivers, teachers, and peers.

33) Expands understandable vocabulary.

34) Responds to instructions during group time.

Social & Emotional Development (2-3 years)

- 22) Follows directions, with adult assistance.
- 32) Puts away toys when asked by a familiar adult.
- 40) Points to and names several of their own body parts.
- 43) Identifies other children as “boys” and “girls.”

3-4 years (36-48 months)

- **Benchmark a:** Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
- **Benchmark b:** Begins to understand the use of words in different context (including plurals and past tense in speech)

- Language (3-5 years)**
- 7) Understands nouns commonly found in books for young children. -3-5 SR34
 - 8) Understands action words (e.g., give, run). -3-5 SR35
 - 9) Understands negative words (e.g., not, no).
 - 10) Understands positional words (e.g., top, bottom, on, in). -3-5 SR36
 - 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).
 - 22) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
 - 24) Uses negative words (e.g., not, no).
 - 25) Uses descriptive words with objects (e.g., pretty flowers).
 - 26) Takes apart and puts together compound words.
 - 27) Uses pronouns to refer to people and things (e.g., she, he, it).
 - 28) Uses past and future tenses (e.g., went, will).
 - 29) Uses possessive endings (e.g., Jose’s, Emma’s).

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
- **Benchmark b:** Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments
- **Benchmark c:** Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)

- Language (3-5 years)**
- 7) Understands nouns commonly found in books for young children. -3-5 SR34
 - 8) Understands action words (e.g., give, run). -3-5 SR35
 - 9) Understands negative words (e.g., not, no).
 - 10) Understands positional words (e.g., top, bottom, on, in). -3-5 SR36
 - 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).
- Nature & Science (3-5 years)**
- 5) Talks about characteristics of living things (e.g., leaf is soft).
- Social & 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).
 - 36) Says, signs, or gestures the names of friends.
- Technology (3-5 years)**
- 2) Identifies different technology devices by pointing when asked by an adult (e.g., cell phone, digital camera, laptop, computer, tablet or pad, tape player, digital music player).

3) Says or signs the name of different technology devices (e.g., cell phone, digital camera, laptop, computer, tablet or pad, tape player, digital music player).

4) Identifies the basic uses of different technology devices when asked by an adult.

12) Uses vocabulary related to technology (e.g., computer, laptop, tablet, pad, screen, mouse).

17) Recognizes familiar words on a computer screen (e.g., a file saved with child's name).

Creative Arts (3-5 years)

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

Early Math (3-5 years)

34) Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.

Social Studies (3-5 years)

20) Identifies school building by pointing.

21) Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).

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).

2. Uses increased vocabulary to describe objects, actions and events (expressive)

Birth-8 months

- **Benchmark a:** Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds
- **Benchmark b:** Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)

Cognitive Development & General Knowledge (00-08 months)

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

30) Uses different facial expressions to express different emotions.

44) Cries in different ways for different reasons (e.g., hunger, pain, fear). -00-08 SR9

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

10) Begins to coo using vowel sounds and other sounds consistent with the home language. -00-08 SR12

11) Babbles using repeated syllables (e.g., “ma ma ma”). -00-08 SR15

15) Explores sounds through babbling and imitation.

8-18 months

- **Benchmark a:** Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)
- **Benchmark b:** Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)

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.

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

LANGUAGE AND LITERACY

Sub-Domain: Vocabulary

Galileo® G3 Assessment Scale Goal

	<p>20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds.</p> <p>Cognitive Development & 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>42) Associates spoken words with familiar objects or actions.</p> <p>Language, Communication, Reading & Writing (08-18 months)</p> <p><u>5) Focuses on books/pictures as adults describe them. -08-18 SR14</u></p> <p>9) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).</p> <p>13) Uses one-word utterances or short phrases to influence the actions of others (e.g., “mine”).</p> <p>Social & Emotional Development (08-18 months)</p> <p>71) Uses words to get her/his needs met (e.g., “More juice.”).</p>
<p>18-24 months</p>	
<ul style="list-style-type: none"> • Benchmark a: Uses a number of different words and begins using two or more words together • Benchmark b: Has a vocabulary of between 50 and 200 words although pronunciation is not always clear 	<p>Cognitive Development & General Knowledge (18-24 months)</p> <p>4) States clear preferences regarding colors, foods, and clothes.</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”). -18-24 SR16</u></p> <p>12) Repeats words heard or gestures seen.</p> <p><u>13) Names pictures in books. -18-24 SR19</u></p> <p>14) Uses two-word sentences to share ideas, feelings, or needs.</p> <p>15) Uses negative words (e.g., “no”).</p> <p>16) Uses questions words (e.g., “why” and “what”).</p> <p>17) Invents new words for fun and experimenting.</p> <p>24) Combines words to create meaningful short sentences.</p>
<p>2-3 years (24-36 months)</p>	
<ul style="list-style-type: none"> • Benchmark a: Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words) • Benchmark b: Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child 	<p>Cognitive Development & General Knowledge (2-3 years)</p> <p>3) Verbalizes observations, such as “Milk gone!” or “Daddy here!”.</p> <p>28) Uses words to describe feelings (e.g., “happy”).</p> <p>Language, Communication, Reading & Writing (2-3 years)</p> <p><u>8) Repeats or tries different words/sentences to get another child or adult to respond. -2-3 SR14</u></p> <p>9) Combines words to create meaningful short sentences.</p> <p>11) Uses descriptive words with objects (e.g., “pretty flowers”).</p> <p>12) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).</p> <p><u>14) Uses words to describe activities (e.g., playing catch) or functions of objects (e.g., spoon for eating). -2-3 SR18</u></p> <p>20) Responds to comments or questions from others during a conversation.</p> <p>Physical Development and Health (2-3 years)</p>

32) Uses language to communicate with parents, caregivers, teachers, and peers.
 33) Expands understandable vocabulary.
Social & Emotional Development (2-3 years)
 44) Talks about her/his family.
 45) Refers to her/himself by positive characteristics (e.g., “smart” or “strong”).
 47) Talks about the neighborhood, city, or area in which she/he lives.

3-4 years (36-48 months)

- **Benchmark a:** Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)
- **Benchmark b:** Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)

Language (3-5 years)
7) Understands nouns commonly found in books for young children. -3-5 SR34
8) Understands action words (e.g., give, run). -3-5 SR35
 9) Understands negative words (e.g., not, no).
10) Understands positional words (e.g., top, bottom, on, in). -3-5 SR36
 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).
 22) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
 24) Uses negative words (e.g., not, no).
 25) Uses descriptive words with objects (e.g., pretty flowers).
 26) Takes apart and puts together compound words.
 27) Uses pronouns to refer to people and things (e.g., she, he, it).
 28) Uses past and future tenses (e.g., went, will).
 29) Uses possessive endings (e.g., Jose’s, Emma’s).
Social & Emotional Development (3-5 years)
 1) Knows his/her own first and last names.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)
- **Benchmark b:** Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)
- **Benchmark c:** Identifies unfamiliar words asking for clarification
- **Benchmark d:** Uses words in multiple contexts, with the understanding that some words have multiple meanings

Language (3-5 years)
 15) Uses appropriate words or gestures to share information or experiences.
 16) Asks questions to obtain information or assistance.
 17) Uses appropriate words or gestures to relate feelings, needs, or opinions.
 25) Uses descriptive words with objects (e.g. pretty flowers).
Literacy (3-5 years)
 26) Asks adults to read printed information such as signs, labels, advertisements.
 28) Predicts what word might come next in a familiar story, some of the time.
Nature & Science (3-5 years)
 5) Talks about characteristics of living things (e.g., leaf is soft).
Technology (3-5 years)

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

- 4) Identifies the basic uses of different technology devices when asked by an adult.
- 12) Uses vocabulary related to technology (e.g., computer, laptop, tablet, pad, screen, mouse).

LANGUAGE AND LITERACY**Sub-Domain: Sentences and Structure****Galileo® G3 Assessment Scale Goal****1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences****Birth-8 months**

- **Benchmark a:** Begins to play with speech sounds

Approaches to Learning (00-08 months)

1) Babbles when alone, trying several different sounds.

Cognitive Development & General Knowledge (00-08 months)

16) Imitates familiar sounds and movements.

39) Imitates facial expressions, sounds, and gestures.

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

10) Begins to coo using vowel sounds and other sounds consistent with the home language. -00-08 SR12

11) Babbles using repeated syllables (e.g., “ma ma ma”). -00-08 SR15

13) Uses word-like sounds to get needs met (e.g., points to dessert and jabbers). -00-08 SR19

15) Explores sounds through babbling and imitation.

28) Imitates cooing sounds made by familiar adults.

8-18 months

- **Benchmark a:** Produces utterances of one, occasionally two, units of meaning in length
- **Benchmark b:** Produces words of which approximately half are nouns

Cognitive Development & General Knowledge (08-18 months)

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

49) Vocalizes to communicate needs.

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

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

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

16) Says a few basic words (e.g., “mama”, “dada”). -08-18 SR18

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

18-24 months

- **Benchmark a:** Produces utterances of two units of meaning in length
- **Benchmark b:** Produces words of which approximately one-third are nouns with verbs becoming increasingly common

Cognitive Development & 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”).

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

Language, Communication, Reading & Writing (18-24 months)

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

24) Combines words to create meaningful short sentences.

LANGUAGE AND LITERACY

Sub-Domain: Sentences and Structure

Galileo® G3 Assessment Scale Goal

2-3 years (24-36 months)

- **Benchmark a:** Produces utterances of three to four units of meaning in length
- **Benchmark b:** Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”) and pronouns (e.g., “She is jumping.”)

Language, Communication, Reading & Writing (2-3 years)

- 9) Combines words to create meaningful short sentences.
 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). -2-3 SR18

Physical Development and Health (2-3 years)

- 32) Uses language to communicate with parents, caregivers, teachers, and peers.
 33) Expands understandable vocabulary.

3-4 years (36-48 months)

- **Benchmark a:** Produces utterances of four to five units of meaning in length
- **Benchmark b:** Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”)

Language (3-5 years)

- 23) Combines words to create meaningful short sentences.
 28) Uses past and future tenses (e.g., went, will).

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Typically uses complete sentences of five or more words, usually with subject, verb and object order
- **Benchmark b:** Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement

Language (3-5 years)

- 8) Understands action words (e.g., give, run). -3-5 SR35
 9) Understands negative words (e.g., not, no).
10) Understands positional words (e.g., top, bottom, on, in). -3-5 SR36
 11) Understands pronouns (e.g., she, he, it).
 13) Understands past and future tense (e.g., went, will).
 22) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
 23) Combines words to create meaningful short sentences.
 24) Uses negative words (e.g., not, no).
 25) Uses descriptive words with objects (e.g. pretty flowers).
 26) Takes apart and puts together compound words.
 27) Uses pronouns to refer to people and things (e.g., she, he, it).
 28) Uses past and future tenses (e.g., went, will).
 29) Uses possessive endings (e.g., Jose’s, Emma’s).

2. Connects words, phrases and sentences to build ideas

8-18 months

- **Benchmark a:** Produces utterances of one to two words that communicate labeling of objects and sometimes actions

Cognitive Development & General Knowledge (08-18 months)

- 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)

- 11) Uses sounds to name people, such as dada and mama.
 17) Uses two-word utterances to share idea, feelings, or needs.

LANGUAGE AND LITERACY

Sub-Domain: Sentences and Structure

Galileo® G3 Assessment Scale Goal

18-24 months

- **Benchmark a:** Produces phrases of two words including labeling (e.g., “that dog”), action/agent (e.g., “mommy hug”) and object/attribute (e.g., “soup hot”)
- **Benchmark b:** Produces phrases of two words that convey negation (e.g., “no more,” “kitty go”)

Cognitive Development & 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”).
- 15) Verbalizes observations, such as “Milk gone!” or “Daddy here!”.

Language, Communication, Reading & Writing (18-24 months)

- 14) Uses two-word sentences to share ideas, feelings, or needs.
- 24) Combines words to create meaningful short sentences.

2-3 years (24-36 months)

- **Benchmark a:** Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”)
- **Benchmark b:** Asks basic questions (e.g., “Mommy gone?”)

Cognitive Development & General Knowledge (2-3 years)

- 30) Asks questions that include “How many?” and “How much?”

Language, Communication, Reading & Writing (2-3 years)

- 9) Combines words to create meaningful short sentences.
- 12) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
- 17) Asks questions to get the attention of an adult.
- 19) Asks questions to keep a conversation going.

Physical Development and Health (2-3 years)

- 32) Uses language to communicate with parents, caregivers, teachers, and peers.

Social & 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. -2-3 SR39

3-4 years (36-48 months)

- **Benchmark a:** Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”)
- **Benchmark b:** Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”)
- **Benchmark c:** Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)

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). -3-5 SR62

Language (3-5 years)

- 4) Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32
- 10) Understands positional words (e.g., top, bottom, on, in). -3-5 SR36
- 16) Asks questions to obtain information or assistance.
- 23) Combines words to create meaningful short sentences.
- 28) Uses past and future tenses (e.g., went, will).
- 30) Uses compound sentences (e.g., sentences joined by and, but, or).

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Uses sentences with more than one phrase
- **Benchmark b:** Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)

Language (3-5 years)

- 23) Combines words to create meaningful short sentences.
- 30) Uses compound sentences (e.g., sentences joined by and, but, or).

LANGUAGE AND LITERACY Sub-Domain: Sentences and Structure	Galileo® G3 Assessment Scale Goal
<ul style="list-style-type: none"> • <u>Benchmark c:</u> Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning 	

LANGUAGE AND LITERACY Sub-Domain: Conversation	Galileo® G3 Assessment Scale Goal
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1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems

Birth-8 months

<ul style="list-style-type: none"> • <u>Benchmark a:</u> Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication 	<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>12) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).</p> <p>20) <u>Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. -00-08 SR5</u></p> <p>Cognitive Development & General Knowledge (00-08 months)</p> <p>8) Smiles at familiar faces.</p> <p>9) Babbles and then pauses to wait for familiar adults to respond.</p> <p>14) Makes faces back at familiar adults.</p> <p>40) Begins to smile as a social interaction.</p> <p>Language, Communication, Reading & Writing (00-08 months)</p> <p>4) Gazes at the face of an adult and makes facial expressions as the adult talks.</p> <p>5) Turns and smiles when her/his name is called by an adult.</p> <p>9) Makes sucking motions to communicate hunger.</p> <p>12) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo).</p> <p>14) Takes turns making sounds with an adult.</p> <p>24) Smiles in response to a smiling face.</p> <p>28) Imitates cooing sounds made by familiar adults.</p> <p>29) Mimics hand clapping and waving bye-bye.</p> <p>Social & Emotional Development (00-08 months)</p> <p>32) Smiles at others.</p> <p>34) Cries, rocks back and forth, and lifts arms to signal for help.</p> <p>36) Vocalizes and points to get the attention of a familiar adult.</p>
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8-18 months

<ul style="list-style-type: none"> • <u>Benchmark a:</u> Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., “more,” “milk,” “all done”) and single words 	<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 positions, gestures, or facial expressions.</p> <p>Cognitive Development & General Knowledge (08-18 months)</p> <p>30) Asks for more (e.g., food, objects, activity).</p>
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LANGUAGE AND LITERACY

Sub-Domain: Conversation

Galileo® G3 Assessment Scale Goal

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)

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).

12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). -08-18 SR19

14) Takes turns making sounds with an adult.

Social & Emotional Development (08-18 months)

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

18-24 months

- **Benchmark a:** Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to initiate conversations

Cognitive Development & General Knowledge (18-24 months)

35) Wants to tell her/his age to a familiar adult.

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

Language, Communication, Reading & Writing (18-24 months)

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

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

15) Uses negative words (e.g., “no”).

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

18) Practices conversational skills during pretend play.

19) Repeats or tries different words/sentences to get another child or adult to respond.

20) Asks questions to obtain information or assistance. -18-24 SR27

22) Engages in short conversation with other children and/or adults.

23) Recognizes that a pause means that it is his/her turn to talk.

2-3 years (24-36 months)

- **Benchmark a:** Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others

Language, Communication, Reading & Writing (2-3 years)

7) Practices conversational skills during pretend play.

8) Repeats or tries different words/sentences to get another child or adult to respond. -2-3 SR14

15) Participates in conversations at snack and play times.

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

18) Recognizes that a pause means it is his/her turn to talk.

19) Asks questions to keep a conversation going.

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

Physical Development and Health (2-3 years)

32) Uses language to communicate with parents, caregivers, teachers, and peers.

3-4 years (36-48 months)

- **Benchmark a:** Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information

Language (3-5 years)

- 14) Repeats or tries different words/sentences to get another child or adult to respond.
- 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.
- 21) Changes inflection during a conversation to communicate meaning.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like "please" and "thank you")

Language (3-5 years)

- 14) Repeats or tries different words/sentences to get another child or adult to respond.
- 15) Uses appropriate words or gestures to share information or experiences.
- 17) Uses appropriate words or gestures to relate feelings, needs, or opinions.
- 18) Takes turns being a speaker.
- 19) Responds to comments or questions from others during a conversation.

Social & Emotional Development (3-5 years)

- 6) Talks about his/her interests (what I like to do).
- 16) Seeks support from familiar adults to resolve conflicts with peers.
- 17) Moves around another child that is in her/his way (e.g., going up a slide).
- 18) Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).
- 19) Expresses wants and needs in conflict situations.
- 20) Says, signs, or gestures to a child who is being offensive to stop the behavior.
- 21) Suggests strategy (e.g., sharing) to resolve a dispute over an object/plaything.
- 23) Uses negotiation to reach a solution.
- 25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).

2. Asks questions, and responds to adults and peers in a variety of settings

Birth-8 months

- **Benchmark a:** Responds to changes in tone of voice

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

- 1) Moves arms and legs upon hearing a familiar voice.
 - 5) Turns and smiles when her/his name is called by an adult.
- Social & Emotional Development (00-08 months)**
- 28) Relaxes when cuddled and rocked or spoken to in a soft voice.

8-18 months

- **Benchmark a:** Asks and responds to simple questions using gestures, signs, vocalizations and single words

Cognitive Development & General Knowledge (08-18 months)

52) Points to a picture, looking for familiar adults to name the picture.

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

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

12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). -08-18 SR19

18-24 months

- **Benchmark a:** Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and-forth exchanges with others

Cognitive Development & General Knowledge (18-24 months)

27) Occasionally asks about a favorite adult when the adult is not present.

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

Language, Communication, Reading & Writing (18-24 months)

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

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

15) Uses negative words (e.g., “no”).

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

18) Practices conversational skills during pretend play.

19) Repeats or tries different words/sentences to get another child or adult to respond.

20) Asks questions to obtain information or assistance. -18-24 SR27

22) Engages in short conversation with other children and/or adults.

23) Recognizes that a pause means that it is his/her turn to talk.

2-3 years (24-36 months)

- **Benchmark a:** Asks and responds to simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and-forth exchanges

Cognitive Development & General Knowledge (2-3 years)

5) Asks for help when needed.

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

15) Persistently asks “Why?”.

30) Asks questions that include “How many?” or “How much?”.

34) Answers questions about prior events.

Language, Communication, Reading & Writing (2-3 years)

6) Responds appropriately to questions about a picture book being read. -2-3 SR16

13) Asks questions to obtain information or assistance. -2-3 SR17

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

19) Asks questions to keep a conversation going.

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

3-4 years (36-48 months)

- **Benchmark a:** Asks and responds to increasingly longer and more complex sentences and simple questions

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). -3-5 SR62

Language (3-5 years)

4) Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32

15) Uses appropriate words or gestures to share information or experiences.

16) Asks questions to obtain information or assistance.

17) Uses appropriate words or gestures to relate feelings, needs, or opinions.

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

20) Adjusts conversation to changes in topic.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations

Language (3-5 years)

4) Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32

16) Asks questions to obtain information or assistance.

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

20) Adjusts conversation to changes in topic.

Nature & Science (3-5 years)

54) Asks "Why" questions to learn more about a current/past event.

55) Asks "What will happen if" questions to help predict a future event. -3-5 SR25

56) Asks "How" objects and events are different/same.

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). -3-5 SR62

Creative Arts

36) Uses dramatic play to ask questions to gain new knowledge from others.

3. Demonstrates understanding of the social conventions of communication and language use

Birth-8 months

- **Benchmark a:** Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues
- **Benchmark b:** Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)

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.

12) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).

Cognitive Development & General Knowledge (00-08 months)

8) Smiles at familiar faces.

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

14) Makes faces back at familiar adults.

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

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

10) Begins to coo using vowel sounds and other sounds consistent with the home language. -00-08 SR12

11) Babbles using repeated syllables (e.g., “ma ma ma”). -00-08 SR15

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 jabbbers). -00-08 SR19

14) Takes turns making sounds with an adult.

24) Smiles in response to a smiling face.

28) Imitates cooing sounds made by familiar adults.

Social & Emotional Development (00-08 months)

33) When babbling or cooing, pauses to wait for a response from an adult. -00-08 SR29

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.

8-18 months

- **Benchmark a:** Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues
- **Benchmark b:** Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word)

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.

3) Shows continued interaction with adults by vocalizing and smiling when they are being read to.

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

Cognitive Development & General Knowledge (08-18 months)

8) Makes faces back at familiar adults.

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

8) Babbles using repeated syllables (e.g., “ma ma ma”). -08-18 SR12

14) Takes turns making sounds with an adult.

18-24 months

- **Benchmark a:** Begins to demonstrate awareness of nonverbal conversational rules
- **Benchmark b:** Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases)

Cognitive Development & General Knowledge (18-24 months)

9) Pulls on the hand of adults when wanting to communicate.

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

Language, Communication, Reading & Writing (18-24 months)

19) Repeats or tries different words/sentences to get another child or adult to respond.

20) Asks questions to obtain information or assistance. -18-24 SR27

22) Engages in short conversation with other children and/or adults.

23) Recognizes that a pause means that it is his/her turn to talk.

2-3 years (24-36 months)

- **Benchmark a:** Begins to demonstrate awareness of nonverbal conversational rules
- **Benchmark b:** Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)

Language, Communication, Reading & Writing (2-3 years)

8) Repeats or tries different words/sentences to get another child or adult to respond. -2-3 SR14

- 15) Participates in conversations at snack and play times.
- 16) Initiates conversations with others using toys, experiences, books, or pretend play.
- 18) Recognizes that a pause means it is his/her turn to talk.
- 19) Asks questions to keep a conversation going.
- 20) Responds to comments or questions from others during a conversation.

3-4 years (36-48 months)

- **Benchmark a:** Demonstrates awareness of nonverbal conversational rules
- **Benchmark b:** Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)
- **Benchmark c:** Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)

Approaches to Learning (3-5 years)

24) Takes turns playing with a toy or object. -3-5 SR63

27) Says, signs, or gestures when it is her/his turn in a game or activity.

Language (3-5 years)

- 14) Repeats or tries different words/sentences to get another child or adult to respond.
- 18) Takes turns being a speaker.
- 19) Responds to comments or questions from others during a conversation.
- 20) Adjusts conversation to changes in topic.
- 21) Changes inflection during a conversation to communicate meaning.

Social & Emotional Development (3-5 years)

12) Follows established rules and routines in the classroom. -3-5 SR68

- 31) Responds appropriately to greeting by familiar peers.
- 32) Initiates greeting of familiar peers.
- 33) Verbally or nonverbally invites a peer to play.
- 38) Joins a cooperative play activity using appropriate verbal/nonverbal strategies. -3-5 SR73

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Demonstrates increased awareness of nonverbal conversational rules
- **Benchmark b:** Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)
- **Benchmark c:** Matches language to social and academic contexts (e.g., uses volume appropriate to context)

Language (3-5 years)

- 6) Reacts appropriately to an exclamation (e.g., stop, look up, freeze).
- 18) Takes turns being a speaker.
- 19) Responds to comments or questions from others during a conversation.
- 20) Adjusts conversation to changes in topic.
- 21) Changes inflection during a conversation to communicate meaning.

1. Shows motivation for and appreciation of reading

Birth-8 months

- Benchmark a: Shows enjoyment of the sounds and rhythms of language

Approaches to Learning (00-08 months)

- 1) Babbles when alone, trying several different sounds.
- 20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. -00-08 SR5
- 23) Reacts with movement to the sound of music.

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

- 15) Explores sounds through babbling and imitation.
- 18) Babbles while looking at a book with an adult. -00-08 SR18
- 28) Imitates cooing sounds made by familiar adults.

8-18 months

- Benchmark a: Begins to show interest in print and books
- Benchmark b: Begins to learn that pictures represent real objects, events and ideas (stories)

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.
- 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 & General Knowledge (08-18 months)

- 31) Shows a preference for favorite books.
- 52) Points to a picture, looking for familiar adults to name the picture.
- 55) Vocalizes when being read a familiar book.

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

- 19) Turns pages of books. -08-18 SR13
- 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. -08-18 SR15
- 23) Picks out their favorite book from several choices.
- 26) Recognizes specific books by their covers.

18-24 months

- Benchmark a: Shows growing interest in print and books
- Benchmark b: Learns that pictures represent real objects, events and ideas (stories)

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

Language, Communication, Reading & Writing (18-24 months)

- 5) Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.
- 7) Reacts to funny portions of a story by smiling or laughing. -18-24 SR18
- 8) Listens to the reading of a short picture book (e.g., 10 pages).
- 13) Names pictures in books. -18-24 SR19
- 25) Picks out their favorite book from several choices.
- 26) Points to pictures in books as they are named by an adult.
- 27) Brings books over to adults to read.
- 28) Recognizes specific books by their covers.

- 29) Requests having a favorite book read over and over. -18-24 SR23
- 31) Uses words to label and describe pictures/objects in books. -18-24 SR25
- 32) Points to appropriate picture in a book when asked by an adult. -18-24 SR22
- 33) Pretends to read a book or story.
- 34) Repeats portions of familiar books and rhymes. -18-24 SR24
- 35) Makes connections between her/his own experiences and those presented in books/stories. -18-24 SR29
- 36) Comments on characters in books.
- 37) Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). -18-24 SR20
- 38) Engages in “pretend” reading with other children during play activities.

2-3 years (24-36 months)

- Benchmark a: Shows increased interest in print and books
- Benchmark b: Demonstrates that pictures represent real objects, events and ideas (stories)
- Benchmark c: Pretends to read print or books

Approaches to Learning (2-3 years)

- 13) Requests that a favorite book be read over again.
- 14) Listens closely and turns the pages of a storybook that is being read by a parent, caregiver, or teacher.

Cognitive Development & General Knowledge (2-3 years)

- 8) Finds details in a favorite picture book.
- 11) Asks questions while a book is being read by a familiar adult.

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.
- 3) Listens to the reading of a short picture book (e.g., 10 pages).
- 6) Responds appropriately to questions about a picture book being read. -2-3 SR16
- 22) Makes connections between her/his own experiences and those presented in books/stories.
- 24) Retells a familiar story, poem, or song in his/her own words. -2-3 SR19
- 25) Requests rereading of favorite books.
- 26) Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). -2-3 SR13
- 27) Recognizes that a spoken word/speech can be written and read. -2-3 SR20
- 28) Engages in “pretend” reading with other children during play activities.
- 29) Uses “reading” in play activities.
- 30) Asks adults to read printed information such as signs, labels, advertisements. -2-3 SR21
- 31) Selects books, sometimes, over other activities when given a choice.

Social & Emotional Development (2-3 years)

- 11) Begins to use a book appropriately (e.g., opens it and looks at the pictures rather than banging it on the floor).

3-4 years (36-48 months)

LANGUAGE AND LITERACY

Sub-Domain: Emergent Reading

Galileo® G3 Assessment Scale Goal

- **Benchmark a:** Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others
- **Benchmark b:** Begins to make real-world connections between stories and real-life experiences
- **Benchmark c:** Interacts appropriately with books; pretends to read, holds book appropriately or picture reads
- **Benchmark d:** Asks to be read to or asks the meaning of written text
- **Benchmark e:** Participates in conversations that demonstrate appreciation of printed materials

Language (3-5 years)

4) Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32

5) Retells a familiar story, poem or song in his/her own words. -3-5 SR33

31) Recalls story events using some spoken dialogue.

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

33) Makes up a story from beginning, to middle, to end.

Literacy (3-5 years)

10) Uses picture cues to tell what is happening in a story. -3-5 SR42

11) Predicts story events using picture or verbal cues. -3-5 SR43

12) Makes guesses about why things happen or change in a story.

13) Selects books, sometimes, over other activities when given a choice.

14) Request rereading of favorite book.

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

16) Handles books and other reading material with care.

17) Views reading materials one page at a time (front to back), most of the time.

18) Engages in pretend reading with other children, doll, or toy animal.

19) Requests a favorite book by title, author, or illustrator. -3-5 SR44

20) Initiates conversation with a peer or an adult about a story, book or poem.

21) Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). -3-5 SR45

22) Recognizes that a spoken word/speech can be written and read. -3-5 SR46

23) Knows that print conveys information to the reader (e.g., a message, facts, how to do something). -3-5 SR47

24) Recognizes that pages are read from top to bottom. -3-5 SR48

25) Recognizes that sentences are read from left to right. -3-5 SR49

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Selects books for reading enjoyment and reading related activities including pretending to read to self or others
- **Benchmark b:** Makes real-world connections between stories and real-life experiences
- **Benchmark c:** Interacts appropriately with books and other materials in a print-rich environment
- **Benchmark d:** Asks to be read to, asks the meaning of written text or compares books/stories
- **Benchmark e:** Initiates and participates in conversations that demonstrate appreciation of printed materials

Literacy (3-5 years)

13) Selects books, sometimes, over other activities when given a choice.

14) Request rereading of favorite book.

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

16) Handles books and other reading material with care.

17) Views reading materials one page at a time (front to back), most of the time.

18) Engages in pretend reading with other children, doll, or toy animal.

19) Requests a favorite book by title, author, or illustrator. -3-5 SR44

- 20) Initiates conversation with a peer or an adult about a story, book or poem.
- 21) Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). -3-5 SR45
- 22) Recognizes that a spoken word/speech can be written and read. -3-5 SR46
- 23) Knows that print conveys information to the reader (e.g., a message, facts, how to do something). -3-5 SR47
- 24) Recognizes that pages are read from top to bottom. -3-5 SR48
- 25) Recognizes that sentences are read from left to right. -3-5 SR49

2. Shows age-appropriate phonological awareness

2-3 years (24-36 months)

- **Benchmark a:** Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)

Approaches to Learning (2-3 years)

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

Cognitive Development & 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. -2-3 SR8

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

Language, Communication, Reading & Writing (2-3 years)

5) Sings simple songs or finger plays with help from an adult.

10) Enjoys repeating rhymes and songs. -2-3 SR12

21) Repeats portions of familiar books and rhymes.

23) Smiles as they ask questions and repeat stories, songs, and rhymes.

24) Retells a familiar story, poem, or song in his/her own words. -2-3 SR19

Physical Development and Health (2-3 years)

10) Imitates the hand motions of finger plays (e.g., "Where is Thumpkin"). -2-3 SR29

30) Sings simple songs and finger plays.

3-4 years (36-48 months)

- **Benchmark a:** Listens and matches rhythm, volume and pitch of rhymes, songs and chants

Creative Arts (3-5 years)

3) Sings or hums familiar songs or tunes. -3-5 SR66

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

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

14) Matches pitch and tempo during a singing activity most of the time.

Language (3-5 years)

1) Listens attentively to a conversation, story, poem, or song.

Literacy (3-5 years)

4) Recognizes rhymes in poems, readings, or conversation, most of the time. -3-5 SR39

6) Creates rhyming words in play activities.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Distinguishes individual words within spoken phrases or sentences
- **Benchmark b:** Combines words to make a compound word (e.g., "foot" + "ball" = "football")
- **Benchmark c:** Deletes a word from a compound word (e.g., "starfish" - "star" = "fish")
- **Benchmark d:** Combines syllables into words (e.g., "sis"+ "ter" = "sister")
- **Benchmark e:** Deletes a syllable from a word (e.g., "trumpet" - "trum" ="pet" or "candy" - "dy" ="can")
- **Benchmark f:** Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says "/c/" + "at," child can select the picture of the cat)

Literacy (3-5 years)

- 1) Recognizes matching and dissimilar sounds of consonants and vowels. -3-5 SR37
 - 2) Distinguishes between some beginning consonant sounds in spoken language.
 - 3) Says both syllables of a two-syllable word, with distinct separation. -3-5 SR38
 - 4) Recognizes rhymes in poems, readings, or conversation, most of the time. -3-5 SR39
 - 5) Distinguishes between some ending consonant sounds in spoken language.
 - 6) Creates rhyming words in play activities.
 - 7) Distinguishes between some vowel sounds in spoken language.
 - 8) Puts sounds together to make short words (e.g., k-a-t, cat). -3-5 SR40
 - 9) Segments short words into their component sounds (e.g., trick, t-r-i-k). -3-5 SR41
- Language (3-5 years)**
- 26) Takes apart and puts together compound words.

3. Shows alphabetic and print knowledge

2-3 years (24-36 months)

- **Benchmark a:** Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)

Cognitive Development & General Knowledge (2-3 years)

- 6) Labels or describes "drawings" or scribbles.
 - 50) Names parts of her/his pictures.
- Language, Communication, Reading & Writing (2-3 years)**
- 27) Recognizes that a spoken word/speech can be written and read. -2-3 SR20
 - 30) Asks adults to read printed information such as signs, labels, advertisements. -2-3 SR21
 - 33) Asks adult to write words on her/his drawings or paper.
 - 39) Draws figures and shapes to convey meaning. -2-3 SR23

3-4 years (36-48 months)

- **Benchmark a:** Recognizes that print conveys meaning
- **Benchmark b:** Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
- **Benchmark c:** Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

Literacy (3-5 years)

- 22) Recognizes that a spoken word/speech can be written and read. -3-5 SR46
- 45) Identifies all the letters in her/his name. -3-5 SR56
- 46) Names 1 or more letters.
- 47) Points to and names the first letter in familiar words. -3-5 SR57
- 48) Names 10 or more letters. -3-5 SR58
- 49) Identifies 1 or more sounds to corresponding letters.
- 50) Identifies 10 or more sounds to corresponding letters.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Recognizes that print conveys meaning

Literacy (3-5 years)

LANGUAGE AND LITERACY

Sub-Domain: Emergent Reading

Galileo® G3 Assessment Scale Goal

- **Benchmark b:** Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
- **Benchmark c:** Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)
- **Benchmark d:** Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)

- 22) Recognizes that a spoken word/speech can be written and read. -3-5 SR46
- 23) Knows that print conveys information to the reader (e.g., a message, facts, how to do something). -3-5 SR47
- 27) Recognizes his/her name in print.
- 30) Identifies familiar short words in print, some of the time.
- 45) Identifies all the letters in her/his name. -3-5 SR56
- 46) Names 1 or more letters.
- 47) Points to and names the first letter in familiar words. -3-5 SR57
- 48) Names 10 or more letters. -3-5 SR58
- 49) Identifies 1 or more sounds to corresponding letters.
- 50) Identifies 10 or more sounds to corresponding letters.

4. Demonstrates comprehension of books read aloud

Birth-8 months

- **Benchmark a:** Responds to adult reading a book

Approaches to Learning (00-08 months)

6) Shows continued interaction with adults by vocalizing and smiling while a book is being read.

15) Looks at pictures in a book for an extended period of time.

Cognitive Development & 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.

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

8) Focuses on books/pictures as adults describe them. -00-08 SR17

16) Investigates books by chewing, shaking, and banging. -00-08 SR13

17) Reaches for a book.

18) Babbles while looking at a book with an adult. -00-08 SR18

19) Turns pages of books.

20) Focuses attention on picture books with bold and colorful images. -00-08 SR16

21) Points at a book to have the same story read again and again. -00-08 SR21

8-18 months

- **Benchmark a:** Interacts with an adult reading a book

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.

Cognitive Development & General Knowledge (08-18 months)

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

33) Vocalizes when being read a familiar book by a familiar adult. -08-18 SR10

52) Points to a picture, looking for familiar adults to name the picture.

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

LANGUAGE AND LITERACY

Sub-Domain: Emergent Reading

Galileo® G3 Assessment Scale Goal

	<p>5) <u>Focuses on books/pictures as adults describe them. -08-18 SR14</u></p> <p>18) Babbles while looking at a book with an adult.</p> <p>24) Uses gestures, sounds, or facial expressions to show a memory for familiar stories, rhymes, or songs.</p> <p>25) Points to pictures in books as they are named by an adult.</p> <p>27) <u>Points at a book to have the same story read again and again. -08-18 SR24</u></p>
<p>18-24 months</p>	
<ul style="list-style-type: none"> • <u>Benchmark a:</u> Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book 	<p>Approaches to Learning (18-24 months)</p> <p>4) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.</p> <p>Language, Communication, Reading & Writing (18-24 months)</p> <p>13) <u>Names pictures in books. -18-24 SR19</u></p> <p>26) Points to pictures in books as they are named by an adult.</p> <p>31) <u>Uses words to label and describe pictures/objects in books. -18-24 SR25</u></p> <p>32) <u>Points to appropriate picture in a book when asked by an adult. -18-24 SR22</u></p>
<p>2-3 years (24-36 months)</p>	
<ul style="list-style-type: none"> • <u>Benchmark a:</u> Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations 	<p>Cognitive Development & General Knowledge (2-3 years)</p> <p>8) Finds details in a favorite picture book.</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>6) <u>Responds appropriately to questions about a picture book being read. -2-3 SR16</u></p> <p>22) Makes connections between her/his own experiences and those presented in books/stories.</p> <p>24) <u>Retells a familiar story, poem, or song in his/her own words. -2-3 SR19</u></p>
<p>3-4 years (36-48 months)</p>	
<ul style="list-style-type: none"> • <u>Benchmark a:</u> Retells or reenacts parts of a story after it is read aloud 	<p>Language (3-5 years)</p> <p>5) <u>Retells a familiar story, poem or song in his/her own words. -3-5 SR33</u></p> <p>31) Recalls story events using some spoken dialogue.</p> <p>32) Draws pictures or uses dramatic play or music to tell a story.</p>
<p>4 years-Kindergarten (48 months-Kindergarten)</p>	
<ul style="list-style-type: none"> • <u>Benchmark a:</u> Retells or reenacts story with increasing accuracy and complexity after it is read aloud • <u>Benchmark b:</u> Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if...?" "What was so silly about...?" "How would you feel if you...?") 	<p>Literacy (3-5 years)</p> <p>10) <u>Uses picture cues to tell what is happening in a story. -3-5 SR42</u></p> <p>11) <u>Predicts story events using picture or verbal cues. -3-5 SR43</u></p> <p>12) Makes guesses about why things happen or change in a story.</p> <p>Language (3-5 years)</p> <p>4) <u>Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32</u></p>

LANGUAGE AND LITERACY Sub-Domain: Emergent Reading	Galileo® G3 Assessment Scale Goal
	5) <u>Retells a familiar story, poem or song in his/her own words. words -3-5 SR33</u> 31) Recalls story events using some spoken dialogue.

LANGUAGE AND LITERACY Sub-Domain: Emergent Writing	Galileo® G3 Assessment Scale Goal
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1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

8-18 months

<ul style="list-style-type: none"> • Benchmark a: Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk) 	Language, Communication, Reading & Writing (08-18 months) 34) <u>Imitates writing by scribbling without regard to direction or location. -08-18 SR21</u> 37) <u>Repeats motions to make additional marks on paper. -08-18 SR22</u> 38) <u>Makes purposeful marks on paper. -08-18 SR23</u>
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18-24 months

<ul style="list-style-type: none"> • Benchmark a: Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream) 	Approaches to Learning (18-24 months) 20) Scribbles on a piece of paper to communicate (e.g., makes a "shopping list"). Cognitive Development & General Knowledge (18-24 months) 51) Uses materials such as pencils, paints, and play dough in different and varied ways. Language, Communication, Reading & Writing (18-24 months) 40) Shows scribbling or markings to others. 45) Scribbles spontaneously often using circular motions. 46) <u>Makes purposeful marks on paper. -18-24 SR21</u> 48) <u>Draws horizontal and vertical lines. -18-24 SR28</u> 50) <u>Uses scribbles on paper to communicate a message. -18-24 SR30</u>
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2-3 years (24-36 months)

<ul style="list-style-type: none"> • Benchmark a: Begins to use scribbles, marks and drawings to represent thoughts and ideas 	Cognitive Development & General Knowledge (2-3 years) 6) Labels or describes "drawings" or scribbles. Language, Communication, Reading & Writing (2-3 years) 32) <u>Draws horizontal and vertical lines. -2-3 SR15</u> 37) Shows scribbling work to others. 39) <u>Draws figures and shapes to convey meaning. -2-3 SR23</u> 40) <u>Communicates by scribbling with some letter-like shapes. -2-3 SR25</u> 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.
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3-4 years (36-48 months)

LANGUAGE AND LITERACY**Sub-Domain: Emergent Writing****Galileo® G3 Assessment Scale Goal**

- **Benchmark a:** Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas

Literacy (3-5 years)

34) Uses scribble on paper to communicate a message. -3-5 SR52

35) Communicates by scribbling and with some letter-like shapes. -3-5 SR53

41) Writes some letters.

42) Writes using inventive spelling.

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
- **Benchmark b:** Uses letter-like shapes or letters to write words or parts of words
- **Benchmark c:** Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters

Literacy (3-5 years)

34) Uses scribble on paper to communicate a message. -3-5 SR52

35) Communicates by scribbling and with some letter-like shapes. -3-5 SR53

36) Draws figures and shapes to convey meanings.

37) Draws horizontal and vertical lines.

38) Holds pencil with thumb and forefinger.

39) Uses a variety of writing tools and materials to communicate with others.

40) Copies her/his name from a sample. -3-5 SR54

41) Writes some letters.

42) Writes using inventive spelling.

43) Write her/his name, without assistance. -3-5 SR55

44) Communicates by writing complete words.

E. Domain: Mathematical Thinking

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 Scales.

MATHEMATICAL THINKING Sub-Domain: Number Sense	Galileo® G3 Assessment Scale Goal
Birth-8 months	
<ol style="list-style-type: none"> 1. Attends to objects in play, such as reaching or looking for more than one object 2. Observes songs and finger plays that involve numbers and quantity 	<p>Approaches to Learning (00-08 months) 13) Fills a container with small objects and dumps them out repeatedly. <u>22) Drops a toy or object and looks for it. -00-08 SR4</u></p> <p>Cognitive Development & General Knowledge (00-08 months) 4) Looks at, reaches for, and then attempts to grab an object (e.g., bottle or toy). <u>45) Reaches for objects within view. -00-08 SR10</u></p> <p>Language, Communication, Reading & Writing (00-08 months) 25) Follows a moving object with her/his eyes. 31) Reaches, grasps, and places objects in her/his mouth. <u>32) Passes an object from one hand to another. -00-08 SR27</u></p> <p>Social & Emotional Development (00-08 months) 12) Responds to sound by cooing when songs are sung by familiar adults. 15) Reaches for and grasps objects.</p>
8-18 months	
<ol style="list-style-type: none"> 1. Attends to quantities when interacting with objects 2. Communicates using gestures and/or basic words to refer to change in the amount of objects such as asking for “more” or saying “all gone” 	<p>Cognitive Development & General Knowledge (08-18 months) <u>18) Places items in containers and then pours them out, repeatedly. -08-18 SR9</u> 30) Asks for more (e.g., food, objects, activity).</p>
18-24 months	
<ol style="list-style-type: none"> 1. Uses number words or sign language to identify small amounts referring to quantity 2. Begins to count groups of one and two objects in daily routine 	<p>Cognitive Development & General Knowledge (18-24 months) 31) Searches for removed or lost objects. 35) Wants to tell her/his age to a familiar adult.</p>
2-3 years (24-36 months)	
<ol style="list-style-type: none"> 1. Subitizes (immediately recognizes without counting) up to two objects 2. Begins to count groups of one to five objects in daily routine 	<p>Early Math (3-5 years) 1) Uses one-to-one correspondence when counting objects. <u>2) Counts to find how many are in a group up to 5. -3-5 SR1</u></p>
3-4 years (36-48 months)	
<ol style="list-style-type: none"> 1. Subitizes (immediately recognizes without counting) the number of objects in a set of four objects 2. Counts and identifies the number sequence “1 to 10” 	<p>Early Math (3-5 years) 1) Uses one-to-one correspondence when counting objects. <u>2) Counts to find how many are in a group up to 5. -3-5 SR1</u></p>

MATHEMATICAL THINKING**Sub-Domain: Number Sense****Galileo® G3 Assessment Scale Goal**

3. Begins to demonstrate one-to-one correspondence up to 10 during daily routines
4. Identifies the last number spoken tells "how many" up to five (cardinality)
5. Counts sets constructed by the teacher to five and beyond
6. Constructs and counts sets of one to five and beyond

- 3) Counts forward from a number > 1 to find how many are in a group. -3-5 SR2
- 4) Counts to find how many are in a group up to 10. -3-5 SR3
- 5) Counts to find out how many are in a group greater than 10.

4 years-Kindergarten (48 months-Kindergarten)**1. Subitizes (immediately recognizes without counting) up to five objects****Early Math (3-5 years)**

- 10) Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).
- 11) Separates a group into two sets and identifies the number of items in both sets. -3-5 SR7

2. Counts and identifies the number sequence "1 to 31"**Early Math (3-5 years)**

- 5) Counts to find out how many are in a group greater than 10.

3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)**Early Math (3-5 years)**

- 1) Uses one-to-one correspondence when counting objects.
- 3) Counts forward from a number > 1 to find how many are in a group. -3-5 SR2
- 4) Counts to find how many are in a group up to 10. -3-5 SR3
- 5) Counts to find out how many are in a group greater than 10.

4. Identifies the last number spoken tells "how many" up to 10 (cardinality)**Early Math (3-5 years)**

- 2) Counts to find how many are in a group up to 5. -3-5 SR1
- 3) Counts forward from a number > 1 to find how many are in a group. -3-5 SR2
- 4) Counts to find how many are in a group up to 10. -3-5 SR3
- 5) Counts to find out how many are in a group greater than 10.

5. Constructs and counts sets of objects (one to 10 and beyond)**Early Math (3-5 years)**

- 1) Uses one-to-one correspondence when counting objects.
- 2) Counts to find how many are in a group up to 5. -3-5 SR1
- 3) Counts forward from a number > 1 to find how many are in a group. -3-5 SR2
- 4) Counts to find how many are in a group up to 10. -3-5 SR3
- 16) Indicates that a small group has more after some have been added.

MATHEMATICAL THINKING**Sub-Domain: Number Sense****Galileo® G3 Assessment Scale Goal****6. Uses counting and matching strategies to find which is more, less than or equal to 10****Early Math (3-5 years)**

- 1) Uses one-to-one correspondence when counting objects.
- 2) Counts to find how many are in a group up to 5. -3-5 SR1
- 3) Counts forward from a number > 1 to find how many are in a group. -3-5 SR2
- 4) Counts to find how many are in a group up to 10. -3-5 SR3
- 16) Indicates that a small group has more after some have been added.
- 18) Indicates that a small group has less after taking some away.

7. Reads and writes some numerals one to 10 using appropriate activities**Early Math (3-5 years)**

- 12) Identifies numerals 0 to 5.
- 13) Identifies numerals 6 to 10.
- 14) Identifies numerals 11 to 20.

MATHEMATICAL THINKING**Sub-Domain: Number and Operations****Galileo® G3 Assessment Scale Goal****Birth-8 months**

- 1. Explores objects in hands

Approaches to Learning (00-08 months)

- 9) Grasps, releases, re-grasps and re-releases an object.
- 10) Explores objects (e.g., books) repeatedly with their hands and mouths. -00-08 SR2
- 11) Bangs an object repeatedly while exploring its properties. -00-08 SR3

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

- 30) Holds toys with both hands. -00-08 SR14
- 31) Reaches, grasps, and places objects in her/his mouth.
- 32) Passes an object from one hand to another. -00-08 SR27

8-18 months

- 1. Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)

Approaches to Learning (08-18 months)

- 15) Remembers the location of, and searches for a favorite object.
- 21) Drops a toy or object and looks for it. -08-18 SR8
- 24) Uncovers an object that has been shown to the child and the covered. -08-18 SR6

Cognitive Development & General Knowledge (08-18 months)

- 28) Finds hidden objects.

18-24 months

- 1. Demonstrates an understanding that “adding to” increases the number of objects in the group

Cognitive Development & General Knowledge (18-24 months)

- 31) Searches for removed or lost objects.

MATHEMATICAL THINKING**Sub-Domain: Number and Operations****Galileo® G3 Assessment Scale Goal****2-3 years (24-36 months)**

1. Changes size of a set of objects (up to three) by adding and subtracting with adult assistance

Cognitive Development & General Knowledge (2-3 years)

4) Explores objects by taking things apart, stacking, sorting, tracing, etc.

Early Math (3-5 years)

15) Adds one to a small group, when asked.

3-4 years (36-48 months)

1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems
2. Changes size of a set of up to five objects by combining and taking away

Early Math (3-5 years)

15) Adds one to a small group, when asked.

16) Indicates that a small group has more after some have been added.

17) Adds two small groups by combining the groups and counting all the objects. -3-5 SR8

18) Indicates that a small group has less after taking some away.

19) Indicates that one was taken away from a small group.

20) Indicates how many are left after taking one from a small group. -3-5 SR9

Logic & Reasoning (3-5 years)

18) Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14

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).

4 years-Kindergarten (48 months-Kindergarten)**1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems****Early Math (3-5 years)**

15) Adds one to a small group, when asked.

16) Indicates that a small group has more after some have been added.

17) Adds two small groups by combining the groups and counting all the objects. -3-5 SR8

18) Indicates that a small group has less after taking some away.

19) Indicates that one was taken away from a small group.

20) Indicates how many are left after taking one from a small group. -3-5 SR9

Logic & 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).

2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out**Early Math (3-5 years)**

15) Adds one to a small group, when asked.

MATHEMATICAL THINKING**Sub-Domain: Number and Operations****Galileo® G3 Assessment Scale Goal**

- 16) Indicates that a small group has more after some have been added.
- 17) Adds two small groups by combining the groups and counting all the objects. -3-5 SR8
- 18) Indicates that a small group has less after taking some away.
- 19) Indicates that one was taken away from a small group.
- 20) Indicates how many are left after taking one from a small group. -3-5 SR9
- 21) Shows where to divide a whole object to make two halves.
- 22) Exchanges two halves for a whole.
- 23) Separates a group of objects in half.
- Logic & 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).

MATHEMATICAL THINKING**Sub-Domain: Patterns****Galileo® G3 Assessment Scale Goal****Birth-8 months**

1. Explores objects with different characteristics

- Cognitive Development & General Knowledge (00-08 months)**
- 11) Bangs a variety of objects on the floor or table (e.g., utensils, blocks, and toys).
- Social & Emotional Development (00-08 months)**
- 17) Enjoys playing with new toys (e.g., new sand toys in the sand box).

8-18 months

1. Matches objects that have a singular attribute (e.g., color, shape, size)
2. Explores two objects by making direct comparisons

- Cognitive Development & General Knowledge (08-18 months)**
- 41) Explores pegboards with fingers, trying to put objects into holes.
- 63) Uses trial and error to fit different shapes into holes or to stack things in order.
- 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).

18-24 months

1. Begins to recognize patterns in the environment (e.g., clap two times)
2. Begins to order three to five objects using one attribute through trial and error

- Cognitive Development & General Knowledge (18-24 months)**
- 41) Uses trial and error to fit different shapes into holes or to stack things in order.
- 42) Demonstrates some movement to rhythms.

2-3 years (24-36 months)

1. Recognizes patterns in the environment
2. Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)

- Cognitive Development & General Knowledge (2-3 years)**
- 29) Lines objects up in one-to-one relationships (e.g., shoe/sock, fork/plate). -2-3 SR11
- 44) Demonstrates the ability to move in time with music.
- Physical Development and Health (2-3 years)**

	<u>10) Imitates the hand motions of finger plays (e.g., “Where in Thumpkin”). -2-3 SR29</u>
3-4 years (36-48 months)	
<ol style="list-style-type: none"> 1. Notices a pattern with a missing object and completes the pattern by filling in the missing object 2. Begins to duplicate a pattern from a model 	<p>Early Math (3-5 years)</p> <p>39) Repeats an alternating visual pattern (e.g., red/green/red/green). 41) Extends a number series (e.g., 1, 2, 3 blocks to 4 blocks). 42) Creates an alternating visual pattern using art or play materials. 43) Repeats a pattern alternating number of objects (e.g., 1 cup/2 spoons).</p> <p>Logic & Reasoning (3-5 years)</p> <p>35) Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red).</p>
4 years-Kindergarten (48 months-Kindergarten)	
1. Identifies and extends a simple AB repeating pattern	
	<p>Early Math (3-5 years)</p> <p>38) Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 39) Repeats an alternating visual pattern (e.g., red/green/red/green). 40) Repeats an alternating auditory pattern (e.g., loud/soft claps). 41) Extends a number series (e.g., 1,2,3 blocks to 4 blocks).</p>
2. Duplicates a simple AB pattern using different objects	
	<p>Logic & Reasoning (3-5 years)</p> <p>35) Creates a duplicate AB pattern when shown an 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).</p> <p>Early Math (3-5 years)</p> <p>39) Repeats an alternating visual pattern (e.g., red/green/red/green).</p>
3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	
	<p>Early Math (3-5 years)</p> <p>41) Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 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).</p>

MATHEMATICAL THINKING		Galileo® G3 Assessment Scale Goal
Sub-Domain: Geometry		
Birth-8 months		
<ol style="list-style-type: none"> 1. Begins to notice shapes in the environment 	<p>Language, Communication, Reading & Writing (00-08 months)</p> <p>6) Pays attention to objects in the environment when prompted by an adult. 25) Follows a moving object with her/his eyes.</p>	
8-18 months		
<ol style="list-style-type: none"> 1. Notices shapes in the environment 	<p>Cognitive Development & General Knowledge (08-18 months)</p>	

MATHEMATICAL THINKING**Sub-Domain: Geometry****Galileo® G3 Assessment Scale Goal**

	<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>
18-24 months	
<ol style="list-style-type: none"> 1. Begins to match basic shapes 2. Begins to sort familiar objects into two groups based on size 	<p>Approaches to Learning (18-24 months)</p> <p>8) Shows interest in sorting (e.g., sorting colored pegs into single-color piles, putting the small buttons in one container and the big buttons in another). -18-24 SR9</p> <p>13) Tries various shapes in a shape-sorting toy until the shape finally fits.</p> <p>Cognitive Development & General Knowledge (18-24 months)</p> <p>16) Explores objects by taking things apart, stacking, sorting, tracing, etc. -18-24 SR12</p>
2-3 years (24-36 months)	
<ol style="list-style-type: none"> 1. Matches basic shapes (circle, square) non-verbally 	<p>Cognitive Development & General Knowledge (2-3 years)</p> <p>1) Successfully completes simple inset puzzles.</p> <p>33) Completes three- or four-piece puzzles.</p> <p>Physical Development and Health (2-3 years)</p> <p>11) Sorts basic shapes (e.g., triangles and squares).</p>
3-4 years (36-48 months)	
<ol style="list-style-type: none"> 1. Recognizes and names typical shapes (circle, square, triangle) 2. Matches a wider variety of shapes and orientations 3. Explores three-dimensional shapes in the environment through play 	<p>Early Math (3-5 years)</p> <p>24) Matches objects to an example.</p> <p>34) Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.</p> <p>35) Places a circle, square, or triangle appropriately on a foam board.</p>
4 years-Kindergarten (48 months-Kindergarten)	
1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	
	<p>Early Math (3-5 years)</p> <p>34) Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.</p>
2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	
	<p>Early Math (3-5 years)</p> <p>34) Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.</p> <p>Logic & Reasoning (3-5 years)</p> <p>25) Provides rationale for sorting objects into specific groups (e.g., all flat). -3-5 SR11</p>
3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	

MATHEMATICAL THINKING Sub-Domain: Geometry		Galileo® G3 Assessment Scale Goal
		Early Math (3-5 years) 36) Creates new shapes from familiar shapes by folding, cutting, or twisting.
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)		
		Early Math (3-5 years) 36) Creates new shapes from familiar shapes by folding, cutting, or twisting.

MATHEMATICAL THINKING Sub-Domain: Spatial Relations		Galileo® G3 Assessment Scale Goal
Birth-8 months		
<ol style="list-style-type: none"> 1. Explores the properties of objects and watches how they move 2. Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys) 	Approaches to Learning (00-08 months) 8) Kicks or swats a mobile to repeat a sound of motion. <u>11) Bangs an object repeatedly while exploring its properties. -00-08 SR3</u> 13) Fills a container with small objects and dumps them out repeatedly. <u>22) Drops a toy or object and looks for it. -00-08 SR4</u> Cognitive Development & 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. 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. 28) Reaches for a mobile or other similar object to make it move. 48) Smiles when 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. 25) Follows a moving object with her/his eyes. <u>30) Holds toys with both hands. -00-08 SR14</u> 31) Reaches, grasps, and places objects in her/his mouth. <u>32) Passes an object from one hand to another. -00-08 SR27</u> Social & Emotional Development (00-08 months) <u>53) Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over). -00-08 SR30</u>	
8-18 months		
<ol style="list-style-type: none"> 1. Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under) 2. Explores objects with different shapes 	Approaches to Learning (08-18 months) 17) Attempts to get help to obtain objects out of reach by seeking adult assistance. Cognitive Development & General Knowledge (08-18 months)	

MATHEMATICAL THINKING**Sub-Domain: Spatial Relations****Galileo® G3 Assessment Scale Goal**

- 20) Drops a toy or a bottle on the floor and watches to see what happens.
- 41) Explores pegboards with fingers, trying to put objects into holes.
- 63) Uses trial and error to fit different shapes into holes or to stack things in order.

18-24 months

1. Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games
2. Begins to manipulate objects by flipping, sliding and rotating to make them fit

Approaches to Learning (18-24 months)

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

Cognitive Development & General Knowledge (18-24 months)

13) Successfully completes simple inset puzzles.

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

56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). -18-24 SR13

Physical Development & Health (18-24 months)

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).

39) Sings simple songs and finger plays.

Social & Emotional Development (18-24 months)

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

2-3 years (24-36 months)

1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games
2. Manipulates objects by flipping, sliding and rotating to make them fit

Approaches to Learning (2-3 years)

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

26) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). -2-3 SR5

Cognitive Development & General Knowledge (2-3 years)

1) Successfully completes simple inset puzzles.

2) Successfully hooks toys together.

4) Explores objects by taking things apart, stacking, sorting, tracing, etc. -2-3 SR7

14) Inspects/manipulates moving parts of toys (e.g., wheels).

33) Completes three- or four-piece puzzles.

54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).

Physical Development and Health (2-3 years)

10) Imitates the hand motions of finger plays (e.g., "Where is Thumpkin"). -2-3 SR29

14) Strings large beads onto a piece of yarn.

15) Empties and fills containers.

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

Social & Emotional Development (2-3 years)

MATHEMATICAL THINKING		Galileo® G3 Assessment Scale Goal	
Sub-Domain: Spatial Relations			
		10) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).	
3-4 years (36-48 months)			
<ol style="list-style-type: none"> Demonstrates an understanding of basic spatial directions through songs, finger plays and games Demonstrates directionality, order and position of objects by following simple directions 	<p>Early Math (3-5 years)</p> <p>32) Understands object directionality concepts (e.g., right, left, up, down).</p> <p>33) Understands object position concepts (e.g., under, top, bottom, inside, behind).</p> <p>Social Studies (3-5 years)</p> <p><u>14) Demonstrates and uses terms related to location, direction, and distance. -3-5 SR28</u></p>		
4 years-Kindergarten (48 months-Kindergarten)			
1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)			
	<p>Early Math (3-5 years)</p> <p>32) Understands object directionality concepts (e.g., right, left, up, down).</p> <p>33) Understands object position concepts (e.g., under, top, bottom, inside, behind).</p>		
2. Uses directions to move through space and find places in space			
	<p>Early Math (3-5 years)</p> <p>32) Understands object directionality concepts (e.g., right, left, up, down).</p> <p>33) Understands object position concepts (e.g., under, top, bottom, inside, behind).</p> <p>Social Studies (3-5 years)</p> <p><u>14) Demonstrates and uses terms related to location, direction, and distance. -3-5 SR28</u></p>		

MATHEMATICAL THINKING		Galileo® G3 Assessment Scale Goal	
Sub-Domain: Measurement and Data			
Birth-8 months			
<ol style="list-style-type: none"> Explores objects in various ways 	<p>Approaches to Learning (00-08 months)</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</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. -00-08 SR2</u></p> <p>18) Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p> <p>Cognitive Development & General Knowledge (00-08 months)</p> <p><u>10) Touches and mouths objects for sensory exploration. -00-08 SR8</u></p> <p>29) Finds hidden objects.</p> <p>Language, Communication, Reading & Writing (00-08 months)</p>		

MATHEMATICAL THINKING

Sub-Domain: Measurement and Data

Galileo® G3 Assessment Scale Goal

	<p>25) Follows a moving object with her/his eyes.</p> <p>30) Holds toys with both hands. -00-08 SR14</p> <p>31) Reaches, grasps, and places objects in her/his mouth.</p> <p>32) Passes an object from one hand to another. -00-08 SR27</p>
8-18 months	
<p>1. Explores and shows awareness of the size and weight of object with adult assistance</p>	<p>Approaches to Learning (08-18 months)</p> <p>11) <u>Fills a container with small objects and dumps them out repeatedly.</u> -08-18 SR4</p> <p>Cognitive Development & General Knowledge (08-18 months)</p> <p>16) Fills and dumps sand, toys, and blocks.</p> <p>18) <u>Places items in containers and then pours them out, repeatedly.</u> -08-18 SR9</p>
18-24 months	
<p>1. Uses appropriate size words or gestures (small, big) to describe objects accurately</p>	<p>Language, Communication, Reading & Writing (18-24 months)</p> <p>31) <u>Uses words to label and describe pictures/objects in books.</u> -18-24 SR25</p>
2-3 years (24-36 months)	
<p>1. Uses increasingly complex size words to accurately describe objects</p> <p>2. Compares sets of objects by one attribute (e.g., sort by size)</p>	<p>Approaches to Learning (2-3 years)</p> <p>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).</p> <p>Cognitive Development & General Knowledge (2-3 years)</p> <p>31) <u>Sorts objects (e.g., beads) by color or by size.</u> -2-3 SR10</p> <p>Language, Communication, Reading & Writing (2-3 years)</p> <p>11) Uses descriptive words with objects (e.g., “pretty flowers”).</p> <p>Physical Development and Health (2-3 years)</p> <p>13) Sort objects by a dimension, such as size or color.</p>
3-4 years (36-48 months)	
<p>1. Uses size words to label objects</p> <p>2. Explores two objects by making direct comparisons in length, weight and size using a single attribute</p> <p>3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance</p> <p>4. Participates in group sorting and data collection</p>	<p>Early Math (3-5 years)</p> <p>25) <u>Sorts diverse objects based on physical attribute (e.g., shape).</u> -3-5 SR10</p> <p>26) Sorts diverse objects by one attribute, and 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>28) Identifies the shorter or taller of two persons or things.</p> <p>29) Identifies the shortest or tallest in a group.</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> <p>44) Uses non-standard unit (e.g., cut-out paper squares) to measure area.</p> <p>45) Uses non-standard units (e.g., paper cups) to measure volume.</p> <p>46) <u>Uses non-standard units (e.g., paper clips) to measure length.</u> -3-5 SR12</p> <p>47) Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>

Sub-Domain: Measurement and Data

	<p>Logic & Reasoning (3-5 years) 23) Identifies which object does not belong in a group. 25) <u>Provides rationale for sorting objects into specific groups (e.g., all flat).</u> -3-5 SR11</p> <p>Nature & Science (3-5 years) 3) <u>Uses tools to measure materials and make comparisons (e.g., scales, rulers).</u> -3-5 SR13</p>
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4 years-Kindergarten (48 months-Kindergarten)

1. Measures object attributes using a variety of standard and nonstandard tools

	<p>Nature & Science (3-5 years) 3) <u>Uses tools to measure materials and make comparisons (e.g., scales, rulers).</u> -3-5 SR13</p> <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) <u>Uses non-standard units (e.g., paper clips) to measure length.</u> -3-5 SR12 47) Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>
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2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects

	<p>Early Math (3-5 years) 28) Identifies the shorter or taller of two persons or things. 29) Identifies the shortest or tallest in a group. 30) Arranges objects in order by size. 31) Places an object in its proper position in a group ordered by size.</p>
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3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)

	<p>Early Math (3-5 years) 28) Identifies the shorter or taller of two persons or things. 29) Identifies the shortest or tallest in a group. 30) Arranges objects in order by size. 31) Places an object in its proper position in a group ordered by size.</p>
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4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)

	<p>Nature & Science (3-5 years) 44) Describes her/his data to other peers/adults. 45) Uses more than one approach to gather data/answer a question (e.g., book, adult). 46) <u>Presents observations in a variety of ways (e.g., drawings, charts, maps).</u> -3-5 SR21</p>
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5. Begins to predict the results of data collection

Nature & Science (3-5 years)

27) Predicts what might come next in a life cycle sequence (e.g., seed to plant). -3-5 SR18

28) Predicts that a plant will die if it does not receive water.

29) Predicts that an animal will seek shelter in bad weather.

30) Predicts that a plant will die if it does not receive sufficient light.

31) Predicts that human activity may threaten animal habitat/survival.

32) Predicts that extreme weather (drought, freeze) will injure plants/wildlife.

33) Predicts that plants may be destroyed when an animal population increases.

34) Predicts that it is likely to rain when dark clouds come.

35) Predicts which way a scale will tip when a weight is added to one side. -3-5 SR19

36) Predicts direction of an object when acted upon directly (e.g., thrown, pushed). -3-5 SR20

37) Predicts changes in objects when heat/cold is applied (e.g., ice melts).

38) Predicts changes in objects when liquid is added (e.g., sand, paper).

39) Predicts that the steeper the incline, the faster an object will move.

F. Domain: Scientific Inquiry

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 Scales.

SCIENTIFIC INQUIRY	
Sub-Domain: Scientific Inquiry Through Exploration and Discovery	Galileo® G3 Assessment Scale Goal
1. Uses senses to explore and understand their social and physical environment	
Birth-8 months	
<ul style="list-style-type: none"> • <u>Benchmark a:</u> Responds to information received through the senses • <u>Benchmark b:</u> Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping) 	<p>Approaches to Learning (00-08 months)</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>7) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.</p> <p><u>10) Explores objects (e.g., books) repeatedly with their hands and mouths. -00-08 SR2</u></p> <p>18) Uses multiple senses at one time to explore objects (e.g., looking, touching, mouthing, and banging).</p> <p><u>19) Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing. -00-08 SR1</u></p> <p>Cognitive Development & 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. -00-08 SR8</u></p> <p>Social & Emotional Development (00-08 months)</p> <p>11) Responds to touch by relaxing (e.g., when back is rubbed).</p> <p>12) Responds to sound by cooing when songs are sung by familiar adults.</p> <p>13) Responds to light and dark by squinting when lights are turned on in a dark room.</p> <p>14) Responds to temperature by crying to show that they are uncomfortable.</p>
8-18 months	
<ul style="list-style-type: none"> • <u>Benchmark a:</u> Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping) 	<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>5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. -08-18 SR2</u></p> <p>Cognitive Development & General Knowledge (08-18 months)</p> <p>3) Touches and mouths objects for sensory exploration.</p> <p>Social & Emotional Development (08-18 months)</p> <p>10) Responds to touch by relaxing (e.g., when back is rubbed).</p> <p>15) Explores a new food with all their senses.</p>

SCIENTIFIC INQUIRY

Sub-Domain: Scientific Inquiry Through Exploration and Discovery

Galileo® G3 Assessment Scale Goal

18-24 months

- **Benchmark a:** Begins to identify some sense organs
- **Benchmark b:** Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)

Approaches to Learning (18-24 months)

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

Cognitive Development & General Knowledge (18-24 months)

37) Enjoys messy activities, such as finger painting.

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

Language, Communication, Reading, & Writing (18-24 months)

3) Points to body parts when asked.

Social & Emotional Development (18-24 months)

9) Explores a new food with all their senses.

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

2-3 years (24-36 months)

- **Benchmark a:** Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)
- **Benchmark b:** Begins to use senses to observe and experience the environment
- **Benchmark c:** Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)

Approaches to Learning (2-3 years)

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

7) Looks at insects, leaves, or other things from nature, examines and watches them move or grow.

Cognitive Development & General Knowledge (2-3 years)

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.

Social & Emotional Development (2-3 years)

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

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

3-4 years (36-48 months)

- **Benchmark a:** Begins to identify each of the five senses and how they relate to the sense organs
- **Benchmark b:** Uses senses to observe and experience objects and environment

Nature & Science (3-5 years)

1) Uses senses (e.g., touch, smell) to learn about the natural and physical world.

4) Describes what an animal is doing as it is being observed.

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).

48) Shares ideas/thoughts when observing the natural world/physical phenomena.

SCIENTIFIC INQUIRY

Sub-Domain: Scientific Inquiry Through Exploration and Discovery

Galileo® G3 Assessment Scale Goal

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Identifies each of the five senses and the relationship to each of the sense organs
- **Benchmark b:** Begins to identify and make observations about what can be learned about the world using each of the five senses
- **Benchmark c:** Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)

Nature & Science (3-5 years)

- 1) Uses senses (e.g., touch, smell) to learn about the natural and physical world.

2. Uses tools in scientific inquiry

Birth-8 months

- **Benchmark a:** Responds to people and objects in simple ways

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.

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

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

Cognitive Development & General Knowledge (00-08 months)

- 1) Responds to loud noises by being startled or crying.

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

- 15) Responds to familiar words (e.g., bottle, blanket, and 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.

- 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).

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

- 24) Smiles in response to a smiling face.

Physical Development & 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.

Social & 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.

- 38) Responds to the presence of familiar adults by kicking her/his feet and smiling.

SCIENTIFIC INQUIRY

Sub-Domain: Scientific Inquiry Through Exploration and Discovery

Galileo® G3 Assessment Scale Goal

8-18 months

- **Benchmark a:** Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone)

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.
- 22) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).
- 25) Attempts to open a container to get an object.

Cognitive Development & General Knowledge (08-18 months)

- 1) Shakes toy to elicit a response or sound.
- 6) Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.
- 19) Activates toys such as a jack-in-the-box.
- 35) Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).
- 41) Explores pegboards with fingers, trying to put objects into holes.
- 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. -08-18 SR11

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

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

38) Makes purposeful marks on paper. -08-18 SR23

Physical Development & Health (08-18 months)

- 12) Points to objects/people that attract her/his attention.
- 17) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around).

Social & Emotional Development (08-18 months)

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

18-24 months

- **Benchmark a:** Recognizes and uses simple tools as props through play (e.g., spoons or brushes)

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).

19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). -18-24 SR2

21) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake). -18-24 SR8

- 26) Uses objects together as tools.

Cognitive Development & General Knowledge (18-24 months)

- 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 & Health (18-24 months)

14) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). -18-24 SR37

SCIENTIFIC INQUIRY

Sub-Domain: Scientific Inquiry Through Exploration and Discovery

Galileo® G3 Assessment Scale Goal

Social & Emotional Development (18-24 months)

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

2-3 years (24-36 months)

- Benchmark a: Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)

Approaches to Learning (2-3 years)

20) Uses objects together as tools. -2-3 SR3

25) Combines materials, objects, equipment in new ways to produce multiple uses. -2-3 SR6

Social & Emotional Development (2-3 years)

10) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).

3-4 years (36-48 months)

- Benchmark a: Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)

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. -3-5 SR12

47) Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

Logic & Reasoning (3-5 years)

18) Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14

Nature & Science (3-5 years)

3) Uses tools to measure materials and make comparisons (e.g., scales, rulers). -3-5 SR13

4 years-Kindergarten (48 months-Kindergarten)

- Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)

Nature & Science (3-5 years)

3) Uses tools to measure materials and make comparisons (e.g., scales, rulers). -3-5 SR13

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. -3-5 SR12

47) Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

Logic & Reasoning (3-5 years)

18) Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14

Technology (3-5 years)

33) Uses a computer or laptop to answer a simple question or do research with assistance.

SCIENTIFIC INQUIRY

Sub-Domain: Scientific Inquiry Through Exploration and Discovery

Galileo® G3 Assessment Scale Goal

3. Uses understanding of causal relationships to act on social and physical environments

Birth-8 months

- **Benchmark a:** Begins to explore/notice cause and effect (e.g., crying to get needs met)

Approaches to Learning (00-08 months)

8) Kicks or swats a mobile to repeat a sound or motion.
12) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).

21) Raises bottle as the level of milk drops.

Cognitive Development & General Knowledge (00-08 months)

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

12) Shakes toys to elicit a response or sound.

25) Cries when in need of something.

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

43) Vocalizes to communicate needs.

46) Raises her/his bottle as the level of liquid drops.

51) Points, gestures, and makes sound to indicate what she/he wants.

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

21) Points at a book to have the same story read again and again. - 00-08 SR21

Social & Emotional Development (00-08 months)

18) Cries when hungry, uncomfortable, or unhappy.

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

33) When babbling or cooing, pauses to wait for a response from an adult. -00-08 SR29

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

35) Gains the attention of peers through vocalization, reaching out, and smiling. -00-08 SR32

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

48) Tries to encourage games (e.g., covers eyes to encourage a game of peek-a-boo).

49) Repeats an action when it makes people laugh.

51) Smiles and claps hands when they successfully accomplish a task (e.g., climbing upstairs).

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). -00-08 SR30

54) Cries in particular ways to get needs met.

8-18 months

- **Benchmark a:** Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)

Approaches to Learning (08-18 months)

11) Fills a container with small objects and dumps them out repeatedly. -08-18 SR4

21) Drops a toy or object and looks for it. -08-18 SR8

Cognitive Development & General Knowledge (08-18 months)

1) Shakes toys to elicit a response or sound.

SCIENTIFIC INQUIRY

Sub-Domain: Scientific Inquiry Through Exploration and Discovery

Galileo® G3 Assessment Scale Goal

- 18) Places items in containers and then pours them out, repeatedly. - 08-18 SR9
- 19) Activates toys such as a jack-in-the-box.
- 20) Drops a toy or a bottle on the floor and watches to see what happens.
- 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.
- 46) Raises her/his bottle as the level of liquid drops.
- Social & Emotional Development (08-18 months)**
- 55) Repeats an action when it makes people laugh.

18-24 months

- Benchmark a: Begins to combine simple actions to cause things to happen or change how they interact with objects and people

- Cognitive Development & General Knowledge (18-24 months)**
- 1) Places items in containers and then pours them out, repeatedly. - 18-24 SR10
- 2) Drops a toy or a bottle on the floor and watches to see what happens.
- 12) Stacks blocks and knocks them down.
- 29) Pokes, drops, pushes, pulls, and squeezes things to see what will happen.
- Physical Development & Health (18-24 months)**
- 14) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). -18-24 SR37
- Social & Emotional Development (18-24 months)**
- 37) Moves around another child that is in her/his way (e.g., going up a slide).

2-3 years (24-36 months)

- Benchmark a: Combines simple actions to cause things to happen or change how they interact with objects and people
- Benchmark b: Recognizes and begins to respond to results of own actions

- Approaches to Learning (2-3 years)**
- 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).
- 26) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). -2-3 SR5
- Cognitive Development & General Knowledge (2-3 years)**
- 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 the puzzle).

3-4 years (36-48 months)

- Benchmark a: Makes simple predictions and reflects on what caused something to happen
- Benchmark b: Participates in and discusses simple experiments
- Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)

- Approaches to Learning (3-5 years)**
- 10) Experiments with a variety of strategies to solve a problem or complete a task.
- Literacy (3-5 years)**
- 12) Makes guesses about why things happen or change in a story.
- 36) Draws figures and shapes to convey meanings.
- Logic & Reasoning (3-5 years)**

SCIENTIFIC INQUIRY

Sub-Domain: Scientific Inquiry Through Exploration and Discovery

Galileo® G3 Assessment Scale Goal

- 18) Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14
- 19) Tries out new ideas to see if they will work.
- 20) Suggests an alternative solution to solve a problem, without assistance.
- 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).
- 28) Predicts the effects of an action.
- Nature & Science (3-5 years)**
- 28) Predicts that a plant will die if it does not receive water.
- 30) Predicts that a plant will die if it does not receive sufficient light.
- 35) Predicts which way a scale will tip when a weight is added to one side. -3-5 SR19
- 36) Predicts direction of an object when acted upon directly (e.g., thrown, pushed). -3-5 SR20
- 40) Participates in simple investigations to answer questions.
- 46) Presents observations in a variety of ways (e.g., drawings, charts, maps). -3-5 SR21
- 48) Shares ideas/thoughts when observing the natural world/physical phenomena.
- 49) Provides an explanation for why an event/outcome occurred (e.g., birds left). -3-5 SR22
- 52) Tries to explain results of an experiment (e.g., bigger sponge holds more water). -3-5 SR24

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Makes predictions and tests their predictions through experimentation and investigation
- **Benchmark b:** Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)
- **Benchmark c:** Begins to form conclusions and construct explanations (e.g., What do the results mean?)
- **Benchmark d:** Shares findings and outcomes of experiments

- Nature & Science (3-5 years)**
- 27) Predicts what might come next in a life cycle sequence (e.g., seed to plant). -3-5 SR18
- 28) Predicts that a plant will die if it does not receive water.
- 29) Predicts that an animal will seek shelter in bad weather.
- 30) Predicts that a plant will die if it does not receive sufficient light.
- 31) Predicts that human activity may threaten animal habitat/survival.
- 32) Predicts that extreme weather (drought, freeze) will injure plants/wildlife.
- 33) Predicts that plants may be destroyed when an animal population increases.
- 34) Predicts that it is likely to rain when dark clouds come.
- 35) Predicts which way a scale will tip when a weight is added to one side. -3-5 SR19
- 36) Predicts direction of an object when acted upon directly (e.g., thrown, pushed). -3-5 SR20
- 37) Predicts changes in objects when heat/cold is applied (e.g., ice melts).
- 38) Predicts changes in objects when liquid is added (e.g., sand, paper).
- 39) Predicts that the steeper the incline, the faster an object will move.
- 40) Participates in simple investigations to answer questions.

SCIENTIFIC INQUIRY	
Sub-Domain: Scientific Inquiry Through Exploration and Discovery	Galileo® G3 Assessment Scale Goal
	<p>41) Uses observation as a way to gather data about an object or an event.</p> <p>42) Confirms observations with another child/adult.</p> <p>43) Repeats a procedure/action several times to confirm outcomes/patterns.</p> <p>44) Describes her/his data to other peers/adults.</p> <p>45) Uses more than one approach to gather data/answer a question (e.g., book, adult).</p> <p><u>46) Presents observations in a variety of ways (e.g., drawings, charts, maps). -3-5 SR21</u></p> <p>47) Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p> <p>48) Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p><u>49) Provides an explanation for why an event/outcome occurred (e.g., flower wilted). -3-5 SR22</u></p> <p><u>50) Provides two explanations for why an event/outcome occurred (e.g., birds left). -3-5 SR23</u></p> <p>51) Attempts to explain why living things change (e.g., leaves turn brown).</p> <p><u>52) Tries to explain results of an experiment (e.g., bigger sponge holds more water). -3-5 SR24</u></p>

SCIENTIFIC INQUIRY	
Sub-Domain: Life Science	Galileo® G3 Assessment Scale Goal
1. Demonstrates knowledge related to living things and their environments	
Birth-8 months	
<ul style="list-style-type: none"> <u>Benchmark a:</u> Shows curiosity about own body structure (e.g., two legs, fingers for grasping) 	<p>Approaches to Learning (00-08 months) <u>19) Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing. -00-08 SR1</u></p> <p>Cognitive Development & General Knowledge (00-08 months) 7) Inspects her/his own hands, feet, fingers, and/or toes.</p> <p>Language, Communication, Reading, & Writing (00-08 months) 26) Brings hands together at the middle of her/his body. 27) Pushes her/his body up with arms when on tummy.</p> <p>Physical Development & Health (00-08 months) 4) Turns head from side to side, kicks feet, and moves hands. 11) Examines her/his own hands. 13) Plays with her/his fingers and puts hands in mouth.</p> <p>Social & Emotional Development (00-08 months) 45) Realizes she/he has control over her/his hands. 46) Begins to look and smile at her/himself in the mirror.</p>
8-18 months	
<ul style="list-style-type: none"> <u>Benchmark a:</u> Begins to explore, interact with and identify some plants and animals (e.g., 	<p>Approaches to Learning (08-18 months)</p>

SCIENTIFIC INQUIRY

Sub-Domain: Life Science

Galileo® G3 Assessment Scale Goal

interaction through real-world, literacy and videos)

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. -08-18 SR2

Cognitive Development & General Knowledge (08-18 months)

35) Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite books).

43) Matches sounds to pictures of animals.

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).

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

Social & Emotional Development (08-18 months)

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

18-24 months

- Benchmark a: Explores, interacts with and identifies some plants and animals

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.

Cognitive Development & General Knowledge (18-24 months)

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

22) Matches sounds to pictures of animals.

Language, Communication, Reading, & Writing (18-24 months)

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

Physical Development & Health (18-24 months)

45) Demonstrates an interest in actively exploring the environment.

2-3 years (24-36 months)

- Benchmark a: Explores, interacts with and identifies a growing number and variety of plants and animals
- Benchmark b: Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)

Approaches to Learning (2-3 years)

7) Looks at insects, leaves, or other things from nature, examines and watches them move or grow.

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.

3-4 years (36-48 months)

- Benchmark a: Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)
- Benchmark b: Begins to notice the similarities and differences among various living things
- Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)
- Benchmark d: Explores the differences between living and non-living things

Nature & 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.

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.

SCIENTIFIC INQUIRY

Sub-Domain: Life Science

Galileo® G3 Assessment Scale Goal

- **Benchmark e:** Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)

- 17) Distinguishes plants from animals.
 - 18) Distinguishes between land and water animals.
 - 19) Classifies animals into groups by the way they move (e.g., flying, running).
 - 20) Classifies animals into those that are domestic and those that are wild.
 - 21) Classifies animals based on their habitat (e.g., ground vs. tree dwelling).
 - 23) Classifies objects into living and non-living categories. -3-5 SR17
- Social Studies (3-5 years)**
- 22) Identifies trees and flowers in real word or in pictures.
 - 24) Names animals that live in neighborhood (e.g., birds, ants, racoons, 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).

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)
- **Benchmark b:** Notices the similarities and differences among various living things
- **Benchmark c:** Understands that all living things grow, change and go through life cycles
- **Benchmark d:** Begins to distinguish between living and non-living things
- **Benchmark e:** Observes that living things differ with regard to their needs and habitats

Nature & 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.
- 17) Distinguishes plants from animals.
- 18) Distinguishes between land and water animals.
- 19) Classifies animals into groups by the way they move (e.g., flying, running).
- 20) Classifies animals into those that are domestic and those that are wild.
- 21) Classifies animals based on their habitat (e.g., ground vs. tree dwelling).
- 27) Predicts what might come next in a life cycle sequence (e.g., seed to plant). -3-5 SR18
- 28) Predicts that a plant will die if it does not receive water.
- 29) Predicts that an animal will seek shelter in bad weather.
- 30) Predicts that a plant will die if it does not receive sufficient light.
- 31) Predicts that human activity may threaten animal habitat/survival.
- 32) Predicts that extreme weather (drought, freeze) will injure plants/wildlife.
- 33) Predicts that plants may be destroyed when an animal population increases.
- 51) Attempts to explain why living things change (e.g., leaves turn brown).

Social Studies (3-5 years)

SCIENTIFIC INQUIRY
Sub-Domain: Life Science

Galileo® G3 Assessment Scale Goal

- 22) Identifies trees and flowers in real world or in pictures.
- 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).

SCIENTIFIC INQUIRY
Sub-Domain: Physical Science

Galileo® G3 Assessment Scale Goal

1. Demonstrates knowledge related to physical science

Birth-8 months

- **Benchmark a:** Displays interest in movement of objects
- **Benchmark b:** Recognizes when a moving object has stopped (e.g., mobile)
- **Benchmark c:** Uses senses to gain knowledge about objects
- **Benchmark d:** Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)

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. -00-08 SR2
- 11) Bangs an object repeatedly while exploring its properties. -00-08 SR3
- 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. -00-08 SR4

Cognitive Development & General Knowledge (00-08 months)

- 10) Touches and mouths objects for sensory exploration. -00-08 SR8
- 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.
- 28) Reaches for a mobile or other similar object to make it move.

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

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

Physical Development & 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. -00-08 SR26

Social & Emotional Development (00-08 months)

- 16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bathtub). -00-08 SR33
- 17) Enjoys playing with new toys (e.g., new sand toys in the sand box).
- 24) Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.

SCIENTIFIC INQUIRY

Sub-Domain: Physical Science

Galileo® G3 Assessment Scale Goal

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

8-18 months

- **Benchmark a:** Demonstrates ability to move objects
- **Benchmark b:** Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)
- **Benchmark c:** Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)
- **Benchmark d:** Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)

Approaches to Learning (08-18 months)

11) Fills a container with small objects and dumps them out repeatedly. -08-18 SR4

21) Drops a toy or object and looks for it. -08-18 SR8

28) Participates in sand and water activities.

Cognitive Development & General Knowledge (08-18 months)

7) Enjoys rolling a ball to familiar adults.

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

18) Places items in containers and then pours them out, repeatedly. -08-18 SR9

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

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.

46) Raises her/his bottle as the level of liquid drops.

Physical Development & Health (08-18 months)

13) Puts objects in a box.

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

Social & Emotional Development (08-18 months)

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

18-24 months

- **Benchmark a:** Demonstrates ability to push and pull objects
- **Benchmark b:** Observes objects that move at different speeds (e.g., wind-up toys, swings)
- **Benchmark c:** Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)
- **Benchmark d:** Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting)

Approaches to Learning (18-24 months)

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

23) Participates in sand and water activities.

Cognitive Development & General Knowledge (18-24 months)

1) Places items in containers and then pours them out, repeatedly. -18-24 SR10

12) Stacks blocks and knocks them down.

16) Explores objects by taking things apart, stacking, sorting, tracing, etc. -18-24 SR12

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

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

33) Participates in rearranging areas of the room.

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

45) Uses cups and other containers when playing with sand and water.

Physical Development & Health (18-24 months)

6) Pushes and pulls large objects.

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

SCIENTIFIC INQUIRY

Sub-Domain: Physical Science

Galileo® G3 Assessment Scale Goal

- 13) Builds a tower of two to four cubes.
14) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). -18-24 SR37

Social & Emotional Development (18-24 months)

- 13) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).

2-3 years (24-36 months)

- **Benchmark a:** Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)
- **Benchmark b:** Uses basic words for speed of motion (e.g., fast and slow)
- **Benchmark c:** Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)
- **Benchmark d:** Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)

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).

Cognitive Development & General Knowledge (2-3 years)

- 4) Explores objects by taking things apart, stacking, sorting, tracing, etc. -2-3 SR7

- 14) Inspects/manipulates moving parts of toys (e.g., wheels).

- 31) Sorts objects (e.g., beads) by color or by size. -2-3 SR10

Language, Communication, Reading, & Writing (2-3 years)

- 11) Uses descriptive words with objects (e.g., “pretty flowers”).

Physical Development & Health (2-3 years)

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

- 13) Sort objects by a dimension, such as size or color.

3-4 years (36-48 months)

- **Benchmark a:** Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)
- **Benchmark b:** Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)
- **Benchmark c:** Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)
- **Benchmark d:** Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)

Approaches to Learning (3-5 years)

- 3) Combines materials, objects, equipment in new ways to produce multiple uses. -3-5 SR61

Creative Arts (3-5 years)

- 17) Creates collages with various materials and textures (e.g., fabrics, pictures).

- 26) Recombines and experiments with art materials to see what happens.

Early Math (3-5 years)

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

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

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

Logic & Reasoning (3-5 years)

- 23) Identifies which object does not belong in a group.

- 25) Provides rationale for sorting objects into specific groups (e.g., all flat). -3-5 SR11

- 27) Observes the effects of an action.

- 29) States the cause of an effect (e.g., what caused the tricycle to stop).

Nature & Science (3-5 years)

- 13) Draws/talks about physical changes observed in objects (e.g., ice melting).

- 22) Classifies objects by their state (e.g., liquid, solid, gas).

- 35) Predicts which way a scale will tip when a weight is added to one side. -3-5 SR19

SCIENTIFIC INQUIRY

Sub-Domain: Physical Science

Galileo® G3 Assessment Scale Goal

- 36) Predicts direction of an object when acted upon directly (e.g., thrown, pushed). -3-5 SR20
- 37) Predicts changes in objects when heat/cold is applied (e.g., ice melts).
- 38) Predicts changes in objects when liquid is added (e.g., sand, paper).
- 39) Predicts that the steeper the incline, the faster an object will move.
- Physical Development & Health (3-5 years)**
- 55) Pedals a tricycle, steers and makes turns around obstacles and corners.
- 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.

4 years-Kindergarten (48 months-Kindergarten)

- Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled
- Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens
- Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)
- Benchmark d: Investigates and describes changing states of matter—liquid, solid and gas
- Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)

Nature and Science

- 2) Attempts to learn about objects by taking them apart and rebuilding (e.g., puzzles, Legos).
- 13) Draws/talks about physical changes observed in objects (e.g., ice melting).
- 15) Associates objects/events with different temperatures (e.g., ice-low temp.).
- 22) Classifies objects by their state (e.g., liquid, solid, gas).
- 23) Classifies objects into living and non-living categories. -3-5 SR17
- 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.
- 35) Predicts which way a scale will tip when a weight is added to one side. -3-5 SR19
- 36) Predicts direction of an object when acted upon directly (e.g., thrown, pushed). -3-5 SR20
- 37) Predicts changes in objects when heat/cold is applied (e.g., ice melts).
- 38) Predicts changes in objects when liquid is added (e.g., sand, paper).
- 39) Predicts that the steeper the incline, the faster an object will move.
- 48) Shares ideas/thoughts when observing the natural world/physical phenomena.
- 49) Provides an explanation for why an event/outcome occurred (e.g., flower wilted). -3-5 SR22
- 50) Provides two explanations for why an event/outcome occurred (e.g., birds left). -3-5 SR23
- 51) Attempts to explain why living things change (e.g., leaves turn brown).
- 52) Tries to explain results of an experiment (e.g., bigger sponge holds more water). -3-5 SR24

SCIENTIFIC INQUIRY

Sub-Domain: Earth and Space Science

Galileo® G3 Assessment Scale Goal

1. Demonstrates knowledge related to the dynamic properties of earth and sky

Birth-8 months

- **Benchmark a:** Touches water (e.g., plastic cups, sponge and wet washcloth)
- **Benchmark b:** Touches sand, soil and mud
- **Benchmark c:** Begins to exhibit curiosity about objects in the sky and environment
- **Benchmark d:** Responds to changes in temperature and weather (e.g., cries when too warm or too cold)

Approaches to Learning (00-08 months)

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

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

6) Pays attention to objects in the environment when prompted by an adult.

Social & Emotional Development (00-08 months)

13) Responds to light and dark by squinting when lights are turned on in a dark room.

14) Responds to temperature by crying to show that they are uncomfortable.

16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bathtub). -00-08 SR33

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

8-18 months

- **Benchmark a:** Explores water (e.g., plastic cups or containers in the bathtub)
- **Benchmark b:** Explores sand, soil and mud
- **Benchmark c:** Begins to observe the sun, clouds and transition from day to night
- **Benchmark d:** Begins to identify day and night

Approaches to Learning (08-18 months)

5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. -08-18 SR2

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.

Cognitive Development & General Knowledge (08-18 months)

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

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).

Physical Development & Health (08-18 months)

2) Demonstrates regular sleeping habits.

42) Demonstrates an interest in actively exploring the environment.

Social & Emotional Development (08-18 months)

13) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bathtub). -08-18 SR32

18-24 months

- **Benchmark a:** Engages in structured play with water
- **Benchmark b:** Engages in structured play with sand, soil and mud activities
- **Benchmark c:** Identifies the objects in the sky (e.g., clouds, sun, moon and stars)
- **Benchmark d:** Uses basic vocabulary to describe day and night

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 & General Knowledge (18-24 months)

45) Uses cups and other containers when playing with sand and water.

SCIENTIFIC INQUIRY

Sub-Domain: Earth and Space Science

Galileo® G3 Assessment Scale Goal

- **Benchmark e:** Uses emerging vocabulary to describe basic weather

Physical Development & Health (18-24 months)

45) Demonstrates an interest in actively exploring the environment.

2-3 years (24-36 months)

- **Benchmark a:** Begins to explore and investigate the properties of water
- **Benchmark b:** Begins to explore and investigate the properties of sand, soil and mud
- **Benchmark c:** Describes the objects in the sky (e.g., clouds, sun, moon and stars)
- **Benchmark d:** Describes daytime and nighttime through drawing, naming or pretend play
- **Benchmark e:** Observes and discusses weather

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.

Physical Development & Health (2-3 years)

41) Makes use of inside and outside environments to play in. -2-3 SR30

3-4 years (36-48 months)

- **Benchmark a:** Investigates and asks questions about the properties of water using adult- and child-directed activities
- **Benchmark b:** Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities
- **Benchmark c:** Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)
- **Benchmark d:** Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play
- **Benchmark e:** Observes and discusses weather changes day to day

Logic & Reasoning (3-5 years)

24) Describes the similarities/differences between two events (e.g., day/night).

Nature & 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.).

16) Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).

25) Classifies objects based on their physical composition (e.g., metal, rock, soil).

29) Predicts that an animal will seek shelter in bad weather.

32) Predicts that extreme weather (drought, freeze) will injure plants/wildlife.

34) Predicts that it is likely to rain when dark clouds come.

38) Predicts changes in objects when liquid is added (e.g., sand, paper).

Social Studies (3-5 years)

23) Identifies land formations around school yard (e.g., mountains, hills).

24) Names animals that live in neighborhood (e.g., birds, ants, racoons, coyotes, snakes).

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Describes properties of water including changes in the states of water - liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)
- **Benchmark b:** Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment including rocks, soil, sand and mud, and recognizes

Nature & 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).

SCIENTIFIC INQUIRY	
Sub-Domain: Earth and Space Science	Galileo® G3 Assessment Scale Goal
<p>relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)</p> <ul style="list-style-type: none"> • Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars • Benchmark d: Compares the daytime and nighttime cycle • Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact on their daily lives (e.g., types of clothing for different environments) 	<p>15) Associates objects/events with different temperatures (e.g., ice-low temp.).</p> <p>16) Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).</p> <p>24) Classifies objects based on whether they are found in nature or made by people.</p> <p>25) Classifies objects based on their physical composition (e.g., metal, rock, soil).</p> <p>34) Predicts that it is likely to rain when dark clouds come.</p> <p>Social Studies (3-5 years)</p> <p>21) Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).</p> <p>23) Identifies land formations around school yard (e.g., mountains, hills).</p>

SCIENTIFIC INQUIRY	
Sub-Domain: Environment	Galileo® G3 Assessment Scale Goal
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment	
Birth-8 months	
<ul style="list-style-type: none"> • Benchmark a: Recognizes familiar people and objects in the immediate environment 	<p>Cognitive Development & General Knowledge (00-08 months)</p> <p>2) Appears to be comforted by familiar voices.</p> <p>8) Smiles at familiar faces.</p> <p>14) Makes faces back at familiar adults.</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>24) Shows pleasure when presented with a familiar object.</p> <p>Language, Communication, Reading, & Writing (00-08 months)</p> <p>1) Moves arms and legs upon hearing a familiar voice.</p> <p>Physical Development & Health (00-08 months)</p> <p>29) Becomes calm when hearing voices of familiar adults or environmental sounds.</p> <p>31) Turns and smiles when her/his name is spoken by a familiar adult.</p> <p>Social & Emotional Development (00-08 months)</p> <p>20) Kicks legs in excitement and settles when seeing a familiar adult.</p> <p>21) Raises arms to familiar adults for comfort or to be picked up.</p> <p>38) Responds to the presence of familiar adults by kicking her/his feet and smiling.</p>
8-18 months	

SCIENTIFIC INQUIRY

Sub-Domain: Environment

Galileo® G3 Assessment Scale Goal

<ul style="list-style-type: none">• <u>Benchmark a</u>: Begins to identify familiar people and objects in the environment	<p>Cognitive Development & 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>34) Looks at, goes over to, and touches familiar adults.</p> <p>35) Points to objects in the environment (e.g., pictures of family, body parts, animals, favorite book).</p> <p>42) Associates spoken words with familiar objects or actions.</p> <p>Language, Communication, Reading, & Writing (08-18 months)</p> <p>23) Picks out their favorite book from several choices.</p> <p>25) Points to pictures in books as they are named by an adult.</p> <p>26) Recognizes specific books by their covers.</p> <p>Social & Emotional Development (08-18 months)</p> <p>24) Recognizes the smiles on familiar adults' faces.</p>
18-24 months	
<ul style="list-style-type: none">• <u>Benchmark a</u>: Identifies familiar people and objects in the environment	<p>Approaches to Learning (18-24 months)</p> <p>5) Begins to explore the environment independently.</p> <p>Cognitive Development & General Knowledge (18-24 months)</p> <p>3) Responds to familiar words (e.g., bottle, blanket, teddy bear) by looking at, pointing to, or reaching for objects.</p> <p>21) Associates spoken words with familiar objects or actions.</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>
2-3 years (24-36 months)	
<ul style="list-style-type: none">• <u>Benchmark a</u>: Begins to describe familiar people and objects in the environment• <u>Benchmark b</u>: Begins to participate in activities to protect the environment	<p>Approaches to Learning (2-3 years)</p> <p>4) <u>Enjoys opportunities to help parents, caregivers, and teachers (e.g., assisting with setting the table or folding the clothes).</u> -2-3 SR1</p> <p>Language, Communication, Reading, & Writing (2-3 years)</p> <p>1) Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.</p> <p>11) Uses descriptive words with objects (e.g., "pretty flowers").</p> <p>Social & Emotional Development (2-3 years)</p> <p>13) Starts becoming more comfortable when entering new environments.</p> <p>47) Talks about the neighborhood, city, or area in which she/he lives.</p>
3-4 years (36-48 months)	
<ul style="list-style-type: none">• <u>Benchmark a</u>: Describes familiar people and objects in the environment• <u>Benchmark b</u>: Participates in activities to protect the environment	<p>Language (3-5 years)</p> <p>12) Understands words that describe the qualities of objects (e.g., color, soft, cold).</p> <p>25) Uses descriptive words with objects (e.g., pretty flowers).</p> <p>Nature & Science (3-5 years)</p> <p>16) Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).</p> <p>24) Classifies objects based on whether they are found in nature or made by people.</p> <p>31) Predicts that human activity may threaten animal habitat/survival.</p>

SCIENTIFIC INQUIRY
Sub-Domain: Environment

Galileo® G3 Assessment Scale Goal

48) Shares ideas/thoughts when observing the natural world/physical phenomena.

Social Studies (3-5 years)

11) Identifies landmarks to describe location of residence or school (e.g., school is by the store).

13) Signs, gestures, or talks about neighborhood resources (library, post office).

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

21) Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).

27) Throws trash in garbage can.

28) Points out recycling container in the classroom.

29) Tells what goes into the recycling container in the classroom.

30) Makes use of used materials when possible (e.g., scratch paper, uses both front and back of paper).

31) Describes what recycling is.

32) Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).

33) Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).

4 years-Kindergarten (48 months-Kindergarten)

- **Benchmark a:** Demonstrates how people use objects and natural resources in the environment
- **Benchmark b:** Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)
- **Benchmark c:** Identifies examples of organized efforts to protect the environment (e.g., recycle materials in the classroom)

Nature & Science (3-5 years)

23) Classifies objects into living and non-living categories. -3-5 SR17

Social Studies (3-5 years)

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).

28) Points out recycling container in the classroom.

29) Tells what goes into the recycling container in the classroom.

30) Makes use of used materials when possible (e.g., scratch paper, uses both front and back of paper).

31) Describes what recycling is.

32) Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).

33) Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).

SCIENTIFIC INQUIRY

Sub-Domain: Engineering and Technology

Galileo® G3 Assessment Scale Goal

1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

8-18 months

- **Benchmark a:** Attempts to use objects as tools

Approaches to Learning (08-18 months)

SCIENTIFIC INQUIRY Sub-Domain: Engineering and Technology		Galileo® G3 Assessment Scale Goal
	<p>22) Uses tools to retrieve items that are out of reach (e.g., using a string to pull a toy toward self).</p> <p>Physical Development & Health (08-18 months)</p> <p>17) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around).</p> <p>Social & Emotional Development (08-18 months)</p> <p>16) Uses familiar objects in new and different ways (e.g., a shoe as a telephone).</p>	
18-24 months		
<ul style="list-style-type: none"> • Benchmark a: Uses simple tools to explore • Benchmark b: Explores simple machines through play (e.g., riding toys or push toys) 	<p>Approaches to Learning (18-24 months)</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>Cognitive Development & General Knowledge (18-24 months)</p> <p>28) Pulls/pushes a wagon or cart around the play area possibly putting toys in it.</p> <p>49) Uses a spoon to get food into her/his mouth.</p> <p>Physical Development & Health (18-24 months)</p> <p>6) Pushes and pulls large objects.</p> <p>10) Tries to turn the key on a wind-up toy.</p> <p>21) Eats with a spoon with some assistance.</p> <p>Social & Emotional Development (18-24 months)</p> <p>13) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).</p>	
2-3 years (24-36 months)		
<ul style="list-style-type: none"> • Benchmark a: Uses props to represent simple tools through play • Benchmark b: Uses simple machines in play (e.g., riding toys, push mower or tricycle) • Benchmark c: Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower) 	<p>Approaches to Learning (2-3 years)</p> <p><u>25) Combines materials, objects, equipment in new ways to produce multiple uses. -2-3 SR6</u></p> <p><u>26) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). -2-3 SR5</u></p> <p>Cognitive Development & General Knowledge (2-3 years)</p> <p>10) Makes play dough creations.</p> <p>14) Inspects/manipulates moving parts of toys (e.g., wheels).</p> <p>Physical Development & Health (2-3 years)</p> <p>16) Pulls apart large pop-it beads and tries to push them together again.</p> <p>Social & Emotional Development (2-3 years)</p> <p>10) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).</p>	
3-4 years (36-48 months)		
<ul style="list-style-type: none"> • Benchmark a: Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence) • Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers) 	<p>Approaches to Learning (3-5 years)</p> <p><u>3) Combines materials, objects, equipment in new ways to produce multiple uses. -3-5 SR61</u></p> <p>8) 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>Logic & Reasoning (3-5 years)</p>	

SCIENTIFIC INQUIRY

Sub-Domain: Engineering and Technology

Galileo® G3 Assessment Scale Goal

- Benchmark c: Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)

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

18) Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14

Nature & Science (3-5 years)

35) Predicts which way a scale will tip when a weight is added to one side. -3-5 SR19

36) Predicts direction of an object when acted upon directly (e.g., thrown, pushed). -3-5 SR20

39) Predicts that the steeper the incline, the faster an object will move.

48) Shares ideas/thoughts when observing the natural world/physical phenomena.

Physical Development & Health (3-5 years)

55) Pedals a tricycle, steers and makes turns around obstacles and corners.

68) Cuts with scissors along a straight line.

69) Cuts with scissors along a curved line.

70) Uses scissors to cut out a pre-formed simple shape. -3-5 SR87

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).

4 years-Kindergarten (48 months-Kindergarten)

- Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)
- Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)
- Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems
- Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)

Approaches to Learning (3-5 years)

3) Combines materials, objects, equipment in new ways to produce multiple uses. -3-5 SR61

Logic & Reasoning (3-5 years)

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

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

18) Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14

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).

Nature & Science (3-5 years)

3) Uses tools to measure materials and make comparisons (e.g., scales, rulers). -3-5 SR13

Technology (3-5 years)

30) Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera).

G. Domain: 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 Scales.

SOCIAL STUDIES	Galileo® G3 Assessment Scale Goal
Sub-Domain: Culture	
Birth-8 months	
<p>1. Experiences own family practices (traditions, celebrations, songs, food or language)</p>	<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. -00-08 SR6</u></p> <p>Language, Communication, Reading, & Writing (00-08 months) <u>10) Begins to coo using vowel sounds and other sounds consistent with the home language. -00-08 SR12</u></p> <p>Physical Development & Health (00-08 months) 26) Eats meals on a fairly regular schedule. 27) Begins to accept single, pureed solid foods. <u>28) Eats adequate meals during mealtime. -00-08 SR23</u></p> <p>Social & Emotional Development (00-08 months) 7) Imitates the actions of familiar adults (e.g., clapping). 12) Responds to sound by cooing when songs are sung by familiar adults.</p>
8-18 months	
<p>1. Begins to participate in own family practices (traditions, celebrations, songs, food or language)</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. 14) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. 18) Requests that a favorite book be read over again. 19) Plays the same music and movement activity over and over.</p> <p>Cognitive Development & General Knowledge (08-18 months) 38) Enacts familiar events or household chores.</p> <p>Language, Communication, Reading, & Writing (08-18 months) <u>10) Produces the sounds found in her/his home language. -08-18 SR17</u> 15) Uses gestures, sounds, words, and movements to initiate an interaction or game (e.g., patty-cake). 20) Responds positively to the rhythm and repetition of familiar voices, sounds, rhymes, and songs in their home language. 24) Uses gestures, sounds, or facial expressions to show a memory for familiar stories, rhymes, or songs.</p> <p>Physical Development & Health (08-18 months) 29) Eats adequate meals during mealtime. 30) Begins to eat balanced meals on a regular schedule. <u>31) Consumes a variety of healthy foods from all food groups when offered by an adult. -08-18 SR28</u> 34) Participates in listening and vocalizing activities (e.g., finger plays and songs).</p> <p>Social & Emotional Development (08-18 months) 66) Enjoys music and movement activities.</p>

18-24 months

1. Participates in own family practices (traditions, celebrations, songs, food or language)

Approaches to Learning (18-24 months)

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

Cognitive Development & General Knowledge (18-24 months)

17) Enacts familiar events or household chores.

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

Language, Communication, Reading, & Writing (18-24 months)

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

Physical Development & Health (18-24 months)

31) Consumes a variety of healthy foods from all food groups when offered by an adult. -18-24 SR38

33) Makes personal food choices from several healthy options. -18-24 SR39

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

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

39) Sings simple songs and finger plays.

Social & Emotional Development (18-24 months)

28) Begins to attend during short, focused activities (e.g., listening to simple stories being read).

50) Shows particular interest in a special book, music selection, or other object, event, or activity.

2-3 years (24-36 months)

1. Identifies family practices (traditions, celebrations, songs, food or language)

Approaches to Learning (2-3 years)

19) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). -2-3 SR4

22) Acts out familiar life scenes (e.g., picking up a bag or lunch box and saying, "I go to work").

Cognitive Development & General Knowledge (2-3 years)

24) Sings several songs, poems, or finger plays with adults. -2-3 SR8

Language, Communication, Reading, & Writing (2-3 years)

5) Sings simple songs or finger plays with help from an adult.

Social Studies (3-5 years)

1) Shares personal family stories and traditions.

3-4 years (36-48 months)

1. Begins to identify self as a member of a culture
2. Begins to understand everyone belongs to a culture
3. Explores culture of peers and families (classroom)

Social Studies (3-5 years)

1) Shares personal family stories and traditions.

43) Shows respect for members of different cultures.

4 years-Kindergarten (48 months-Kindergarten)

1. Identifies self as a member of a culture

Social Studies (3-5 years)

SOCIAL STUDIES	
Sub-Domain: Culture	Galileo® G3 Assessment Scale Goal
	1) Shares personal family stories and traditions. 43) Shows respect for members of different cultures. 44) Shows respect for varying family structures.
2. Understands everyone belongs to a culture	
	Social Studies (3-5 years) 43) Shows respect for members of different cultures. 44) Shows respect for varying family structures.
3. Explores culture of peers and families in the classroom and community	
	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.
4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	
	Creative Arts (3-5 years) 36) Uses dramatic play to ask questions to gain new knowledge from others. Social Studies (3-5 years) 45) Tells one way a classmate is like him/herself (e.g., we both have brown eyes).

SOCIAL STUDIES	
Sub-Domain: Individual Development and Identity	Galileo® G3 Assessment Scale Goal
Birth-8 months	
1. Begins to explore characteristics of self (eyes, nose and hair)	Approaches to Learning (00-08 months) <u>19) Inspects their own hands, fingers, feet, and toes by touching, looking, and mouthing. -00-08 SR1</u> Cognitive Development & General Knowledge (00-08 months) 7) Inspects her/his own hands, feet, fingers, and/or toes. Physical Development & Health (00-08 months) 11) Examines her/his own hands. Social & Emotional Development (00-08 months) 46) Begins to look and smile at her/himself in the mirror.
8-18 months	
1. Begins to recognize characteristics of self (eyes, nose and hair) 2. Begins to recognize ability to impact surroundings	Cognitive Development & General Knowledge (08-18 months) 1) Shakes toys to elicit a response or sound. 19) Activates toys such as a jack-in-the-box. 24) Reaches for a mobile or other similar object to make it move. Social & Emotional Development (08-18 months)

SOCIAL STUDIES

Sub-Domain: Individual Development and Identity

Galileo® G3 Assessment Scale Goal

- 45) Imitates and terminates a social smile and repeats the behavior as adults respond.
- 55) Repeats an action when it makes people laugh.
- 60) Pays attention to her/his reflection in the mirror.
- 62) Points to her/himself in a photograph.

18-24 months

- 1. Recognizes characteristics of self (eyes, nose and hair)
- 2. Recognizes ability to impact surroundings

Cognitive Development & General Knowledge (18-24 months)

- 2) Drops a toy or a bottle on the floor and watches to see what happens.
- 8) Begins to take care of her/his hair using a comb or brush.
- 12) Stacks blocks and knocks them down.

Social & Emotional Development (18-24 months)

- 21) Begins to recognize that others smile when they smile, and others look unhappy when they cry.
- 30) Uses words or crying to get someone's attention.
- 48) Pays attention to her/his reflection in the mirror.
- 53) Points to her/himself in a photograph.
- 54) Notices that another child has features (e.g., brown hair) similar to her/his own.

2-3 years (24-36 months)

- 1. Begins to recognize characteristics of self as an individual
- 2. Begins to recognize the ways self is similar to and different from peers and others

Social & 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.
- 43) Identifies other children as "boys" and "girls".
- 44) Talks about her/his family.
- 45) Refers to her/himself by positive characteristics (e.g., "smart" or "strong").

3-4 years (36-48 months)

- 1. Recognizes characteristics of self as an individual
- 2. Recognizes the ways self is similar to and different from peers and others

Nature & Science (3-5 years)

- 7) Draws/talks about changes in her/himself over time.

Social & 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).

Social Studies (3-5 years)

- 45) Tells one way a classmate is like him/herself (e.g., we both have brown eyes).

4 years-Kindergarten (48 months-Kindergarten)

SOCIAL STUDIES	Galileo® G3 Assessment Scale Goal
Sub-Domain: Individual Development and Identity	

1. Identifies characteristics of self as an individual	
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	<p>Social & Emotional Development (3-5 years)</p> <ol style="list-style-type: none"> 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. 8) Talks positively about a recent accomplishment.
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2. Identifies the ways self is similar to and different from peers and others	
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	<p>Social Studies (3-5 years)</p> <ol style="list-style-type: none"> 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).
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3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	
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	<p>Social Studies (3-5 years)</p> <p><u>3) Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). -3-5 SR26</u></p> <p><u>4) Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. -3-5 SR31</u></p>
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SOCIAL STUDIES	Galileo® G3 Assessment Scale Goal
Sub-Domain: Individuals and Groups	

Birth-8 months	
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1. Begins to recognize family members	<p>Approaches to Learning (00-08 months)</p> <ol style="list-style-type: none"> 3) Gazes at parents, caregivers, and teachers when being fed or changed. 12) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying). <p>Cognitive Development & General Knowledge (00-08 months)</p> <ol style="list-style-type: none"> 21) Demonstrates knowing/recognition of family members (e.g., smiling, cooing, moving, reaching). 49) Looks to parents, caregivers, and teachers for help.
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8-18 months	
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1. Identifies family members	Approaches to Learning (08-18 months)
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SOCIAL STUDIES**Galileo® G3 Assessment Scale Goal****Sub-Domain: Individuals and Groups**

	<p>10) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).</p> <p>Cognitive Development & 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>31) Moves toward the door when parents get ready to leave.</p>
18-24 months	
<ol style="list-style-type: none"> 1. Begins to recognize self as separate from others 2. Begins to respond to the needs of others (e.g., peers and family members) 3. Begins to participate in routines (e.g., family, classroom, school and community) 	<p>Cognitive Development & General Knowledge (18-24 months)</p> <p>17) Enacts familiar events or household chores.</p> <p>40) Begins to develop her/his own likes and dislikes.</p> <p>Physical Development & Health (18-24 months)</p> <p><u>2) Actively participates in everyday health routines (e.g., washing hands). -18-24 SR34</u></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>41) Participates in the daily cleaning of teeth.</p> <p>Social & Emotional Development (18-24 months)</p> <p>4) Shows empathy for familiar others, especially those perceived to be hurt or sad.</p> <p><u>7) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -18-24 SR41</u></p> <p>20) Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child.</p> <p>51) Uses “I”, “mine”, and “me” often.</p> <p>53) Points to him/herself in a photograph.</p>
2-3 years (24-36 months)	
<ol style="list-style-type: none"> 1. Recognizes self as separate from others 2. Responds to the needs of others (e.g., peers and family members) 3. Begins to follow routines (e.g., family, classroom, school and community) 	<p>Approaches to Learning (2-3 years)</p> <p><u>4) Enjoys opportunities to help parents, caregivers, and teachers (e.g., assisting with setting the table or folding the clothes). -2-3 SR1</u></p> <p>Cognitive Development & General Knowledge (2-3 years)</p> <p>47) Comforts crying peers.</p> <p>Physical Development & Health (2-3 years)</p> <p>2) Actively participates in everyday health routines (e.g., washing hands).</p> <p>25) Participates in “getting ready for” routines (going to sink to look for toothbrush or choosing a book to read).</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>Social & Emotional Development (2-3 years)</p> <p><u>3) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -2-3 SR35</u></p>

SOCIAL STUDIES

Sub-Domain: Individuals and Groups

Galileo® G3 Assessment Scale Goal

7) Responds to another child's or adult's distress with efforts to assist. -2-3 SR37

41) Points to her/himself in a photograph.

3-4 years (36-48 months)

1. Identifies self and others as part of a group
2. Identifies groups within a community
3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)
4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)

Approaches to Learning (3-5 years)

26) Voluntarily helps a peer.

28) Establishes proximity to peers during an unstructured child-directed activity.

29) Maintains proximity to peers during an unstructured child-directed activity.

30) Completes a task (e.g., art project, assignment, drawing, skit) with a partner.

Creative Arts (3-5 years)

15) Works with other children on a cooperative art project (e.g., mural).

Logic & Reasoning (3-5 years)

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

14) Practices building relationships with other children (offering direction, help).

Physical Development & Health (3-5 years)

16) Participates actively in outdoor group games (e.g., kickball). -3-5 SR77

36) Follows fire safety/fire drill rules, without assistance. -3-5 SR79

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). -3-5 SR82

Social & Emotional Development (3-5 years)

12) Follows established rules and routines in the classroom. -3-5 SR68

42) Respects the rights of others.

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). -3-5 SR26

4) Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. -3-5 SR31

9) Describes or illustrates the roles/responsibilities of community workers. -3-5 SR27

10) Tells why cars and people need to stop at red lights.

4 years-Kindergarten (48 months-Kindergarten)

1. Identifies differences and similarities of self and others as part of a group

Logic & Reasoning (3-5 years)

25) Provides rationale for sorting objects into specific groups (e.g., all flat). -3-5 SR11

Social Studies (3-5 years)

41) Shows recognition of and respect for differences between genders.

SOCIAL STUDIES**Galileo® G3 Assessment Scale Goal****Sub-Domain: Individuals and Groups**

- 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).

2. Explains the role of groups within a community**Social Studies (3-5 years)**

9) Describes or illustrates the roles/responsibilities of community workers. -3-5 SR27

3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)**Physical Development & Health (3-5 years)**

- 36) Follows fire safety/fire drill rules, without assistance. -3-5 SR79
 37) Follows outdoor and indoor play rules, without prompts.
38) Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). -3-5 SR80
 39) Describes basic traffic safety rules, without assistance.
 40) Identifies nonedible/poisonous substances, without assistance.
41) Identifies potentially dangerous situations/activities, without assistance. -3-5 SR81
42) Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). -3-5 SR82
 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.

Social & Emotional Development (3-5 years)

12) Follows established rules and routines in the classroom. -3-5 SR68

Social Studies (3-5 years)

- 9) Describes or illustrates the roles/responsibilities of community workers. -3-5 SR27
 10) Tells why cars and people need to stop at red lights.
 32) Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).
 33) Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).

4. Exhibits leadership skills and roles (e.g., line leader and door holder)**Approaches to Learning (3-5 years)**

26) Voluntarily helps a peer.

Logic & Reasoning (3-5 years)

- 4) Assigns parts to self and peers to act out scene.
 20) Suggests an alternative solution to solve a problem, without assistance.

Social & Emotional Development (3-5 years)

- 21) Suggests strategy (e.g., sharing) to resolve a dispute over an object/plaything.
22) Shows the ability to compromise in conflict resolution. -3-5 SR70
 23) Uses negotiation to reach a solution.

SOCIAL STUDIES	
Sub-Domain: Individuals and Groups	Galileo® G3 Assessment Scale Goal
	<p>25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p> <p>Social Studies (3-5 years)</p> <p>5) Demonstrates increasing ability to make independent choices.</p> <p>6) Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).</p> <p>7) Demonstrates increasing ability to follow through on plans.</p>

SOCIAL STUDIES	
Sub-Domain: Spaces, Places and Environments	Galileo® G3 Assessment Scale Goal
Birth-8 months	
<p>1. Responds to people and objects</p>	<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>5) Positions or moves their body toward an interesting object.</p> <p>16) Turns toward and tracks voices, people, and objects.</p> <p>Cognitive Development & 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>9) Babbles and then pauses to wait for familiar adults to respond.</p> <p>14) Makes faces back at familiar adults.</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>18) Watches and follows the movement of a mobile.</p> <p>19) Watches and follows both horizontal and vertical movements of objects.</p> <p>23) Responds by turning and smiling when her/his name is spoken by familiar adults.</p> <p>24) Shows pleasure when presented with a familiar object.</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>6) Pays attention to objects in the environment when prompted by an adult.</p> <p>24) Smiles in response to a smiling face.</p> <p>25) Follows a moving object with her/his eyes.</p> <p>Physical Development & Health (00-08 months)</p> <p>29) Becomes calm when hearing voices of familiar adults or environmental sounds.</p> <p>30) Turns head in response to a sound.</p>

SOCIAL STUDIES

Sub-Domain: Spaces, Places and Environments

Galileo® G3 Assessment Scale Goal

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

Social & Emotional Development (00-08 months)

2) Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.

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

12) Responds to sound by cooing when songs are sung by familiar adults.

20) Kicks legs in excitement and settles when seeing a familiar adult.

26) Stops crying, often when cuddled/picked up by a familiar adult.

38) Responds to the presence of familiar adults by kicking her/his feet and smiling.

49) Repeats an action when it makes people laugh.

8-18 months

1. Responds in varied ways to people and objects

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.

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

Cognitive Development & 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.

25) Watches and follows both horizontal and vertical movements of objects.

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

57) Occasionally says “no” instead of hitting or crying when another child takes her/his toy.

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

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

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

20) Responds positively to the rhythm and repetition of familiar voices, sounds, rhymes, and songs in their home language.

Physical Development & Health (08-18 months)

3) Show interest in people and objects.

10) Gradually coordinates eye movements to moving objects in field of vision.

11) Tracks a moving object with interest.

23) Responds to adult feeding cues by kicking feet or turning head.

Social & Emotional Development (08-18 months)

11) Reaches for and grasps objects.

20) Looks at, and possibly cries too, when another child cries.

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

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

SOCIAL STUDIES

Sub-Domain: Spaces, Places and Environments

Galileo® G3 Assessment Scale Goal

18-24 months

1. Begins to recognize own personal space

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.

9) Explores most areas of the classroom.

Physical Development & Health (18-24 months)

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

45) Demonstrates an interest in actively exploring the environment.

Social & Emotional Development (18-24 months)

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

37) Moves around another child that is in her/his way (e.g., going up a slide).

45) Plays away from familiar adults with occasional trips to touch them.

2-3 years (24-36 months)

1. Begins to identify own personal space
2. Explores own environment
3. Recognizes basic physical characteristics (e.g., landmarks or land features)
4. Uses words to describe objects in a familiar space

Approaches to Learning (2-3 years)

8) Explores most areas of the classroom.

Cognitive Development & General Knowledge (2-3 years)

16) Places items back in their "correct" place.

19) Participates in rearranging areas of the room.

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).

52) Takes toys/materials from one area to another area for play (e.g., takes toys from the dress-up corner to the block area).

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.

11) Uses descriptive words with objects (e.g., "pretty flowers").

Physical Development & Health (2-3 years)

41) Makes use of inside and outside environments to play in. -2-3 SR30

Social & Emotional Development (2-3 years)

13) Starts becoming more comfortable when entering new environments.

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

3-4 years (36-48 months)

1. Recognizes the relationship of personal space to surroundings
2. Identifies own environment and other locations
3. Identifies basic physical characteristics (e.g., landmarks or land features)

Approaches to Learning (3-5 years)

1) Explores most areas of the classroom.

28) Establishes proximity to peers during an unstructured child-directed activity.

29) Maintains proximity to peers during an unstructured child-directed activity.

SOCIAL STUDIES

Sub-Domain: Spaces, Places and Environments

Galileo® G3 Assessment Scale Goal

4. Begins to use spatial words (e.g., far/close, over/under and up/down)
5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)

Language (3-5 years)

10) Understands positional words (e.g., top, bottom, on, in). -3-5 SR36

Nature & Science (3-5 years)

16) Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).

Social Studies (3-5 years)

11) Identifies landmarks to describe location of residence or school (e.g., school is by the store).

13) Signs, gestures, or talks about neighborhood resources (library, post office).

14) Demonstrates and uses terms related to location, direction, and distance. -3-5 SR28

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.

19) Identifies roads by pointing.

20) Identifies school building by pointing.

21) Recognizes the names and the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).

23) Identifies land formations around school yard (e.g., mountains, hills).

4 years-Kindergarten (48 months-Kindergarten)

1. Identifies the relationship of personal space to surroundings

Approaches to Learning (3-5 years)

28) Establishes proximity to peers during an unstructured child-directed activity.

29) Maintains proximity to peers during an unstructured child-directed activity.

2. Identifies differences and similarities between own environment and other locations

Social Studies (3-5 years)

26) Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).

3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)

Nature & Science (3-5 years)

16) Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).

Social Studies (3-5 years)

19) Identifies road by pointing.

20) Identifies school building by pointing.

SOCIAL STUDIES	
Sub-Domain: Spaces, Places and Environments	Galileo® G3 Assessment Scale Goal
	<p>21) Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).</p> <p>22) Identifies trees and flowers in real world or in pictures.</p> <p>23) Identifies land formations around school yard (e.g., mountains, hills).</p> <p>26) Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).</p>
4. Uses spatial words (e.g., far/close, over/under and up/down)	
	<p>Early Math (3-5 years)</p> <p>32) Understands object directionality concepts (e.g., right, left, up, down).</p> <p>33) Understands object position concepts (e.g., under, top, bottom, inside, behind).</p> <p>Language (3-5 years)</p> <p><u>10) Understands positional words (e.g., top, bottom, on, in). -3-5 SR36</u></p> <p>Social Studies (3-5 years)</p> <p><u>14) Demonstrates and uses terms related to location, direction, and distance. -3-5 SR28</u></p>
5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	
	<p>Social Studies (3-5 years)</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>
6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	
	<p>Nature & Science (3-5 years)</p> <p>31) Predicts that human activity may threaten animal habitat/survival.</p> <p>Social Studies (3-5 years)</p> <p>31) Describes what recycling is.</p> <p>32) Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).</p>

SOCIAL STUDIES	
Sub-Domain: Time, Continuity and Change	Galileo® G3 Assessment Scale Goal
Birth-8 months	
1. Begins to respond to schedules	<p>Cognitive Development & General Knowledge (00-08 months)</p> <p>22) Anticipates feeding time (e.g., responds to stimuli such as appearance of a bottle).</p> <p>Language, Communication, Reading, & Writing (00-08 months)</p>

SOCIAL STUDIES

Sub-Domain: Time, Continuity and Change

Galileo® G3 Assessment Scale Goal

23) Watches the faces of familiar adults during routine activities (e.g., diaper changing, bathing).

Physical Development & Health (00-08 months)

2) Shows alertness during waking periods.

3) Cooperates with daily routines. -00-08 SR22

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.

26) Eats meals on a fairly regular schedule.

Social & Emotional Development (00-08 months)

1) Exhibits mutual eye gazes during routine activities.

16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bathtub). -00-08 SR33

8-18 months

1. Responds to schedules

Physical Development & Health (08-18 months)

1) Cooperates with daily routines. -08-18 SR25

2) Demonstrates regular sleeping habits.

22) Cooperates with dressing and undressing (e.g., poking arm into sleeve and pulling off sock). -08-18 SR29

24) Responds positively to sleeping routines by relaxing when rocked.

25) Anticipates meals by pointing and reaching.

27) Relaxes during bathing routines and grabs for the washcloth.

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

30) Begins to eat balanced meals on a regular schedule.

Social & Emotional Development (08-18 months)

13) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bathtub). -08-18 SR32

18-24 months

1. Recognizes and responds to schedules (e.g., time to eat when hungry)

Physical Development & Health (18-24 months)

2) Actively participates in everyday health routines (e.g., washing hands). -18-24 SR34

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

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).

Social & Emotional Development (18-24 months)

7) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -18-24 SR41

2-3 years (24-36 months)

SOCIAL STUDIES

Sub-Domain: Time, Continuity and Change

Galileo® G3 Assessment Scale Goal

1. Begins to sequence events
2. Begins to recognize time events and routines

Cognitive Development & General Knowledge (2-3 years)

34) Answers questions about prior events.

Language, Communication, Reading, & Writing (2-3 years)

24) Retells a familiar story, poem, or song in his/her own words. -2-3 SR19

Physical Development & Health (2-3 years)

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

Social & Emotional Development (2-3 years)

3) Insists on routines for transitions (e.g., when parents drop-off the child at the center). -2-3 SR35

3-4 years (36-48 months)

1. Recognizes sequence of events to establish a sense of order and time
2. Explores changes that take place over time in the immediate environment

Approaches to Learning (3-5 years)

20) Sets a goal, and with adult help, plans a small number of steps to achieve it. -3-5 SR59

Language (3-5 years)

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

33) Makes up a story from beginning, to middle, to end.

Logic & Reasoning (3-5 years)

27) Observes the effects of an action.

28) Predicts the effects of an action.

29) States the cause of an effect (e.g., what caused the tricycle to stop).

33) Places 2 to 3 pictures in sequential order.

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

Nature & Science (3-5 years)

7) Draws/talks about changes in her/himself over time.

10) Draws/talks about observed life cycle changes in a familiar plant.

11) Draws/talks about observed life cycle changes in a familiar animal.

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).

Social & Emotional Development (3-5 years)

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

29) Accepts arrival and departure transitions as routine parts of the day.

30) Carries out a classroom routine, without prompts (e.g., putting coat in cubby). -3-5 SR69

Social Studies (3-5 years)

34) Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). -3-5 SR29

35) Begins to use or respond to the language of time such as related to daily routines or schedules. -3-5 SR30

36) Identifies events that might occur in the future.

37) Labels days by function (e.g., school day, field trip day).

SOCIAL STUDIES	Galileo® G3 Assessment Scale Goal
Sub-Domain: Time, Continuity and Change	

	<p>38) Shares episodes of personal history from birth to present, through personal memorabilia or connects to stories.</p> <p>39) Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>
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4 years-Kindergarten (48 months-Kindergarten)

1. Identifies changes within a sequence of events to establish a sense of order and time

	<p>Logic & Reasoning (3-5 years)</p> <p>33) Places 2 to 3 pictures in sequential order.</p> <p>34) Describes the sequential steps to perform a basic activity.</p> <p>Nature & Science (3-5 years)</p> <p>10) Draws/talks about observed life cycle changes in a familiar plant.</p> <p>11) Draws/talks about observed life cycle changes in a familiar animal.</p> <p>14) Draws/talks about patterns in the physical world (e.g., seasons, day/night).</p> <p><u>27) Predicts what might come next in a life cycle sequence (e.g., seed to plant). -3-5 SR18</u></p> <p>Social Studies (3-5 years)</p> <p><u>35) Begins to use or respond to the language of time such as related to daily routines or schedules. -3-5 SR30</u></p> <p>36) Identifies events that might occur in the future.</p> <p>37) Labels days by function (e.g., school day, field trip day).</p> <p>38) Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.</p> <p>39) Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>
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2. Observes and recognizes changes that take place over time in the immediate environment

	<p>Nature & Science (3-5 years)</p> <p>7) Draws/talks about changes in her/himself over time.</p> <p>10) Draws/talks about observed life cycle changes in a familiar plant.</p> <p>11) Draws/talks about observed life cycle changes in a familiar animal.</p> <p>14) Draws/talks about patterns in the physical world (e.g., seasons, day/night).</p> <p>Social Studies (3-5 years)</p> <p><u>34) Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). -3-5 SR29</u></p> <p><u>35) Begins to use or respond to the language of time such as related to daily routines or schedules. -3-5 SR30</u></p>
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SOCIAL STUDIES	Galileo® G3 Assessment Scale Goal
Sub-Domain: Governance, Civic Ideals and Practices	

Birth-8 months

SOCIAL STUDIES

Sub-Domain: Governance, Civic Ideals and Practices

Galileo® G3 Assessment Scale Goal

1. Responds to people and objects
2. Uses senses to solve problems
3. Recognizes familiar people and objects

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.
- 5) Positions or moves their body toward an interesting object.
- 16) Turns toward and tracks voices, people, and objects.

Cognitive Development & General Knowledge (00-08 months)

- 1) Responds to loud noises by being startled or crying.
- 2) Appears to be comforted by familiar voices.
- 8) Smiles at familiar faces.
- 15) Responds to familiar words (e.g., bottle, blanket, and teddy bear) by looking at, pointing to, or reaching for objects.
- 21) Demonstrates knowing/recognition of family members (e.g., smiling, cooing, moving, reaching).
- 24) Shows pleasure when presented with a familiar object.
- 34) Begins to differentiate between strangers and familiar adults.

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

- 1) Moves arms and legs upon hearing a familiar voice.
- 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).
- 5) Turns and smiles when her/his name is called by an adult.
- 24) Smiles in response to a smiling face.
- 25) Follows a moving object with her/his eyes.

Physical Development & Health (00-08 months)

- 10) Follows a human face with her/his eyes.
- 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.

Social & Emotional Development (00-08 months)

- 6) Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.
- 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.
- 14) Responds to temperature by crying to show that they are uncomfortable.
- 18) Cries when hungry, uncomfortable, or unhappy.
- 20) Kicks legs in excitement and settles when seeing a familiar adult.
- 21) Raises arms to familiar adults for comfort or to be picked up.
- 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.
- 38) Responds to the presence of familiar adults by kicking her/his feet and smiling.

SOCIAL STUDIES

Sub-Domain: Governance, Civic Ideals and Practices

Galileo® G3 Assessment Scale Goal

8-18 months

1. Responds to simple requests
2. Begins to recognize cause and effect of actions
3. Responds in varied ways to people and objects

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 & General Knowledge (08-18 months)

4) Follows one-step directions.

22) Follows two-step directions.

46) Raises her/his bottle as the level of liquid drops.

62) Chooses to solve simple tasks (e.g., attempting a simple puzzle).

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

6) Follows a one-step direction from an adult. -08-18 SR16

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

Physical Development & Health (08-18 months)

21) Provides assistance in picking up toys.

Social & Emotional Development (08-18 months)

34) Responds positively to redirection by familiar adults.

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).

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

18-24 months

1. Begins to follow simple requests
2. Responds to problems in the environment
3. Shows more complex responses to people and objects

Approaches to Learning (18-24 months)

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

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).

27) Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). -18-24 SR5

Cognitive Development & General Knowledge (18-24 months)

5) Follows two-step directions.

16) Explores objects by taking things apart, stacking, sorting, tracing, etc. -18-24 SR12

19) Makes a detour to retrieve an object.

20) Associates spoken words with familiar objects or actions.

30) Places items back in their "correct" place.

31) Searches for removed or lost objects.

38) Chooses to solve simple tasks (e.g., attempting a simple puzzle).

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

46) Uses negotiation and language, with the help from adults, to solve problems when playing with peers.

48) Uses objects for other than their intended purposes.

SOCIAL STUDIES

Sub-Domain: Governance, Civic Ideals and Practices

Galileo® G3 Assessment Scale Goal

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

56) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle). -18-24 SR13

Language, Communication, Reading, & Writing (18-24 months)

4) Follows a one-step direction from an adult. -18-24 SR14

Physical Development & Health (18-24 months)

14) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). -18-24 SR37

18) String large beads onto a piece of yarn.

20) Provides assistance in picking up toys.

40) Looks at the adult giving directions and then follows the directions.

Social & Emotional Development (18-24 months)

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

8) Seeks support from familiar adults to resolve conflicts with peers. -18-24 SR42

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

27) Follows directions with adult assistance.

29) Look to their parents, caregivers, and teachers for help when unable to complete a task.

37) Moves around another child that is in her/his way (e.g., going up a slide).

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

2-3 years (24-36 months)

1. Begins to recognize expectations in varying settings
2. Demonstrates emerging problem-solving and decision-making skills
3. Begins to recognize common symbols in the environment

Approaches to Learning (2-3 years)

16) Shows interest in completing simple puzzles, stringing beads successfully, and repeating attempts to use scissors. -2-3 SR2

20) Uses objects together as tools. -2-3 SR3

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). -2-3 SR5

Cognitive Development & General Knowledge (2-3 years)

1) Successfully completes simple inset puzzles.

2) Successfully hooks toys together.

23) Wants to be assigned a "job".

33) Completes three-or-four-piece puzzles.

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

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).

SOCIAL STUDIES

Sub-Domain: Governance, Civic Ideals and Practices

Galileo® G3 Assessment Scale Goal

54) Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).

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.

Physical Development & Health (2-3 years)

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

31) Looks at the adult giving directions and then follows the directions. -2-3 SR33

34) Responds to instructions during group time.

Social & Emotional Development (2-3 years)

19) Engages in reassuring self-talk or changing goals when frustrated or frightened.

22) Follows directions, with adult assistance.

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

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 away toys when asked by a familiar adult.

37) Seeks help from familiar adults after unsuccessfully attempting to complete a task.

3-4 years (36-48 months)

1. Begins to recognize and follow rules and expectations in varying settings
2. Begins to participate in problem solving and decision making
3. Begins to recognize national patriotic symbols (e.g., flag and eagle)

Approaches to Learning (3-5 years)

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).

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

Logic & Reasoning (3-5 years)

15) Seeks assistance from an adult when attempting to solve a problem.

16) Seeks assistance from peers when attempting to solve a problem.

20) Suggests an alternative solution to solve a problem, without assistance.

Physical Development & Health (3-5 years)

36) Follows fire safety/fire drill rules, without assistance. -3-5 SR79

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

38) Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). -3-5 SR80

39) Describes basic traffic safety rules, without assistance.

40) Identifies nonedible/poisonous substances, without assistance.

41) Identifies potentially dangerous situations/activities, without assistance. -3-5 SR81

SOCIAL STUDIES

Sub-Domain: Governance, Civic Ideals and Practices

Galileo® G3 Assessment Scale Goal

- 42) Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). -3-5 SR82
- 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.
- Social & Emotional Development (3-5 years)**
- 12) Follows established rules and routines in the classroom. -3-5 SR68
- 16) Seeks support from familiar adults to resolve conflicts with peers.
- 17) Moves around another child that is in her/his way (e.g., going up a slide).
- 18) Stands up for her/his ownership rights (e.g., says “That’s mine” to a child who takes her/his toy).
- 19) Expresses wants and needs in conflict situations.
- 20) Says, signs, or gestures to a child who is being offensive to stop the behavior.
- 21) Suggests strategy (e.g., sharing) to resolve a dispute over an object/plaything.
- 22) Shows the ability to compromise in conflict resolution. -3-5 SR70
- 23) Uses negotiation to reach a solution.
- 24) Maintains a negotiated plan.
- 25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).
- 35) Says, signs, or gestures the names of friends.
- 42) Respects the rights of others.
- 47) Accepts the consequences for own inappropriate behavior most of the time.
- Social Studies (3-5 years)**
- 4) Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. -3-5 SR31
- 5) Demonstrates increasing ability to make independent choices.
- 6) Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).
- 7) Demonstrates increasing ability to follow through on plans.
- 8) Demonstrates awareness of the outcomes of one’s own choices.
- 12) Differentiates the United States flag from other flags by pointing.

4 years-Kindergarten (48 months-Kindergarten)

1. Recognizes and follows rules and expectations in varying settings

- Physical Development & Health (3-5 years)**
- 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). -3-5 SR82
- Social & Emotional Development (3-5 years)**
- 12) Follows established rules and routines in the classroom. -3-5 SR68
- 30) Carries out a classroom routine, without prompts (e.g., putting coat in cubby). -3-5 SR69

SOCIAL STUDIES

**Sub-Domain: Governance, Civic
Ideals and Practices**

Galileo® G3 Assessment Scale Goal

2. Participates in problem solving and decision making

Logic & Reasoning (3-5 years)

- 16) Seeks assistance from peers when attempting to solve a problem.
- 17) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).
- 18) Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14
- 19) Tries out new ideas to see if they will work.
- 20) Suggests an alternative solution to solve a problem, without assistance.
- 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).

Social Studies (3-5 years)

- 6) Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).

3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)

Social & Emotional Development (3-5 years)

- 39) Sustains a cooperative participation with others.
 - 42) Respects the rights of others.
- Social Studies (3-5 years)**
- 4) Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. -3-5 SR31
 - 8) Demonstrates awareness of the outcomes of one's own choices.

Birth-8 months

1. Begins to actively seek out responses

Approaches to Learning (00-08 months)

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

11) Bangs an object repeatedly while exploring its properties. -00-08 SR3

Cognitive Development & General Knowledge (00-08 months)

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

12) Shakes toys to elicit a response or sound.

25) Cries when in need of something.

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

42) Stretches out arms in a motion to be picked up.

43) Vocalizes to communicate needs.

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). -00-08 SR19

17) Reaches for a book.

Social & Emotional Development (00-08 months)

33) When babbling or cooing, pauses to wait for a response from an adult. -00-08 SR29

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

35) Gains the attention of peers through vocalizations, reaching out, and smiling. -00-08 SR32

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

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). -00-08 SR30

54) Cries in particular ways to get needs met.

8-18 months

1. Begins to communicate wants and needs

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) Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).

Cognitive Development & General Knowledge (08-18 months)

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

32) Points to indicate needs.

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

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).

12) Uses word-like sounds to get needs met (e.g., points to dessert and jabbbers). -08-18 SR19

	<p>17) Uses two-word sentences to share ideas, feelings, or needs.</p> <p>Physical Development & Health (08-18 months)</p> <p>19) Uses vocalizations and/or gestures to indicate basic needs.</p> <p>41) Shows nutritional needs are met (e.g., pushes bottle away, stops sucking, falls asleep).</p> <p>Social & Emotional Development (08-18 months)</p> <p><u>26) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. -08-18 SR33</u></p> <p><u>42) Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying. -08-18 SR33</u></p>
18-24 months	
<p>1. Communicates wants and needs to others</p>	<p>Approaches to Learning (18-24 months)</p> <p>4) Points to an unfamiliar picture in a book and looks at adult to provide the name for the object.</p> <p>Cognitive Development & General Knowledge (18-24 months)</p> <p>36) Points, gestures, and makes sounds to indicate what she/he wants.</p> <p>Language, Communication, Reading, & Writing (18-24 months)</p> <p>2) Uses some sign or body language to indicate a need (e.g., “more” “eat”).</p> <p>Physical Development & Health (18-24 months)</p> <p>38) Begins to use language, such as two-word phrases, to communicate with others.</p> <p>44) Uses vocalizations, gestures or words to indicate basic needs.</p> <p>Social & Emotional Development (18-24 months)</p> <p><u>62) Uses words to get her/his needs met (e.g., “More juice.”). -18-24 SR44</u></p>
2-3 years (24-36 months)	
<p>1. Initiates more complex interactions to get wants and needs met</p> <p>2. Shows awareness of occupations</p>	<p>Approaches to Learning (2-3 years)</p> <p>4) Enjoys opportunities to help parents, caregivers, and teachers <u>(e.g., assisting with setting the table or folding the clothes). -2-3 SR1</u></p> <p><u>19) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). -2-3 SR4</u></p> <p>Cognitive Development & General Knowledge (2-3 years)</p> <p>5) Asks for help when needed.</p> <p>23) Wants to be assigned a “job”.</p> <p>42) Takes on roles during pretend play.</p> <p>Physical Development & Health (2-3 years)</p> <p>32) Uses language to communicate with parents, caregivers, teachers, and peers.</p> <p>Social & Emotional Development (2-3 years)</p> <p><u>6) Takes on the role of an adult figure in pretend play. -2-3 SR38</u></p> <p><u>20) Begins using emotionally charged words (e.g., “I’m mad”) to get needs met, as opposed to simply acting out needs. -2-3 SR39</u></p>
3-4 years (36-48 months)	
<p>1. Begins to recognize the difference between wants and needs</p> <p>2. Recognizes familiar people who perform different occupations</p>	<p>Nature & Science (3-5 years)</p> <p>9) Draws/talks about what living things need to survive (e.g., plants need water).</p> <p>Physical Development & Health (3-5 years)</p> <p>35) Understands that parents and teachers are helpful resources.</p> <p>44) Tells why people need to go to the doctor and dentist.</p> <p>Social & Emotional Development (3-5 years)</p>

	19) Expresses wants and needs in conflict situations. Social Studies (3-5 years) 9) <u>Describes or illustrates the roles/responsibilities of community workers. -3-5 SR27</u>
4 years-Kindergarten (48 months-Kindergarten)	
1. Recognizes the difference between wants and needs	
	Social & Emotional Development (3-5 years) 19) Expresses wants and needs in conflict situations.
2. Begins to recognize that people work to earn money to buy things they need or want	
	Social Studies (3-5 years) 9) <u>Describes or illustrates the roles/responsibilities of community workers. -3-5 SR27</u> 13) Signs, gestures, or talks about neighborhood resources (library, post office).

SOCIAL STUDIES	
Sub-Domain: Technology and Our World	Galileo® G3 Assessment Scale Goal
Birth-8 months	
1. Responds to people and 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>5) Positions or moves their body toward an interesting object.</p> <p>16) Turns toward and tracks voices, people, and objects.</p> <p>Cognitive Development & 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>9) Babbles and then pauses to wait for familiar adults to respond.</p> <p>14) Makes faces back at familiar adults.</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>18) Watches and follows the movement of a mobile.</p> <p>19) Watches and follows both horizontal and vertical movements of objects.</p> <p>23) Responds by turning and smiling when her/his name is spoken by familiar adults.</p> <p>24) Shows pleasure when presented with a familiar object.</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>

SOCIAL STUDIES

Sub-Domain: Technology and Our World

Galileo® G3 Assessment Scale Goal

- 6) Pays attention to objects in the environment when prompted by an adult.
- 24) Smiles in response to a smiling face.
- 25) Follows a moving object with her/his eyes.
- Physical Development & 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.
- Social & Emotional Development (00-08 months)**
- 2) Listens and observes facial expressions attentively, responding by cooing, smiling, crying, or reaching out.
- 5) Stiffens/leans away from a stranger who tries to pick them up.
- 12) Responds to sound by cooing when songs are sung by familiar adults.
- 20) Kicks legs in excitement and settles when seeing a familiar adult.
- 26) Stops crying, often when cuddled/picked up by a familiar adult.
- 38) Responds to the presence of familiar adults by kicking her/his feet and smiling.
- 49) Repeats an action when it makes people laugh.

8-18 months

- 1. Responds in varied ways to people and objects

- 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.
- 20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds.
- Cognitive Development & 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.
- 25) Watches and follows both horizontal and vertical movements of objects.
- 29) Protests when left with unfamiliar people (e.g., cries, attempts to reach for familiar adult).
- 57) Occasionally says “no” instead of hitting or crying when another child takes her/his toy.
- Language, Communication, Reading, & Writing (08-18 months)**
- 1) Turns and smiles when her/his name is called by an adult.
- 3) Looks in the likely location when asked by an adult where an object/person might be (e.g., “Where is the kitty?”).
- 20) Responds positively to the rhythm and repetition of familiar voices, sounds, rhymes, and songs in their home language.
- Physical Development & Health (08-18 months)**
- 3) Shows interest in people and objects.
- 10) Gradually coordinates eye movements to moving objects in field of vision.
- 11) Tracks a moving object with interest.
- 23) Responds to adult feeding cues by kicking feet or turning head.

SOCIAL STUDIES

Sub-Domain: Technology and Our World

Galileo® G3 Assessment Scale Goal

	Social & Emotional Development (08-18 months) 11) Reaches for and grasps objects. 20) Looks at, and possibly cries too, when another child cries. 27) Pats a crying child on the back as parents, caregivers, or teachers help the hurt child. 30) Moves away from a sticky plant when redirected by parents, caregivers, and teachers.
18-24 months	
1. Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)	Approaches to Learning (18-24 months) 7) Tries new art materials such as play dough or finger painting, musical instruments, or other new toys. 15) Insists on feeding self (e.g., eating finger foods, using utensils, pouring juice). 26) Uses objects together as tools. Cognitive Development & General Knowledge (18-24 months) <u>1) Places items in containers and then pours them out, repeatedly. - 18-24 SR10</u> 8) Begins to take care of her/his hair using a comb or brush. 28) Pulls/pushes a wagon or cart around the play area possibly putting toys in it. 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. Language, Communication, Reading, & Writing (18-24 months) 43) Climbs into a box and making motor sounds. 44) Uses a toy telephone to “talk to Grandpa.” <u>47) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). -18-24 SR17</u> Physical Development & Health (18-24 months) 6) Pushes and pulls large objects. 9) Puts objects in a box. 10) Tries to turn the key on a wind-up toy. <u>14) Uses two objects together (e.g., putting a spoon in a cup and moving the spoon around). -18-24 SR37</u> 15) Empties and fills containers. 16) Scribbles using a variety of materials (e.g., chalk, finger paints, crayons). 21) Eats with a spoon with some assistance. 23) Unzips zippers. Social & Emotional Development (18-24 months) 13) Demonstrates increasing ability to manipulate objects (e.g., bouncing up and down on objects).
2-3 years (24-36 months)	
1. Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	Approaches to Learning (2-3 years) 1) Tries new art materials such as play dough, finger painting, musical instruments, or other new toys. 5) Explores new toys to see how they work.

SOCIAL STUDIES

Sub-Domain: Technology and Our World

Galileo® G3 Assessment Scale Goal

Language, Communication, Reading, & Writing (2-3 years)

38) Holds pencil with thumb and forefinger. -2-3 SR24

Social & Emotional Development (2-3 years)

12) Tries out new games and toys.

15) Uses play materials in the intended way (e.g., building with blocks).

3-4 years (36-48 months)

1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)

Physical Development & Health (3-5 years)

74) Uses computer keyboard/mouse for writing/drawing, without assistance. -3-5 SR88

Technology (3-5 years)

13) Can turn on a technology device with supervision (e.g., computer, laptop, tablet or pad).

15) Types random letters on a computer keyboard.

16) Uses a mouse or finger pad to move a cursor around the screen.

18) Distinguishes numbers from letters on a keyboard or keypad.

19) Types letters or numbers as directed by an adult or an age appropriate software program.

20) Writes messages with invented spelling on a keyboard or keypad.

21) Is able to use a mouse or finger pad to point to images on a computer screen.

22) Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button).

23) Is able to use a computer to create artwork with assistance.

24) Is able to use a computer to create written communications with assistance.

25) Types own name on a keyboard or keypad without assistance.

27) Can save a file, with assistance.

28) Can open a saved file with assistance.

29) Independently uses a familiar device to play music (e.g., a digital music player, CD player, tape player).

30) Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera).

31) Uses an age appropriate software program with a partner or in a small group.

32) Independently uses an age appropriate software program.

33) Uses a computer or laptop to answer a simple question or do research with assistance.

4 years-Kindergarten (48 months-Kindergarten)

1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)

Technology (3-5 years)

1) Watches with interest someone operating a technology device (e.g., computer, laptop, tablet).

2) Identifies different technology devices by pointing when asked by an adult (e.g., cell phone, digital camera, laptop, computer, tablet or pad, tape player, digital music player).

SOCIAL STUDIES

Sub-Domain: Technology and Our World

Galileo® G3 Assessment Scale Goal

- 3) Says or signs the name of different technology devices (e.g., cell phone, digital camera, laptop, computer, tablet or pad, tape player, digital music player).
- 4) Identifies the basic uses of different technology devices when asked by an adult.
- 5) Points to the power button, play button, stop or pause button on a familiar music player when asked.
- 6) Provides directions for using a familiar technology device when asked.
- 7) Talks about ways that technology has changed over time (e.g., says "when my grandma was little there were no computers").
- 8) Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program).
- 9) Provides examples of how technology can be used in daily life (e.g., using internet to find information).
- 10) Suggests the use of a technology device to complete a task.
- 11) Makes connections between technology-based materials and familiar storybooks (e.g., recognizes a rabbit on the computer screen and talks about a familiar storybook about a rabbit).
- 12) Uses vocabulary related to technology (e.g., computer, laptop, tablet, pad, screen, mouse).
- 13) Can turn on a technology device with supervision (e.g., computer, laptop, tablet or pad).
- 14) Points to the different components of a computer or laptop when asked by an adult (e.g., screen, mouse, keyboard).
- 15) Types random letters on a computer keyboard.
- 16) Uses a mouse or finger pad to move a cursor around the screen.
- 17) Recognizes familiar words on a computer screen (e.g., a file saved with child's name).
- 18) Distinguishes numbers from letters on a keyboard or keypad.
- 19) Types letters or numbers as directed by an adult or an age appropriate software program.
- 20) Writes messages with invented spelling on a keyboard to keypad.
- 21) Is able to use a mouse or finger pad to point to images on a computer screen.
- 22) Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button).
- 23) Is able to use a computer to create artwork with assistance.
- 24) Is able to use a computer to create written communications with assistance.
- 25) Types own name on a keyboard or keypad without assistance.
- 26) Knows that computers can store information in a variety of ways (e.g., USB device, CD, computer hard, online).
- 27) Can save a file, with assistance.
- 28) Can open a saved file with assistance.
- 29) Independently uses a familiar device to play music (e.g., a digital music player, CD player, tape player).
- 30) Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera).
- 31) Uses an age appropriate software program with a partner or in a small group.

SOCIAL STUDIES

Sub-Domain: Technology and Our World

Galileo® G3 Assessment Scale Goal

- 32) Independently uses an age appropriate software program.
- 33) Uses a computer or laptop to answer a simple question or do research with assistance.

H. Domain: Creative Expression Through the 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 Scales.

CREATIVE EXPRESSION THROUGH THE ARTS Sub-Domain: Sensory Art Experience		Galileo® G3 Assessment Scale Goal
Birth-8 months		
<p>1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials</p>	<p>Approaches to Learning (00-08 months)</p> <p>4) Explores objects using a variety of senses (e.g., mouthing, waving, banging).</p> <p>7) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.</p> <p>Cognitive Development & General Knowledge (00-08 months)</p> <p>5) Along with adults, looks at picture books.</p> <p><u>10) Touches and mouths objects for sensory exploration. -00-08 SR8</u></p> <p>12) Shakes toys to elicit a response or sound.</p> <p>28) Reaches for a mobile or other similar object to make it move.</p> <p>Language, Communication, Reading, & Writing (00-08 months)</p> <p>8) <u>Focuses on books/pictures as adults describe them. -00-08 SR17</u></p> <p><u>20) Focuses attention on picture books with bold and colorful images. -00-08 SR16</u></p> <p>Social & Emotional Development (00-08 months)</p> <p>17) Enjoys playing with new toys (e.g., new sand toys in the sand box).</p>	
8-18 months		
<p>1. Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience</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>5) Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment. -08-18 SR2</u></p> <p>13) Looks at pictures in a book for an extended period of time.</p> <p>28) Participates in sand and water activities.</p> <p>Cognitive Development & General Knowledge (08-18 months)</p> <p>3) Touches and mouths objects for sensory exploration.</p> <p>52) Points to a picture, looking for familiar adults to name the picture.</p> <p>61) Enjoys messy activities, such as finger painting.</p> <p>Language, Communication, Reading, & Writing (08-18 months)</p> <p><u>5) Focuses on books/pictures as adults describe them. -08-18 SR14</u></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. -08-18 SR15</u></p> <p><u>38) Makes purposeful marks on paper. -08-18 SR23</u></p> <p>39) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints).</p>	

CREATIVE EXPRESSION THROUGH THE ARTS

Sub-Domain: Sensory Art Experience

Galileo® G3 Assessment Scale Goal

	<p>Social & Emotional Development (08-18 months)</p> <p>14) Enjoys playing with new toys (e.g., new sand toys in the sand box).</p>
18-24 months	
<p>1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention</p>	<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.</p> <p>Cognitive Development & General Knowledge (18-24 months)</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>Language, Communication, Reading, & Writing (18-24 months)</p> <p>45) Scribbles spontaneously often using circular motions.</p> <p>46) Makes purposeful marks on paper. -18-24 SR21</p> <p>47) Uses a variety of writing tools (e.g., pencils, crayons, markers, paints). -18-24 SR17</p> <p>48) Draws horizontal and vertical lines. -18-24 SR28</p> <p>Physical Development & Health (18-24 months)</p> <p>16) Scribbles using a variety of materials (e.g., chalk, finger paints, crayons).</p>
2-3 years (24-36 months)	
<p>1. Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention</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>Cognitive Development & General Knowledge (2-3 years)</p> <p>6) Labels or describes “drawings” or scribbles.</p> <p>10) Makes play dough creations.</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>32) Draws horizontal and vertical lines. -2-3 SR15</p> <p>39) Draws figures and shapes to convey meaning. -2-3 SR23</p> <p>43) Uses scribbles on paper to communicate a message.</p> <p>Physical Development & 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>
3-4 years (36-48 months)	
<p>1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials</p>	<p>Creative Arts (3-5 years)</p> <p>17) Creates collages with various materials and textures (e.g., fabrics, pictures).</p> <p>19) Creates 3-dimensional masks (e.g., clowns, animals) with various materials.</p> <p>21) Participates in various art activities (e.g., paint, sculpture, collage, masks).</p>

CREATIVE EXPRESSION THROUGH THE ARTS Sub-Domain: Sensory Art Experience		Galileo® G3 Assessment Scale Goal
		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. Language (3-5 years) 32) Draws pictures or uses dramatic play or music to tell a story.
4 years-Kindergarten (48 months-Kindergarten)		
1. Combines with intention a variety of open-ended, process-oriented and diverse art materials		
		Creative Arts (3-5 years) 17) Creates collages with various materials and textures (e.g., fabrics, pictures). 19) Creates 3-dimensional masks (e.g., clowns, animals) with various materials. 26) Recombines and experiments with art materials to see what happens.

CREATIVE EXPRESSION THROUGH THE ARTS Sub-Domain: Music		Galileo® G3 Assessment Scale Goal
Birth-8 months		
1. Responds to music in a variety of ways		Approaches to Learning (00-08 months) 23) Reacts with movement to the sound of music. Cognitive Development & General Knowledge (00-08 months) 37) Moves to music with familiar adults. 38) Claps hand to music along with a familiar adult. 52) Demonstrates some movement to rhythms. -00-08 SR11
8-18 months		
1. Begins to discover and engage in creative music experiences		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. -08-18 SR1</u> 29) Stomps feet to loud music and tiptoes to soft music. Cognitive Development & General Knowledge (08-18 months) 53) Demonstrates some movement to rhythms. Language, Communication, Reading, & Writing (08-18 months) 20) Responds positively to the rhythm and repetition of familiar voices, sounds, rhymes, and songs in their home language. 24) Uses gestures, sounds, or facial expressions to show a memory for familiar stories, rhymes, or songs. Physical Development & Health (08-18 months)

**CREATIVE EXPRESSION THROUGH
THE ARTS**

Galileo® G3 Assessment Scale Goal

Sub-Domain: Music

	<p>33) Moves to music. 34) Participates in listening and vocalizing activities (e.g., finger plays and songs). Social & Emotional Development (08-18 months) 66) Enjoys music and movement activities.</p>
<p>18-24 months</p>	
<p>1. Discovers and engages in creative music experiences</p>	<p>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. <u>25) Stomps feet to loud music and tiptoes to soft music. -18-24 SR6</u> Cognitive Development & General Knowledge (18-24 months) 32) Asks to hear her/his favorite song over and over. 42) Demonstrates some movement to rhythms. Physical Development & Health (18-24 months) 39) Sings simple songs and finger plays. Social & Emotional Development (18-24 months) 50) Shows particular interest in a special book, music selection, or other object, event, or activity.</p>
<p>2-3 years (24-36 months)</p>	
<p>1. Begins to engage in a variety of individual and group musical activities</p>	<p>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 & General Knowledge (2-3 years) 20) Asks to hear her/his favorite song over and over. <u>24) Sings several songs, poems, or finger plays with adults. -2-3 SR8</u> 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. <u>10) Enjoys repeating rhymes and songs. -2-3 SR12</u> 23) Smiles as they ask questions and repeat stories, songs, and rhymes. Physical Development & Health (2-3 years) 30) Sings simple songs and finger plays.</p>
<p>3-4 years (36-48 months)</p>	
<p>1. Engages in a variety of individual and group musical activities with more coordinated intention 2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)</p>	<p>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. <u>3) Sings or hums familiar songs or tunes. -3-5 SR66</u> <u>4) Uses movement to express what is being felt/heard in various songs or tunes. -3-5 SR67</u> 5) Talks about the kinds of music enjoyed (e.g., favorites).</p>

**CREATIVE EXPRESSION THROUGH
THE ARTS**

Galileo® G3 Assessment Scale Goal

Sub-Domain: Music

- 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.
 - 13) Uses instruments or songs to represent events (e.g., thunder, animal sounds).
 - 14) Matches pitch and tempo during a singing activity most of the time.
- Language (3-5 years)**
- 1) Listens attentively to a conversation, story, poem, or song.
 - 4) Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32
 - 32) Draws pictures or uses dramatic play or music to tell a story.

4-5 years (48 months-Kindergarten)

1. Actively participates in a variety of individual and group musical activities

- 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. -3-5 SR66
 - 4) Uses movement to express what is being felt/heard in various songs or tunes. -3-5 SR67
 - 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.
 - 13) Uses instruments or songs to represent events (e.g., thunder, animal sounds).
 - 14) Matches pitch and tempo during a singing activity most of the time.

CREATIVE EXPRESSION THROUGH THE ARTS

Galileo® G3 Assessment Scale Goal

Sub-Domain: Music

2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities

	<p>Creative Arts (3-5 years) 4) <u>Uses movement to express what is being felt/heard in various songs or tunes. -3-5 SR67</u> 5) Talks about the kinds of music enjoyed (e.g., favorites). 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). Language (3-5 years) 5) <u>Retells a familiar story, poem or song in his/her own words. -3-5 SR33</u> 32) Draws pictures or uses dramatic play or music to tell a story.</p>
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CREATIVE EXPRESSION THROUGH THE ARTS

Galileo® G3 Assessment Scale Goal

Sub-Domain: Creative Movement

Birth-8 months

<p>1. Uses movement to show increasing body awareness in response to own environment</p>	<p>Approaches to Learning (00-08 months) 5) Positions or moves their body toward an interesting object. 16) Turns toward and tracks voices, people, and objects. 17) Rolls from their backs to their stomachs when looking for a toy. Cognitive Development & General Knowledge (00-08 months) 16) Imitates familiar sounds and movements. 35) Anticipates being lifted to be held, fed or changed and moves body accordingly. 36) Smiles as she/he figures out how to move around an object. 42) Stretches out arms in a motion to be picked up. <u>52) Demonstrates some movement to rhythms. -00-08 SR11</u> Language, Communication, Reading, & Writing (00-08 months) 7) Uses some sign or body language to indicate a need (e.g., “more” “eat”). 12) Uses her/his body to communicate (e.g., waving and pointing and holding hands over eyes for peek-a-boo). Physical Development & Health (00-08 months) <u>6) Stands firmly on legs and bounces actively when held in standing position. -00-08 SR24</u> Social & Emotional Development (00-08 months) 21) Raises arms to familiar adults for comfort or to be picked up.</p>
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8-18 months

<p>1. Begins to use movement to express feelings and/or communicate an idea</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. -08-18 SR1</u></p>
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CREATIVE EXPRESSION THROUGH THE ARTS

Galileo® G3 Assessment Scale Goal

Sub-Domain: Creative Movement

2. Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues

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

Cognitive Development & General Knowledge (08-18 months)

11) Shows pleasure at attempting hand movements to some finger plays.

51) Attempts to use hand movements for finger plays.

53) Demonstrates some movement to rhythms.

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

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

15) Uses gestures, sounds, words, and movements to initiate an interaction or game (e.g., patty-cake).

Physical Development & Health (08-18 months)

33) Moves to music.

Social & Emotional Development (08-18 months)

3) Claps and smiles in a back and forth manner with a parent, caregiver, or teacher.

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

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

18-24 months

1. Uses movement to express feelings and/or communicate an idea
2. Responds and moves in creative ways while listening to music, stories and/or verbal cues

Approaches to Learning (18-24 months)

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

25) Stomps feet to loud music and tiptoes to soft music. -18-24 SR6

Cognitive Development & General Knowledge (18-24 months)

42) Demonstrates some movement to rhythms.

Physical Development & Health (18-24 months)

12) Imitates the hand motions of finger plays (e.g., "Where is Thumpkin?").

Social & Emotional Development (18-24 months)

1) Show affection, such as hugs and kisses.

2-3 years (24-36 months)

1. Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

Cognitive Development & General Knowledge (2-3 years)

24) Sings several songs, poems, or finger plays with adults. -2-3 SR8

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

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

49) Claps to express appreciation or joy.

Physical Development & Health (2-3 years)

10) Imitates the hand motions of finger plays (e.g., "Where is Thumpkin"). -2-3 SR29

3-4 years (36-48 months)

1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

Creative Arts (3-5 years)

4) Uses movement to express what is being felt/heard in various songs or tunes. -3-5 SR67

30) Uses dramatic play to express feelings (e.g., fear).

31) Acts out a real or make-believe character during dramatic play.

CREATIVE EXPRESSION THROUGH THE ARTS

Galileo® G3 Assessment Scale Goal

Sub-Domain: Creative Movement

- 32) Acts out stories or situations during a dramatic play activity.
- 34) Uses dramatic play to practice cooperation (e.g., who sets table, cooks). -3-5 SR64
- 35) Practices "working out" new situations (e.g., going to doctor, new baby, trip).
- Language (3-5 years)**
- 32) Draws pictures or uses dramatic play or music to tell a story.
- Logic & Reasoning (3-5 years)**
- 2) Mimics a movie, book, or past experience.
- 5) Uses body to act out pretend scene.
- 7) Talks to peers in pretend character.
- 8) Reacts to peers remaining in pretend character.
- 9) Acts out different roles (e.g., child, adult) in dramatic play situations.
- Social & Emotional Development (3-5 years)**
- 40) Expresses encouragement in a variety of ways (e.g., clapping, cheering).

4 years-Kindergarten (48 months-Kindergarten)

1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

- Approaches to Learning (3-5 years)**
- 8) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).
- Creative Arts (3-5 years)**
- 4) Uses movement to express what is being felt/heard in various songs or tunes. -3-5 SR67
- 30) Uses dramatic play to express feelings (e.g., fear).
- 31) Acts out a real or make-believe character during dramatic play.
- 32) Acts out stories or situations during a dramatic play activity.
- 33) Describes the story or situation that will occur during dramatic play.
- 34) Uses dramatic play to practice cooperation (e.g., who sets table, cooks). -3-5 SR64
- 35) Practices "working out" new situations (e.g., going to doctor, new baby, trip).
- 36) Uses dramatic play to ask questions to gain new knowledge from others.
- Language (3-5 years)**
- 32) Draws pictures or uses dramatic play or music to tell a story.
- Logic & Reasoning (3-5 years)**
- 2) Mimics a movie, book, or past experience.
- 3) Uses objects to represent characters (e.g., stuffed animal as the dad).
- 5) Uses body to act out pretend scene.
- 7) Talks to peers in pretend character.
- 8) Reacts to peers remaining in pretend character.
- 9) Acts out different roles (e.g., child, adult) in dramatic play situations.

CREATIVE EXPRESSION THROUGH THE ARTS

Galileo® G3 Assessment Scale Goal

Sub-Domain: Creative Movement

14) Practices building relationships with other children (offering direction, help).

CREATIVE EXPRESSION THROUGH THE ARTS

Galileo® G3 Assessment Scale Goal

Sub-Domain: Imaginative and Creative Play

Birth-8 months

1. Imitates familiar experiences in own life

Approaches to Learning (00-08 months)

20) Participates in spontaneous interactions with peers, like making silly faces or imitating sounds. -00-08 SR5

Cognitive Development & General Knowledge (00-08 months)

14) Makes faces back at familiar adults.

16) Imitates familiar sounds and movements.

39) Imitates facial expressions, sounds, and gestures.

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

15) Explores sounds through babbling and imitation.

28) Imitates cooing sounds made by familiar adults.

33) Imitates writing by scribbling, without regard to direction or location. -00-08 SR20

Social & Emotional Development (00-08 months)

7) Imitates the actions of familiar adults (e.g., clapping).

16) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bathtub). -00-08 SR33

40) Imitates and terminates a social smile and repeats the behavior as adults respond.

42) Tries to imitate the kisses of familiar adults.

8-18 months

1. Imitates and initiates familiar experiences in own life using a variety of objects in the environment

Approaches to Learning (08-18 months)

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

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

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

27) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). -08-18 SR7

Cognitive Development & General Knowledge (08-18 months)

8) Makes faces back at familiar adults.

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.

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

34) Imitates writing by scribbling without regard to direction or location. -08-18 SR21

CREATIVE EXPRESSION THROUGH THE ARTS

Sub-Domain: Imaginative and Creative Play

Galileo® G3 Assessment Scale Goal

Physical Development & Health (08-18 months)
 35) Begins to imitate words and word sounds.

Social & Emotional Development (08-18 months)
2) Imitates the actions of familiar adults (e.g., clapping). -08-18 SR30
 3) Claps and smiles in a back and forth manner with a parent, caregiver, or teacher.
13) Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bathtub). -08-18 SR32
 45) Imitates and terminates a social smile and repeats the behavior as adults respond.
 46) Tries to imitate the kisses of familiar adults.

18-24 months

1. Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment

Approaches to Learning (18-24 months)
3) Imitates adult activities such as reading a magazine or helping to set the table. -18-24 SR3
10) Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections. -18-24 SR1
19) Engages in pretend play (e.g., feeds baby doll with bottle, pretends to lock/unlock door). -18-24 SR2
 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). -18-24 SR8
24) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). -18-24 SR7

Cognitive Development & General Knowledge (18-24 months)
 10) Plays “dress-up”, imitating the behaviors of familiar adults.
 17) Enacts familiar events or household chores.
 18) Pretends to call familiar people on a play phone.
 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)
 18) Practices conversational skills during pretend play.
 21) Talks on a toy telephone in pretend play.
 41) Attempts to feed, dress, or cuddle their dolls and stuffed animals.
 42) Crawls around on hands and knees, pretending to be a dog or cat.
 43) Climbs into a box and makes motor sounds.
 44) Uses a toy telephone to “talk to Grandpa.”

Social & Emotional Development (18-24 months)
 10) Uses familiar objects in new and different ways (e.g., a show as a telephone).
 16) Plays with toys meaningfully (e.g., preparing food in housekeeping).
 58) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.

2-3 years (24-36 months)

CREATIVE EXPRESSION THROUGH THE ARTS

Sub-Domain: Imaginative and Creative Play

Galileo® G3 Assessment Scale Goal

1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play

Approaches to Learning (2-3 years)

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

18) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).

19) Models everyday activities and pretends to take on the roles of other people (e.g., mommy, daddy, baby, teacher). -2-3 SR4

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

22) Acts out familiar life scenes (e.g., picking up a bag or lunch box and saying, "I go to work").

Cognitive Development & General Knowledge (2-3 years)

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.

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

48) Initiates interaction with playmates.

Language, Communication, Reading, & Writing (2-3 years)

7) Practices conversational skills during pretend play.

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

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

29) Uses "reading" in play activities.

34) Pretends to cook food using housekeeping props.

35) Brings a "cake" from the sand area and asks familiar adults to "eat it".

36) Stacks several blocks and then calls it "my house".

Social & Emotional Development (2-3 years)

6) Takes on the role of an adult figure in pretend play. -2-3 SR38

14) Plays with toys meaningfully (e.g., preparing food in housekeeping).

15) Uses play materials in the intended way (e.g., building with blocks).

48) Continues to engage in a performance activity (e.g., dance) as familiar adults applaud.

3-4 years (36-48 months)

1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment

Approaches to Learning (3-5 years)

8) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).

Creative Arts (3-5 years)

30) Uses dramatic play to express feelings (e.g., fear).

31) Acts out a real or make-believe character during dramatic play.

32) Acts out stories or situations during a dramatic play activity.

33) Describes the story or situation that will occur during dramatic play.

CREATIVE EXPRESSION THROUGH THE ARTS

Galileo® G3 Assessment Scale Goal

Sub-Domain: Imaginative and Creative Play

	<p><u>34) Uses dramatic play to practice cooperation (e.g., who sets table, cooks). -3-5 SR64</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> <p>Language (3-5 years)</p> <p>32) Draws pictures or uses dramatic play or music to tell a story.</p> <p>Literacy (3-5 years)</p> <p>18) Engages in pretend reading with other children, doll, or toy animal.</p> <p>Logic & Reasoning (3-5 years)</p> <p>3) Uses objects to represent characters (e.g., stuffed animal as the dad).</p> <p>7) Talks to peers in pretend character.</p> <p>8) Reacts to peers remaining in pretend character.</p> <p>9) Acts out different roles (e.g., child, adult) in dramatic play situations.</p> <p><u>10) Uses dramatic play to make-believe with objects (e.g., cooking an egg). -3-5 SR15</u></p> <p>11) Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p> <p><u>12) Acknowledges a difference between pretend game and the reality of the classroom. -3-5 SR16</u></p>
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4 years-Kindergarten (48 months-Kindergarten)

<p>1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, with others using a variety of objects in own environment</p>	<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). -3-5 SR64</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> <p>Language (3-5 years)</p> <p>32) Draws pictures or uses dramatic play or music to tell a story.</p>
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CREATIVE EXPRESSION THROUGH THE ARTS

Galileo® G3 Assessment Scale Goal

Sub-Domain: Appreciation of the Arts

Birth-8 months

<p>1. Responds spontaneously to different forms of art in the environment</p>	<p>Approaches to Learning (00-08 months)</p> <p>5) Positions or moves their body toward an interesting object.</p>
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**CREATIVE EXPRESSION THROUGH
THE ARTS**

Galileo® G3 Assessment Scale Goal

Sub-Domain: Appreciation of the Arts

	<p>14) <u>Asks or gestures that they want the same song or story repeated over and over again. -00-08 SR6</u></p> <p>15) Looks at pictures in a book for an extended period of time.</p> <p>23) Reacts with movement to the sound of music.</p> <p>Cognitive Development & General Knowledge (00-08 months)</p> <p>5) Along with adults, looks at picture books.</p> <p>37) Moves to music with familiar adults.</p> <p>38) Claps hands to music along with a familiar adult.</p> <p>Language, Communication, Reading, & Writing (00-08 months)</p> <p>6) Pays attention to objects in the environment when prompted by an adult.</p> <p>8) <u>Focuses on books/pictures as adults describe them. -00-08 SR17</u></p> <p>20) <u>Focuses attention on picture books with bold and colorful images. -00-08 SR16</u></p>
<p>8-18 months</p>	
<p>1. Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)</p>	<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>Cognitive Development & General Knowledge (08-18 months)</p> <p>11) Shows pleasure at attempting hand movements to some finger plays.</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>5) <u>Focuses on books/pictures as adults describe them. -08-18 SR14</u></p> <p>22) <u>Focuses attention on picture books with bold and colorful images. -08-18 SR15</u></p> <p>Physical Development & Health (08-18 months)</p> <p>34) Participates in listening and vocalizing activities (e.g., finger plays and songs).</p>
<p>18-24 months</p>	
<p>1. Begins to respond to own art and to a variety of artistic expressions of others</p> <p>2. Begins to show preferences for various art forms</p>	<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.</p> <p>Cognitive Development & General Knowledge (18-24 months)</p> <p>37) Enjoys messy activities, such as finger painting.</p> <p>40) Begins to develop her/his own likes and dislikes.</p> <p>Physical Development & Health (18-24 months)</p> <p>16) Scribbles using a variety of materials (e.g., chalk, finger paints, crayons).</p> <p>Social & Emotional Development (18-24 months)</p> <p>50) Shows particular interest in a special book, music selection, or other object, event, or activity.</p>
<p>2-3 years (24-36 months)</p>	

CREATIVE EXPRESSION THROUGH THE ARTS

Galileo® G3 Assessment Scale Goal

Sub-Domain: Appreciation of the Arts

<ol style="list-style-type: none"> 1. Responds to own art and to a variety of artistic expressions of others 2. Shows preferences for various art forms 	<p>Cognitive Development & General Knowledge (2-3 years)</p> <p>8) Finds details in a favorite picture book.</p> <p>10) Makes play dough creations.</p> <p>20) Asks to hear her/his favorite song over and over.</p> <p>Language, Communication, Reading, & Writing (2-3 years)</p> <p><u>10) Enjoys repeating rhymes and songs. -2-3 SR12</u></p> <p>23) Smiles as they ask questions and repeat stories, songs, and rhymes.</p>
<p>3-4 years (36-48 months)</p>	
<ol style="list-style-type: none"> 1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others 	<p>Creative Arts (3-5 years)</p> <p>5) Talks about the kinds of music enjoyed (e.g., favorites).</p> <p>24) Describes a self-made art project (tells what it is about) to a child or adult.</p>
<p>4 years-Kindergarten (48 months-Kindergarten)</p>	
<p>1. Uses appropriate art vocabulary to describe own art creations and those of others</p>	
	<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>27) Describes the steps/plan for constructing a self-initiated art project.</p>
<p>2. Compares own art to similar art forms</p>	
	<p>Creative Arts (3-5 years)</p> <p><u>18) Draws representations of human and animal figures. -3-5 SR65</u></p> <p>20) Draws recognizable environmental objects (e.g., house, trees, ball).</p> <p>23) Draws some details in representations of animals, people, or objects.</p>
<p>3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past</p>	
	<p>Creative Arts (3-5 years)</p> <p>5) Talks about the kinds of music enjoyed (e.g., favorites).</p> <p>11) Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p> <p>Language (3-5 years)</p> <p>32) Draws pictures or uses dramatic play or music to tell a story.</p>

