

**REFERENCING TOOL FOR ALIGNING ASSESSMENT, SCREENINGS, AND STANDARDS for SCHOOL READINESS for EARLY HEAD START CHILDREN**

**Information on children’s progress across all domains of development can be obtained from multiple sources such as teacher observations, analysis of work samples, parent input, and observations and assessments. Below in the indicators section are references to Portage, ASQ, ASQ-SE, with the Birth to 3 Early Learning Foundations as the framework.**

AS(domain): ASQ 36 months	TSG: Teaching Strategies Gold
AQ: ASQSE 36 months	SR: School Readiness Goals

Domain	Foundation	Indicators	Teacher Strategies & Tools
<b>Approaches to Learning</b>	<b>Initiative and Curiosity</b>	Shows curiosity towards and plays with a variety of sensory matter (play dough, glue, sand paper) AQ10, AQ20, SR5, SR8, TSG-C.11a, TSG-C.11b	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Refer to ongoing assessment</li> <li>• Interview parents</li> <li>• Refer to recruitment notes, ASQ, ASQSE</li> <li>• Goal tracking data</li> <li>• Disability information (where applicable)</li> <li>• Goal Tracking</li> <li>• Portfolio Samples</li> </ul>
		Shows initiative in how objects can be used such as turning cup right-side-up or putting car upright on wheels AS-PS5, AS-PERSO2, AQ10, SR8, SR9, TSG-C.11b, TSG-C.12b	
		Laughs or smiles at adults who are engaging in unexpected events AQ8, TSG-C.11a	
		Displays shyness at first, but usually able to warm up after developing sense of safety and trust when meeting new people AQ4, AQ6, AQ20, SR6, SR8, TSG-C.11a, TSG-C.11b	
		Takes pride in own achievements and sometimes resists help AS-PERSO3, AQ9	
	<b>Reasoning and Problem Solving</b>	Looks for and finds an object or person that disappears from sight AQ10, SR8, SR9, TSG-ST.26, TSG-SS.31	
		Tries one or two ways to reach an object or person (rolls over, moves around something to reach a desired object) AS-PS2, AQ10, SR8, SR9	
		Uses repetition to discover materials or new skills AQ10, SR5, SR8, SR9, TSG-C.11e, TSG-C.12b	
		Looks at the adult for help when trying to accomplish a new task (hands the toy to the adult to open) AS-PERSO2, AQ1, SR5, TSG-SE.1c	

# THE ARTS

		<p>Manipulates toy or household item to cause an action (hits the pot to make a loud noise) AS-PERSO2, AQ10, SR8, SR9, TSG-P.7b, TSG-C.11e, TSG-C.12b, TSG-ST.26</p> <p>Combines two familiar objects in a functional manner, such as putting blocks in their container or putting a spoon into the bowl AQ10, SR8, SR9, TSG-C.12b, TSG-ST.26</p> <p>Uses an object as a tool AS-FM2, AS-PS1, ASPS-2, AQ10, SR8, SR9, SR11, TSG-P.7b</p>	
	Music	<p>Responds to sounds by change in expression or eyes widening TSG-A.34</p> <p>Responds to music by cooing, becoming quiet or looking at sound source TSG-A.34</p> <p>Bangs and shakes toys placed in hand TSG-A.34</p> <p>Responding to and recognizing different types of sounds (lough/soft, fast/slow) by tapping feet, clapping hands, swaying with the body TSG-C.12a, TSG-C.12b, TSG-A.334</p> <p>Uses everyday items to keep time to the rhythm of music (spoon, pan lid, toy) TSG-C.11e, TSG-A.34</p> <p>Plays on rhythm instruments (tambourine or drum) TSG-A.34</p> <p>Hums or sings along to simple songs or rhymes TSG-LIT.15a, TSG-LIT.15b, TSG-A.34</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Refer to ongoing assessment</li> <li>• Interview parents</li> <li>• Refer to recruitment notes, ASQ, ASQSE</li> <li>• Goal tracking data</li> <li>• Disability information (where applicable)</li> <li>• Work Samples</li> <li>• Parent-Staff Conferences and parent goals</li> <li>• Portfolio Samples</li> </ul>
	Visual Arts	<p>Uses hands and mouth for sensory exploration of objects TSG-C.11e, TSG-A.33</p> <p>Touches a variety of sensory materials (sand paper, soft rugs, etc.) TSG-C.11e, TSG-A.33</p> <p>Uses creative materials of various textures (play dough, finger paints, paste) SR8, TSG-C.11e, TSG-A.33</p> <p>Grasps crayon, pen or paintbrush SR 11, TSG-P.7b, TSG-ST.28, TSG-A.33</p> <p>Enjoys tactile books TSG-A.33</p> <p>Shows choices (has preferred toys, foods, colors) TSG-A.33</p> <p>Tries to imitate adult scribble SR 11, TSG-P.7b, TSG-A.33</p>	

		Marks paper with crayon SR 11, TSG-P.7b, TSG-ST.28, TSG-A.33
		Paints within limits of paper SR11, TSG-P.7b, TSG-ST.28, TSG-A.33
		Holds crayon with thumb and fingers SR11, TSG-P.7b, TSG-A.33
		Uses familiar mark on page to represent name SR11, TSG-C.12a, TSG-A.33
	<b>Movement</b>	Kicks and wiggles upon hearing familiar sounds TSG-A.35
		Moves to rhythms by bouncing, rocking, moving arms TSG-A.35
		Uses body to make sounds TSG-A.35
		Matches movement to the music (fast movements for fast music, etc.) TSG-C.12b, TSG-A.35
		Enjoys creative movement (hops like a rabbit) TSG-C.11e, TSG-A.35
		Enjoys silly songs TSG-C.11e, TSG-A.35
		Dances to music and songs TSG-C.11e, TSG-A.35
	<b>Dramatic Play</b>	Focuses on and responds to adult facial expressions AQ3, TSG-C.11a, TSG-C.12b, TSG-C.14b
		Imitates sounds and gestures of another person AQ3, TSG-C.14b
		Responds playfully in mirror AS-PERSO3, TSG-C.14b
		Can read the intent of the facial expression of the speaker AQ3, TSG-LAN.10b, TSG-C.14b
Enjoys imitating adult behavior such as wiping a tray or cooking a meal AQ3, TSG-C.11a, TSG-C.14b, TSG-A.36		
Pretends that a dolly or stuffed animal is “real” TSG-C.11e, TSG-C.14b, TSG-A.36		
Acts out simple life scenes like going to the doctor TSG-C.14b, TSG-A.36		
Recites lines in a nursery rhyme TSG-C.12a, TSG-C.14b		

		<p>Adds words, makes comments, anticipates events during storytelling TSG-LAN.9a, TSG-A.36</p>	
<p style="text-align: center;"><b>LANGUAGE AND LITERACY DEVELOPMENT</b></p>	<p><b>Listening and Understanding</b></p>	<p>Smiles at person who talks or gestures to him/her AQ1, AQ3, AQ9, AQ25, AQ26, SR1, TSG-C.11a, TSG-C.14b</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Refer to ongoing assessment</li> <li>• Interview parents</li> <li>• Refer to recruitment notes, ASQ, ASQSE</li> <li>• Goal tracking data</li> <li>• Disability information (where applicable)</li> <li>• Work Samples</li> <li>• Parent-Staff Conferences and parent goals</li> <li>• Portfolio Samples</li> </ul>
		<p>Waits for adult to take a turn in simple turn-taking routines, such as making sounds or pounding on the table AS-PERSO6, AQ3, TSG-LAN.10b, TSG-C.11a</p>	
		<p>Responds with appropriate gestures to greetings/salutations, such as “bye bye” AQ1, AQ3, SR1, TSG-LAN.10b</p>	
		<p>Recognizes names of familiar objects, such as bottle or “binkie” AS-C1, AS-C3, AS-C4, AS-PS3, AQ3, SR1, TSG-C.12a</p>	
		<p>Responds to “give me” by relinquishing the object AS-C3, AQ3, AQ11, SR1, TSG-LAN.8a</p>	
		<p>Retrieves a familiar object on request from an adult AS-C3, AQ3, AQ18, TSG-LAN.8a, TSG-C.12a</p>	
	<p><b>Speaking and Communication</b></p>	<p>Requests continued actions of a toy or activity through body movements, eye contact or vocalization AS-PERSO6, AQ3, AQ17, SR1</p>	
		<p>Indicates preferences such as “no more” by turning or pushing away or raising arms to be picked up AQ3, AQ5, AQ17, SR1</p>	
		<p>Uses single words to request information AS-C2, AS-PERSO6, SR1</p>	
		<p>Answers and asks simple questions AS-C1, AS-C2, AS-C4, AS-PS4, AS-PS6, AQ3, AQ17, AQ25, SR1, TSG-LAN.8a, TSG-LAN.9a, TSG-LAN.9b, TSG-LAN.9c, TSG-LAN.10a, TSG-LAN.10b, TSG-C.12b</p>	
<p>Labels objects and people AS-C1, AS-C4, AQ25, SR1, TSG-LAN.9b, TSG-C.12a, TSG-C.12b</p>			

		Uses two-word sentences that combine two concepts or thoughts, such as “daddy go” or “eat cookie” AS-C2, AS-C4, AQ3, AQ17, AQ25, SR1, TSG-LAN.9a, TSG-LAN.9b, TSG-LAN.9c, TSG-C.12b
		Uses plurals SR1, TSG-LAN.9a, TSG-LAN.9b, TSG-LAN.9c
	<b>Phonological Awareness</b>	Imitates sounds when made by caregiver SR1, TSG-LAN.9b, TSG-LAN.10a, TSG-LIT.15c, TSG-LIT.16b
		Attempts to make own mouth move like that of an adult TSG-LAN.10a
		Imitates familiar two-syllable words AS-C2, SR1, TSG-LAN.9b, TSG-LAN.10a
		Imitates a variety of novel words AS-C2, SR1, TSG-LAN.9b, TSG-LAN.10a
		Joins in reciting the rhyme and clearly says some key words AS-C2, SR1, SR2, TSG-LAN.9a, TSG-LAN.9b, TSG-LAN.10a, TSG-C.12a, TSG-LIT.15a, TSG-LIT.15b
		Plays with language by repeating new words and making up nonsense words AS-C2, SR1, TSG-LAN.9a, TSG-LAN.9b, TSG-LAN.10a
	<b>Book Knowledge and Appreciation</b>	Manipulates books by looking, patting, pointing or turning pages AS-C4, AQ10, SR2, TSG-LIT.17a
		Acts out part of simple, familiar story AS-C4, SR2, TSG-LIT.17a, TSG-LIT.18c
		Holds book right side up SR2, TSG-LIT.17a, TSG-LIT.18b
		Turns pages front to back SR2, TSG-LIT.17a, TSG-LIT.18b
		Points to and names familiar pictures AS-C4, SR2, TSG-C.12a, TSG-LIT.17a, TSG-LIT.18a
		“Reads” book to others, making multiple-word utterances to tell the story AS-C4, SR2, TSG-LIT.17a, TSG-LIT.18a, TSG-LIT.18b, TSG-LIT.18c

		Notices and reacts to changes in familiar stories AS-C4, SR2, TSG-LIT.17a	
<b>Print Awareness and Concepts</b>		Attends to picture book for up to 3-5 minutes AS-C4, AQ10 AQ13, SR2, TSG-C.11a, TSG-LIT.17a	
		Recognizes familiar/favorite books AS-C4, AQ10, SR2, TSG-C.12a, TSG-LIT.17a	
		Uses a few words to label objects or to name people AS-C4, SR2, TSG-LIT.17b	
		Names line drawing of common objects TSG-C.12b, TSG-LIT.17b	
		Selects pictures of familiar actions AS-C4, TSG-C.12a, TSG-LIT.17b	
		Recognizes the covers of several books and labels them , AS-C4, AQ10, SR2, TSG-C.12a, TSG-LIT.17a	
		Recognizes familiar signs and labels (e.g., fast food restaurant symbol) or logos (e.g., cereal box label) AQ10, TSG-C.12a, TSG-LIT.16a, TSG-C.17b, TSG-LIT.18b	
		Recognizes own name on bedroom wall, coat rack or chart used for classroom opening activities AS-C6, AQ10, TSG-C.12a, TSG-LIT.16a, TSG-LIT.17b	
	<b>Early Writing</b>		Bats at, reaches for, grasps or mouths objects placed within reach AS-FM1, AS-FM3, AS-FM5, AQ10
			Reaches for and picks up objects when placed in visual field AS-FM1, AS-FM3, AS-FM4, AS-FM5, AQ10, TSG-P.7a
		Manipulates objects with hands and fingers AS-C5, AS-FM1, AS-FM3, AS-FM4, AS-FM5, AQ10, TSG-P.7a, TSG-ST.28	
		Uses pincer grasp (i.e., thumb against tip of index finger) AS-FM1, AS-FM3, AS-FM4, AS-FM6, TSG-P.7b	
		Uses writing tools AS-FM1, AS-FM3, AS-FM4, AS-FM6, AQ10, TSG-P.7b, TSG-ST.28	
		Scribbles spontaneously TSG-P.7b	

		Imitates a vertical stroke and horizontal stroke AS-FM1, AS-FM3, AS-FM4, TSG-P.7b, TSG-LIT.19a	
		Pretends to write AS-FM1, AS-FM3, AS-FM4, AQ10, TSG-P.7b, TSG-LIT.19a	
		Copies simple shapes (e.g. circle, cross, square) AS-FM1, AS-FM3, AS-FM4, TSG-P.7b, TSG-LIT.19b	
		Attempts to make symbol/s to represent name (e.g., to put name on picture) , TSG-P.7b, TSG-C.14, TSG-LIT.19a, TSG-LIT.19b, TSG-M.20c	
<b>Mathematics</b>	<b>Numbers and Operations</b>	Indicates preference (wants more)	<ul style="list-style-type: none"> <li>• SR3Observation</li> <li>• Refer to ongoing assessment</li> <li>• Interview parents</li> <li>• Refer to recruitment notes, ASQ, ASQSE</li> <li>• Goal tracking data</li> <li>• Disability information (where applicable)</li> <li>• Work Samples</li> <li>• Parent-Staff Conferences and parent goals</li> <li>• Portfolio Samples</li> </ul>
		Experiments with quantities and space (stacks blocks, fills containers, dumps contents) AQ10, SR8, TSG-C.11e, TSG-M.20b	
		Manipulates similar objects (blocks, rings) TSG-C.11e AS-PS1, AQ10, SR3, SR8	
		Counts in Nursery Rhymes or songs, such as “Three Little Monkeys” TSG-M.20a	
		Sorts objects into separate piles SR3, TSG-C.13	
		Compares quantities of small groups (all, more, less) SR3, SR8, TSG-C.12b, TSG-M.20b	
		Counts to five or higher from memory TSG-M.20a	
		Identifies a single piece of a puzzle as “one”,	
		Gives 2 items when asked TSG-M.20a, TSG-M.20b	
		<b>Geometry and Spatial Sense</b>	
	Looks intently at patterns or geometric shapes AS-PS5, P5		

		Places one block on top of another AS-PS1, AS-PS1, AS-PS5, TSG-M.21a, TSG-ST.26	
		Places round and or square forms into toys TSG-C.13, TSG-M.21b	
		Completes simple puzzles SR11, TSG-M.21a, TSG-M.21b, TSG-ST.26	
		Recognizes circle, square and triangle TSG-M.21b, TSG-ST.26	
		Builds tower using blocks/Legos AS-PS1, TSG-M.21a, TSG-ST.26	
	Patterns and Measurement	Shows visual interest in contrasting colors, patterns, and textures AQ10, SR3, TSG-C.13, TSG-M.23	
		Manipulates objects in a variety of ways to learn about their properties (shakes rattle, opens boxes) AS-PS1, AQ10, SR3, SR8, TSG-C.11e, TSG-M.22, TSG-ST.26	
		Anticipates familiar events (bed time, nap time, play time) by getting favorite toy, clothes, etc. associated with the event TSG-C.12b	
		Recognizes shapes and colors TSG-C.12a, TSG-M.21b, TSG-ST.26	
		Completes simple puzzles TSG-ST.26	
		Matches like objects, shapes and colors SR3, TSG-C.12b, TSG-C.13, TSG-M.21b	
		Describes objects in play using size concepts, such as “big dog” SR3, TSG-C.12b, TSG-C.13, TSG-M.22, TSG-ST.26	
		Understands time words such as after and before SR3, TSG-LAN.9d, TSG-C.12b, TSG-M.23	

# PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION AND HEALTH	Fine (Small) Motor	Reaches for and grasps objects or toys P-C5, AS-FM2, AS-FM5, AS-PERSO1, AQ10, SR11, TSG-P.7a	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Refer to ongoing assessment</li> <li>• Interview parents</li> <li>• Refer to recruitment notes, ASQ, ASQSE</li> <li>• Goal tracking data</li> <li>• Disability information (where applicable)</li> <li>• Work Samples</li> <li>• Parent-Staff Conferences and parent goals</li> <li>• Portfolio Samples</li> <li>• Dental Exam</li> <li>• Dev. History</li> <li>• Health History</li> </ul>
		Explores textures in the environment AQ10, SR8	
		Transfers objects from hand to hand AS-PS1, AS-PERSO1, SR11, TSG-P.6	
		Picks up and drops objects intentionally AS-FM2, AS-FM5, AS-PS1, SR11, TSG-P.7a	
		Puts objects in container SR11	
		Uses simple tools such as a spoon or crayon AS-FM1, AS-FM5, AS-PERSO1, AQ14, SR11, TSG-P.7a, TSG-P.7b	
		Aligns or stacks blocks AS-FM2, SR11, TSG-P.7a	
	Gross (Large) Motor	Controls movement of head (turns head to both sides), arms and legs (brings foot to mouth, rolls from stomach to back) AS-GM1, AS-GM5, AS-GM6, SR10, TSG-SS.29	
		Sits with and without support SR10, TSG-P.4	
		Crawls or moves across the floor independently AS-GM3, AS-GM6, SR10, TSG-P.4	
		Stands with assistance or independently or with assistive devices AS-GM1, AS-GM2, AS-GM3, AS-GM4, SR10, TSG-P.4, TSG-P.5	
		Walks, runs, climbs, and hops independently or with assistive devices AS-GM1, AS-GM2, AS-GM2, AS-GM4, AS-GM6, SR10, TSG-P.4	
		Participates in a variety of gross motor games (dances, throws a ball, Ring around the Rosy) AS-GM1, AS-GM2, AS-GM5, SR10, TSG-P.4, TSG-P.6	

	<b>Health Status and Practices</b>	<p>Holds own bottle AS-PERSO1, SR11, TSG-SE.1c, TSG-P.7a</p> <p>Picks up food AS-PERSO1, AQ14, SR11, TSG-SE.1c, TSG-P.7a</p> <p>Removes socks and loose clothing AS-PERSO4, TSG-SE.1c, TSG-P.6</p> <p>Cooperates in hand washing or washed own hands AQ18</p> <p>Holds parents' hand outdoors AQ20</p> <p>Understands and stays away from common dangers AQ20, AQ23, AQ30</p> <p>Uses simple utensils AS-PERSO1, SR11, TSG-SE.1c, TSG-P.7a</p> <p>Puts on hat and coat AS-C5, AS-PERSO4, TSG-SE.1c, TSG-P.6</p>	
<b>SCIENCE</b>	<b>Matter</b>	<p>Reacts to various sensations such as extreme temperatures or tastes TSG-ST.27</p> <p>Explores environment, but still keeps close to parent AQ20, AQ23, SR6, TSG-C.11e</p> <p>Enjoys messy activities with water or food</p> <p>Points to distant objects outdoors such as the moon or stars TSG-ST.26</p> <p>Explores cabinets and drawers by taking things out SR4</p> <p>Imitates environmental sounds TSG-ST.26</p> <p>Uses tools to reach items out of reach SR4, SR9, TSG-ST.28</p> <p>Uses tools to obtain results (snips with scissors, digs with shovel) SR4, SR8, SR9, SR11, TSG-ST.28</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Refer to ongoing assessment</li> <li>• Interview parents</li> <li>• Refer to recruitment notes, ASQ, ASQSE</li> <li>• Goal tracking data</li> <li>• Disability information (where applicable)</li> <li>• Work Samples</li> <li>• Parent-Staff Conferences and parent goals</li> <li>• Portfolio Samples</li> </ul>

	Force/ Energy	Repeats action to produce desired effects SR4, SR9, TSG-C.12a
		Repeats activity that produces an interesting result SR9, TSG-C.12a
		Throws or drops objects by pulling on cloth to get out of reach object SR4, SR9, TSG-ST.28
		Uses a stick to get a ball under a couch or chair SR4, SR9, TSG-ST.28
	Forming the Questions and Hypothesis and Designing the Investigation	Uses hands and mouth for sensory exploration of objects AS-PERSO1, AQ10, SR4, SR8
		Smells different things AQ10, SR4, SR8, TSG-ST.27
		Enjoys messy activities with water or food AQ10
		Reacts to various sensations such as varying temperatures or tastes TSG- ST.27
		Uses adults to help solve problems (points to object they want, pulls adult over to open door) SR4, TSG-SE.3b, TSG-ST.24
		Solves simple problems through repeatedly trying different solutions AS- PERSO2, SR4, SR8, TSG-SE.3b, TSG- ST.24
		Asks questions related to events in the environment (“what happened to,” “when will the bird come back...”) SR4, SR8, TSG-SE.3b, TSG-LAN.9a, TSG- LAN.9d, TSG-C.12b, TSG-ST.24, TSG- ST.27
	Collecting and Presenting Data and Analyzing	Observes or tracks events and objects SR4, SR8, TSG-SE.3b, TSG-ST.24
		Sorts objects into categories TSG-C.12a, TSG-C.13, TSG-ST.26

		Describes objects in the environment using simple properties such as big or small SR4, SR8, TSG-LAN.9a, TSG-C.12b, TSG-ST.26
		Records event through storytelling, such as “this happened when we...” SR8, TSG-LAN.9d, TSG-C.12b, TSG-ST.24
	<b>Organisms and Heredity</b>	Inspects surroundings AQ10, AQ20, SR4, SR8, TSG-C.11e, TSG-ST.24, TSG-ST.27, TSG-ST.32
		Explores adult features (e.g., pokes, pats) AS-C1, SR4, TSG-ST.25, TSG-SS.31
		Responds differently to children and adults AQ6, TSG-SS.31
		Recognizes several people in addition to immediate family AQ6, TSG-C.12a, TSG-ST.25, TSG-SS.31
		Matches sounds to animals SR4, TSG-C.12a, TSG-C.12b
		Identifies at least 4 animals in pictures when they are named or signed SR4, TSG-C.12a, TSG-C.12b
		Identifies the difference between living and non-living organisms SR4, SR8, TSG-C.12b, TSG-ST.25
		Supports the child’s interest in and exploration of the environment, both indoor and outdoors AQ10, SR4, SR8, TSG-C.11e, TSG-ST.24, TSG-ST.27
	<b>Diversity and Interdependence and the Dynamic Earth</b>	Acknowledges and shows preference for familiar adult/parent AQ6, TSG-22.31
		Role plays affection and care with a doll or stuffed animal (patting, rocking, soothing doll) SR4
		Shows understanding of the needs of animals at home and in the environment (birds need seeds, cat needs food and water) SR4, SR8, TSG-C.12b

**SOCIAL-EMOTIONAL DEVELOPMENT**

		<p>Attempts to comfort others in distress</p> <p>Understands the impact of actions (hug comforts, kick can cause pain) TSG-SE.3a, TSG-C.12b</p>	
	<b>Self-Concept</b>	<p>Recognizes and responds playfully to own image in mirror AS-C1, AS-PERSO3, AS-PERSO5 P3, P10, TSG-SE.2b, TSG-C.12a, TSG-SS.29</p> <p>Regularly makes choices among toys, food and people, demonstrating clear preferences, AQ15, TSG-SE.1c, TSG-SS.29</p> <p>Indicates “no” or otherwise indicates refusal AQ3, AQ17, AQ11, SR1, TSG-SE.1c</p> <p>Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint AQ2, AQ3, AQ9, AQ11, SR1, TSG-SE.1a, TSG-SE.2B, TSG-SS.29</p> <p>Expresses empathy and attempts to comfort others in distress SR1, SR7, TSG-SE.2b, TSG-SE2c</p> <p>Makes positive statements about self, such as “I did it,” “look at me,” “I run fast” AQ3, AQ8, SR1, TSG-SS.29</p> <p>Engages in pretend play AQ3, AQ10</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Refer to ongoing assessment</li> <li>• Interview parents</li> <li>• Refer to recruitment notes, ASQ, ASQSE</li> <li>• Goal tracking data</li> <li>• Disability information (where applicable)</li> <li>• Work Samples</li> <li>• Parent-Staff Conferences and parent goals</li> <li>• Portfolio Samples</li> <li>• DECA</li> <li>• Behavior Plans, mental health observs, or behavioral assessments (where applicable)</li> <li>• Portfolio Samples</li> </ul>
	<b>Self-Control</b>	<p>Communicates through non-verbal cues: smiling, eye contact, showing interest by looking at an object or person and gesturing AQ1, AQ3, AQ17, SR1, TSG-SE.1a, TSG-SE.2b</p> <p>Calms self with support from adults (sucking on hand or pacifier) AQ2, AQ4, AQ5, AQ7, AQ12, AQ19, TSG-SE.1a, TSG-SE.2a, TSG-SS.29</p> <p>Waits for adult to take a turn during vocal exchanges and social interaction games, such as peek-a-boo AS-PERSO6, AQ3, TSG-SE.2a, TSG-LAN.10a</p> <p>Indicates “no more” or “I don’t like this” by vocalizing, turning away AQ15, AQ17, AQ11, SR1, TSG-SE.3a, TSG-SS.29</p>	

		Seeks adult's assistance by vocalizing, pointing or other signals AQ3, AQ17, SR1, TSG-SE.2a	
		Responds appropriately to redirection or reminders (wait, get down, my turn) AQ3, AQ5, AQ7, AQ8, AQ12, AQ18, AQ19, AQ21, AQ24, TSG-SE.1a, TSG-SE.1b, TSG-SE.2a, TSG-LAN.8b	
		Uses words to request assistance AQ17 AQ3, AQ5, SR1	
	Cooperation	Cooperates in eating and dressing AQ11, AQ12, AQ14, AQ15, AQ18, AQ11, SR7, TSG-SE.1c, TSG-SE.2a	
		Participates in simple social games, such as peek-a-book or This Little Piggy, by taking turns, anticipating an event or indicating s/he wants adult to continue playing AS-PERSO6, AQ3, AQ4, AQ10, AQ13, AQ27, AQ28, AQ29, AQ31, NP19, SR7, TSG-SE.1b, TSG-SE.2c, TSG-SE.2d, TSG-SE.3a, TSG-C.11a	
		Cooperates in toileting AQ11, AQ12, AQ18, AQ11, SR7, SR12, TSG-SE.2a	
		Spontaneously shares objects with adult AS-PERSO6, AQ3, AQ29, AQ31, SR7, TSG-SE.2a, TSG-SE.2c, TSG-SE.3a	
		Plays alongside other children with some exchange of toys AS-PERSO6, AQ4, AQ13, AQ27, AQ28, AQ29, AQ31, SR1, SR7, TSG-SE.2c, TSG-SE.2d, TSG-SE.3a, TSG-C.11a	
		Helps with simple household or classroom tasks AQ11, AQ18, SR7, TSG-SE.2a	
		Negotiates with peer about toys, taking turns or trading AS-PERSO6, AQ13, AQ17, AQ27, AQ28, AQ29, AQ31, SR1, SR7, TSG-SE.2c, TSG-SE.3a, TSG-C.11a	
Uses socially acceptable verbal and nonverbal approaches to join other children who are engaging in cooperative play AQ4, AQ11, AQ12, AQ17, AQ27, AQ28, AQ9, AQ31, SR1, SR7, TSG-SE.3a, TSG-C.11a			

	<p style="text-align: center;"><b>Social Relationships</b></p>	<p>Tries to attract attention by making sounds or smiling AQ9, AQ12, AQ17, AQ27, AQ28, SR1, TSG-SE.2a, TSG-SE.2c</p>	
<p>Participates in social games, such as peek-a-boo or “This Little Piggy,” anticipating an event, or indicating she/he wants the adult to continue AQ3, AQ4, AQ10, AQ13, AQ27, AQ28, AQ29, AQ31, SR7, TSG-SE.2c, TSG-SE.2d, TSG-SE.3a, TSG-C.11a</p>			
<p>Shows affection to familiar adults (e.g. pats, hugs, kisses) AQ2, AQ3, AQ9, SR6, TSG-SE.1a, TSG-SE.2a</p>			
<p>Plays comfortably in a small group of children AS-PERSO6, AQ4, AQ9, AQ12, AQ13, AQ27, AQ28, AQ29, AQ31, SR7, TSG-SE.3a, TSG-C.11a</p>			
<p>Works collaboratively toward a goal with peers, such as digging a hole in the sand or building a castle with blocks AS-PERSO6, AQ4, AQ12, AQ13, AQ27, AQ28, AQ29, AQ31, SR1, SR7, TSG-SE.3a, TSG-SE.3b, TSG-C.11a</p>			
<p>Tries to please adults by doing actions and looking for approval AQ3, AQ9, AQ11, AQ12, AQ18, AQ11, SR6, TSG-SE-2a, TSG-SS.30</p>			
<p>Tries to comfort others who are in distress (patting, hugging or kissing hurt place) AQ2, SR7, TSG-SS.30</p>			
<p style="text-align: center;"><b>Knowledge of Families, Community, and Diversity</b></p>		<p>Responds differently to family members than strangers AQ4, AQ6, AQ26, AQ11, SR6, TSG-SS.30, TSG-SS.31</p>	
	<p>Participates in simple social games with family members AQ4, AQ27, AQ28, AQ29, AQ31, SR1, TSG-C.11a</p>		
	<p>Recognizes self and other family members in photographs AS-PERSO3, AQ26, TSG-C.12a, TSG-SS.31</p>		

		<p>Recognizes possessions of self and other family members (“my coat,” “Mommy’s coat”) TSG-C.12a, TSG-SS.30</p> <p>Talks to dolls or animals and makes them interact with one another, including some family roles such as “mommy” and “baby” SR1</p> <p>Speaks in home language with family members and uses main language spoken in childcare with those who do not speak home language AQ17, SR1, TSG-LAN.9a, TSG-SS.30</p>	
<b>SOCIAL SCIENCE</b>	<b>History</b>	<p>Repeats actions or activities that produce desirable results such as laughter or applause AQ17, TSG-C.11a, TSG-C.12a, TSG-C.12b</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Refer to ongoing assessment</li> <li>• Interview parents</li> <li>• Refer to recruitment notes, ASQ, ASQSE</li> <li>• Goal tracking data</li> <li>• Disability information (where applicable)</li> <li>• Work Samples</li> <li>• Parent-Staff Conferences and parent goals</li> <li>• Portfolio Samples</li> </ul>
		<p>Recognizes cues such as putting on coat means going “out” or “bye-bye” TSG-C.12a</p>	
		<p>Participates in rituals or routines (washing hands before eating, feeding the family pet, turning pages of familiar book) AQ14, AQ15, TSG-SE.1b, TSG-C.12a</p>	
	<b>Geography, Environment and Surroundings</b>	<p>Responds to “no” by looking, stopping or withdrawing AQ11, TSG-SS.32</p>	
		<p>Uses adults to solve problems (takes a toy to an adult for them to manipulate, looks to an adult to open a box or a door)</p>	
		<p>Responds to simple rules in the environment (holds parents hand, avoids hot items) AQ11, AQ12, AQ18, AQ20, TSG-LAN.8b</p>	
	<b>Economics and Economic Concepts</b>	<p>Gazes, reaches or vocalizes to get desired object or toy AQ10, SR1</p>	
		<p>Uses signs or words to express desire for more, or points or makes noise to obtain results AQ10, AQ17, SR1, TSG-SE.1c</p>	

		Exchanges toys with other children during play AQ27, AQ28, AQ29, AQ31, SR1, TSG-C.11a	
		Recognizes a set of “one” when asked, and will give one of many to another child	
		Notices who has what objects during play and tries to rearrange outcome (wants same or more number of blocks as another child) AQ17	
		Participates in simple social games and show affection to family members AQ3, AQ27, AQ28, AQ29, AQ31, TSG-SE.2c, TSG-C.11a	
		Recognizes possessions of self and family members (my coat, mommy’s coat) TSG-C.12a, TSG-SS.30	
		Engages in adult role play, such as cooking, hammering, talking on phone AQ13, SR1, TSG-C.11a, TSG-SS.30	
		Tries to help by running errands or anticipating what is needed AQ11, TSG-SS.30	
		Speaks in home language with family members AQ17, SR1, TSG-LAN.9a, TSG-SS.30	
		Recognizes diverse family members in pictures in storybook, such as animal families and families of various cultures TSG-C.12a, TSG-SS.30, TSG-SS.31	