

COG: SCI 1: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect



Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
<p>Acts on objects to cause a specific result</p>	<p>Acts in ways that take into account an anticipated result</p>	<p>Offers possible explanations for why certain actions or behaviors result in specific effects</p>	<p>Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results</p>	<p>Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause another effect</p>	<p>Conducts investigations to gather evidence to support ideas about causes of observable events</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Pours water into a water wheel to make it spin. ▶ Puts a toy car in a tube and watches it roll out the other end when the tube is tilted. ▶ Pulls or directs an adult to pull a tab in an interactive book. 	<ul style="list-style-type: none"> ▶ Gets rocks to hold paper down during an outdoor art activity on a windy day. ▶ Puts hands over ears before someone pops a balloon or makes another type of loud noise. ▶ Covers or shields eyes when an adult is going to turn on a light. ▶ Yells out when observing a toy about to fall from a shelf. 	<ul style="list-style-type: none"> ▶ Communicates, "The ice melted and made water because it's hot in the sun." ▶ Points to wilted leaves on a plant and communicates that the plant needs water. ▶ Communicates that the lettuce in the garden is all gone and that maybe a rabbit ate it. 	<ul style="list-style-type: none"> ▶ Communicates, "If I kick the ball harder, it will go really far!" during outdoor play. ▶ Enlarges the base of a block tower by replacing small blocks with large blocks after the tower keeps falling over. ▶ Communicates to a peer about how to feed the fish: "We have to give it a little bit of food every day. If we give it too much, it will get sick." 	<ul style="list-style-type: none"> ▶ Communicates, "We need to wash our hands with soap to get rid of the germs so we don't get sick." ▶ Communicates, during lunch, "I eat my whole sandwich because food makes me full of energy, and then I can run really fast." ▶ Reconnects tubes to make the ball come out in the other direction and explains, "When the ball comes out this way it hits the wheel and makes it turn." ▶ Communicates when seeing ducks flying overhead, "The ducks are leaving because it is getting cold and the water they swim in will become ice and they won't have anywhere to swim." 	<ul style="list-style-type: none"> ▶ Uses a ruler to measure how far a marble travels on the ground each time it rolls down a ramp of a different height. ▶ Keeps track of the effect of light on plants by taking daily pictures of one plant placed near a window and a similar plant placed in a shaded area away from the window. ▶ Pushes a ball with varying strength (big, medium, and small force) to knock down pins. Predicts, "A bigger push will make the ball speed up, and then more pins will fall down."

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

Cause and Effect

COG: SCI 1 (of 4)