

# **Galileo® G3 Scales Alignment with Arkansas State Early Learning Standards**



**Assessment  
Technology  
Incorporated**

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*Assessment Technology, Incorporated*

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## **I. Galileo® G3 Scales Alignment with Arkansas State Early Learning 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 Pre-K Online is uniquely designed to support systemic implementation of Arkansas early learning standards. Galileo Pre-K Online is a complete, fully integrated, research-based, and standards-aligned curriculum, assessment, and reporting system. Galileo Pre-K Online includes a comprehensive curriculum with an empirically based scope and sequence as well as tools supporting planning, individualization, assessment, and the documentation of progress. Since 1987, Galileo Pre-K has been successfully implemented by Head Start, public-school preschool, and proprietary early childhood programs. Galileo Pre-K Online is currently used in early childhood programs to support a collaborative, data-driven, and goal-directed approach to promoting positive outcomes for children.

### **A. Alignment with Arkansas Early Learning Standards**

The Galileo G3 scales for ages 3 through 5 provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, state early learning standards for children ages 3 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 12 domains of knowledge. 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 represent 12 domains of knowledge. In addition, the *Galileo School Readiness Scale* draws capabilities from across these domains to provide information about child progress towards mastery of the essential capabilities for school readiness. The following table indicates the number of capabilities included in each of the Galileo G3 scales.

**TABLE 1**  
**Galileo® G3 Scales**

<b>3-5 Galileo G3 Scales</b>	<b>Capabilities</b>
Physical Development and Health	74
Social and Emotional Development	47
Approaches to Learning	30
Language Development	33
Literacy Knowledge and Skills	50
Mathematics Knowledge and Skills	47
Nature and Science	56
Creative Arts	36
Logic and Reasoning	36
Social Studies	45
English Language Acquisition	30
Technology	33
School Readiness	88

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

The knowledge areas comprising the Galileo G3 scales for ages 3 through 5 provide comprehensive coverage of a domain of knowledge in a way that makes it possible to implement a comprehensive curriculum, effectively assess children’s learning, and provide meaningful developmentally appropriate learning opportunities. Overall, the state early learning standards are comprehensively represented through the wide variety of knowledge areas comprising the 12 developmental domains. These knowledge areas make it possible for preschool programs to effectively assess the broad range and depth of knowledge and skills acquired by young children during the early years of learning, including capabilities important for school readiness. The knowledge areas within the *Galileo G3 Nature and Science Scale*, for example, are indicated in Table 2.

**TABLE 2**  
**Galileo® G3 Nature and Science Scale Knowledge Areas**

<b>3-5 Galileo G3 Nature and Science Knowledge Areas</b>
Using Senses and Scientific Devices to Learn
Observing and Describing Living Things
Observing and Describing Physical Phenomena
Classifying Living Things
Classifying Physical Phenomena
Predicting Outcomes About Living Things
Predicting Physical Phenomena
Gathering and Presenting Data
Explaining Events and Outcomes
Questioning and Developing Hypotheses

As you read through the alignment in this document, you will note that the domain from Arkansas' early learning standards is labeled at the top of each table. The knowledge areas/concepts of Arkansas standards are then listed, as well as any subcategories in Arkansas standards. In the left column are the details of how the Galileo G3 scales and the included capabilities correspond to the state standards. The column on the right side of each section also details how the Galileo *School Readiness Scale* capabilities (which are a compilation of select Galileo G3 capabilities) correspond to the state standards.

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

The state early learning standards provide important information about key knowledge, behaviors, and skills acquired by young children and serve as a useful guide for the selection of a comprehensive curriculum as well as assessment instruments to assess children's progress. The Galileo G3 scales illustrated in this document are comprised of in-depth, comprehensive, and empirically based developmental sequences for Galileo knowledge areas and capabilities, reflecting the state early learning standards. In this regard, the Galileo G3 scales make it possible for early childhood programs to implement a research-based, standards-aligned, comprehensive, and developmentally appropriate approach to the provision of learning opportunities and the assessment of young children. As just one example of this capability, each Galileo knowledge area is comprised of a full range of capabilities forming empirically based developmental sequences. These empirically based sequences make it possible for early childhood programs to implement a comprehensive curriculum and to effectively and confidently use the results of assessment to provide developmentally appropriate learning opportunities to children based on individual abilities, strengths, interests, and needs. Moreover, the Galileo G3 scales can be effectively utilized to measure growth over an extended period of time and to document program impact on children's learning.



**Arkansas Early Childhood Education Standards  
for 3- to 4-Year-Old Children**  
**Alignment to Galileo® 3 through 5 Years G3 Assessment Scales  
and Galileo School Readiness Scale**

**II. Developmental Learning Strand 1 – Social/Emotional**

<b>3-5: Galileo G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>ACT INDEPENDENTLY</b>	
<b>Benchmark: 1.1 Demonstrates ability to make choices</b>	
Physical Development & Health (PDH) 3. Independently selects and eats a variety of food types.  Approaches to Learning (AL) 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.  Literacy Knowledge & Skills (LK) 13. Selects books, sometimes, over other activities when given a choice.	Physical Development & Health 74. Independently selects and eats a variety of food types.
<b>1.2 Demonstrates independence in personal care</b>	
Physical Development & Health (PDH) 9. Begins to independently brush his/her teeth with supervision. 11. Covers mouth with hand/tissue when coughing or sneezing. 12. Brushes teeth in a correct fashion, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 26. Uses bathroom, without assistance. 27. Initiates a trip to the bathroom, without being prompted.	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating).
<b>1.3 Demonstrates ability to play independently</b>	
Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently.	

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****EXPERIENCE SUCCESS****1.4 Shows curiosity and desire to learn**

Approaches to Learning (AL)

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

Approaches to Learning

61. Combines materials, objects, equipment in new ways to produce multiple uses.
62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).

**1.5 Enjoys experimenting and problem solving with ideas as well as with concrete materials**

Approaches to Learning (AL)

3. Combines materials, objects, equipment in new ways to produce multiple uses.

Approaches to Learning

61. Combines materials, objects, equipment in new ways to produce multiple uses.

Logic &amp; Reasoning (LR)

18. Uses concrete materials to solve a problem (e.g., blocks to count).

Cognition &amp; General Knowledge

14. Uses concrete materials to solve a problem (e.g., blocks to count).

**1.6 Demonstrates confidence in growing abilities**

Social &amp; Emotional Development (SED)

8. Talks positively about a recent accomplishment.

**1.7 Demonstrates willingness to try new things**

Approaches to Learning (AL)

1. Explores most areas of the classroom.
2. Participates in an increasing variety of experiences independently.

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>1.8 Uses planning in approaching a task or activity</b>		
Approaches to Learning (AL)		Approaches to Learning
17. While playing, says what s/he wants to accomplish, when asked.		59. Sets a goal, and with adult help, plans a small number of steps to achieve it.
18. Sets a goal prior to beginning of an activity or a project.		60. Revises, with adult help, a plan that has not produced the intended result.
19. Says, signs, or gestures whether or not a simple task has been completed.		
20. Sets a goal, and with adult help, plans a small number of steps to achieve it.		
21. Revises, with adult help, a plan that has not produced the intended result.		
<b>1.9 Shows persistence in approaching tasks</b>		
Approaches to Learning (AL)		
15. Persists with a difficult or non-preferred activity.		
<b>INTERACT SOCIALLY</b>		
<b>1.10 Demonstrates trust in adults</b>		
Social & Emotional Development (SED)		
16. Seeks support from familiar adults to resolve conflicts with peers.		
<b>1.11 Shows ability to separate from parents</b>		
Social & Emotional Development (SED)		
27. Insists on routines for transitions (e.g., when parents drop-off the child at the center).		
29. Accepts arrival and departure transitions as routine parts of the day.		
<b>1.12 Demonstrates interest and participates in classroom activities</b>		
Social & Emotional Development (SED)		Social & Emotional Development
13. Makes transitions between activities with minimal assistance.		69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).
26. Gets materials needed for an activity, without prompts.		
30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).		
Approaches to Learning (AL)		
2. Participates in an increasing variety of experiences independently.		
<b>1.13 Participates in routine activities easily</b>		
Social & Emotional Development (SED)		Social & Emotional Development
12. Follows established rules and routines in the classroom.		68. Follows established rules and routines in the classroom.
13. Makes transitions between activities with minimal assistance.		69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).
30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).		

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****1.14 Seeks out adults and children**

Social &amp; Emotional Development (SED)

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

**1.15 Understands and respects differences**

Social &amp; Emotional Development (SED)

42. Respects the rights of others.

**1.16 Helps others in need**

Social &amp; Emotional Development (SED)

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

**1.17 Stands up for rights**

Social &amp; Emotional Development (SED)

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

**1.18 Shares; respects the rights of others**

Social &amp; Emotional Development (SED)

42. Respects the rights of others.

**1.19 Works cooperatively with others on completing a task**

Social &amp; Emotional Development (SED)

39. Sustains a cooperative participation with others.

**1.20 Uses compromise and discussion to resolve conflicts**

Social &amp; Emotional Development (SED)

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/play thing.  
22. Shows the ability to compromise in conflict resolution.  
23. Uses negotiation to reach a solution.  
24. Maintains a negotiated plan.  
25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).

Social &amp; Emotional Development

70. Shows the ability to compromise in conflict resolution.

**1.21 Becomes involved in solving social problems (conflicts)**

Social &amp; Emotional Development (SED)

21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.  
22. Shows the ability to compromise in conflict resolution.  
23. Uses negotiation to reach a solution.

Social &amp; Emotional Development

70. Shows the ability to compromise in conflict resolution.

### III. Developmental Learning Strand 2 – Creative/Aesthetic

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>EXPRESSION THROUGH ART FORMS AND ACTIVITIES</b>	
<b>Benchmark: 2.1 Shows creativity and imagination in play with materials and props</b>	
Creative Arts (CA)	
17. Creates collages with various materials and textures (e.g., fabrics, pictures).	
25. Uses various tools to create art projects (e.g., rollers, string, straws).	
26. Recombines and experiments with art materials to see what happens.	
Logic & Reasoning (LR)	
11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).	

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****2.2 Participates in dramatic play themes that become more involved and complex**

## Creative Arts (CA)

- 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).
- 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.

## Logic &amp; Reasoning (LR)

- 1. Decides on a scene to act out.
- 2. Mimics a movie, book, or past experience.
- 3. Uses objects to represent characters (e.g., stuffed animal as the dad).
- 4. Assigns parts to self and peers to act out scene.
- 5. Uses body to act out pretend scene.
- 6. Uses drawings to embellish 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.
- 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).
- 12. Acknowledges a difference between pretend game and the reality of the classroom.
- 13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).
- 14. Practices building relationships with other children (offering direction, help).

## Approaches to Learning

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

## Cognition &amp; General Knowledge

- 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).
- 16. Acknowledges a difference between pretend game and the reality of the classroom.

**2.3 Assumes various roles in dramatic play situations**

## Logic &amp; Reasoning (LR)

- 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.

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****2.4 Participates freely in music activities**

## Creative Arts (CA)

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

## Approaches to Learning

66. Sings or hums familiar songs or tunes.
67. Uses movement to express what is being felt/heard in various songs or tunes.

**2.5 Enjoys singing games, dramatizing songs and moving to music**

## Creative Arts (CA)

3. Sings or hums familiar songs or tunes.
6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).

## Approaches to Learning

66. Sings or hums familiar songs or tunes.

**2.6 Expresses through movement what is felt and heard in various musical tempos and styles**

## Creative Arts (CA)

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

## Approaches to Learning

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

**2.7 Experiments with a variety of musical instruments and sound sources**

## Creative Arts (CA)

1. Shows an interest in using musical instruments to produce sounds.
3. Sings or hums familiar songs or tunes.
6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).
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).

## Approaches to Learning

66. Sings or hums familiar songs or tunes.

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****2.8 Identifies the source of a variety of sounds**

Creative Arts (CA)

- 7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.).
- 8. Matches the type of sound to a particular instrument.

**2.9 Moves in time to the beat**

Creative Arts (CA)

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

**2.10 Explores and manipulates art media**

Creative Arts (CA)

- 17. Creates collages with various materials and textures (e.g., fabrics, pictures).
- 19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials.
- 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).
- 22. Selects materials that will be needed for a self-initiated art project.
- 25. Uses various tools to create art projects (e.g., rollers, string, straws).
- 26. Recombines and experiments with art materials to see what happens.

**2.11 Creates drawings and paintings that gradually become more detailed and realistic**

Creative Arts (CA)

- 18. Draws representations of human and animal figures.
- 20. Draws recognizable environmental objects (e.g., house, trees, ball).
- 23. Draws some details in representations of animals, people, or objects.
- 29. Draws a series of pictures that depict a story.

Approaches to Learning

- 65. Draws representations of human and animal figures.

**2.12 Preplans art project and then works with care**

Creative Arts (CA)

- 22. Selects materials that will be needed for a self-initiated art project.

## IV. Developmental Learning Strand 3 – Cognitive/Intellectual Learning

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>LANGUAGE ARTS</b>	
<b>Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them</b>	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song. 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words. 44. Requests a favorite book by title, author, or illustrator.
<b>3.2 Tells a story in sequence, following the pictures in a book</b>	
Language Development (LD) 31. Recalls story events using some spoken dialogue.	
<b>3.3 Demonstrates knowledge of how to use a book</b>	
Literacy Knowledge & Skills (LK) 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right.	Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 46. Recognizes that a spoken word/speech can be written and read. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right.
<b>3.4 Demonstrates visual discrimination skills and visual memory skills</b>	
Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
<b>3.5 Understands that print conveys a message</b>	
Literacy Knowledge & Skills (LK) 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 46. Recognizes that a spoken word/speech can be written and read. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****3.6 Demonstrates an interest in using writing for a purpose**

## Literacy Knowledge &amp; Skills (LK)

- 34. Uses scribble on paper to communicate a message.
- 35. Communicates by scribbling and with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 40. Copies her/his name from a sample.
- 41. Writes some letters.
- 42. Writes using inventive spelling.
- 43. Write her/his name, without assistance.
- 44. Communicates by writing complete words.

## Language &amp; Literacy

- 52. Uses scribble on paper to communicate a message.
- 53. Communicates by scribbling and with some letter-like shapes.
- 54. Copies her/his name from a sample.
- 55. Write her/his name, without assistance.

**3.7 Identifies letters and signs in the environment**

## Literacy Knowledge &amp; Skills (LK)

- 30. Identifies familiar short words in print, some of the time.
- 31. Reads a printed label or a sign on a familiar object, some of the time.

## Language &amp; Literacy

- 50. Reads a printed label or a sign on a familiar object, some of the time.

**3.8 Uses known letters or approximation of letters to represent written language**

## Literacy Knowledge &amp; Skills (LK)

- 35. Communicates by scribbling and with some letter-like shapes.
- 41. Writes some letters.
- 42. Writes using inventive spelling.
- 44. Communicates by writing complete words.

## Language &amp; Literacy

- 53. Communicates by scribbling and with some letter-like shapes.

**3.9 Identifies some letters and makes some letter-sound matches**

## Literacy Knowledge &amp; Skills (LK)

- 41. Writes some letters.
- 45. Identifies all the letters in her/his name.
- 46. Names 1 or more letters.
- 47. Points to and names the first letter in familiar words.
- 48. Names 10 or more letters.
- 49. Identifies 1 or more sounds to corresponding letters.
- 50. Identifies 10 or more sounds to corresponding letters.

## Language &amp; Literacy

- 56. Identifies all the letters in her/his name.
- 57. Points to and names the first letter in familiar words.
- 58. Names 10 or more letters.

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****MATHEMATICS AND SCIENCE****3.10 Classifies objects by physical features such as shape or color**

## Science Knowledge &amp; Skills (SK)

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).
22. Classifies objects by their state (e.g., liquid, solid, gas).
23. Classifies objects into living and non-living categories.
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.

## Cognition &amp; General Knowledge

17. Classifies objects into living and non-living categories.

**3.11 Classifies objects conceptually (things that go together)**

## Mathematics Knowledge &amp; Skills (MK)

25. Sorts diverse objects based on a physical attribute (e.g., shape).
26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).
27. Sorts diverse objects based on multiple attributes (e.g., size and shape).

## Cognition &amp; General Knowledge

10. Classifies objects based on their physical composition (e.g., metal, rock, soil).

**3.12 Recognizes patterns and can repeat them (patterning)**

## Mathematics Knowledge &amp; Skills (MK)

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).
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).

**3.13 Demonstrates one-to-one correspondence**

## Mathematics Knowledge &amp; Skills (MK)

1. Uses one-to-one correspondence when counting objects.

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****3.14 Demonstrates the ability to order and sequence**

Mathematics Knowledge &amp; Skills (MK)

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.

**3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)**

Mathematics Knowledge &amp; Skills (MK)

2. Counts to find how many are in a group up to 5.
3. Counts forward from a number  $> 1$  to find how many are in a group.
4. Counts to find how many are in a group up to 10.
5. Counts to find out how many are in a group greater than 10.
6. Counts backward to find how many are left.
7. Writes numerals to indicate 6 or less objects.
8. Writes numerals to indicate between 7 and 10 objects.
9. Writes numerals to indicate between 11 and 20 objects.
12. Identifies numerals 0 to 5.
13. Identifies numerals 6 to 10.
14. Identifies numerals 11 to 20.

Cognition &amp; General Knowledge

1. Counts to find how many are in a group up to 5.
2. Counts forward from a number  $> 1$  to find how many are in a group.
3. Counts to find how many are in a group up to 10.
4. Writes numerals to indicate 6 or less objects.
5. Writes numerals to indicate between 7 and 10 objects.
6. Writes numerals to indicate between 11 and 20 objects.

**3.16 Demonstrates an understanding of addition and subtraction, using manipulatives**

Mathematics Knowledge &amp; Skills (MK)

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.
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.

Cognition &amp; General Knowledge

8. Adds two small groups by combining the groups and counting all the objects.
9. Indicates how many are left after taking one from a small group.

**3.17 Shows understanding of different relationships of objects in space (spatial relations)**

Mathematics Knowledge &amp; Skills (MK)

32. Understands object directionality concepts (e.g., right, left, up, down).
33. Understands object position concepts (e.g., under, top, bottom, inside, behind).

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****3.18 Shows an awareness of time concepts**

Social Studies Knowledge &amp; Skills (SSK)

- 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).
- 35. Begins to use or respond to the language of time such as related to daily routines or schedules.
- 36. Identifies events that might occur in the future.
- 37. Labels days by function (e.g., school day, field trip day).
- 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.
- 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.
- 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").

Cognition &amp; General Knowledge

- 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).
- 30. Begins to use or respond to the language of time such as related to daily routines or schedules.

**3.19 Shows interest in exploring the environment**

Science Knowledge &amp; Skills (SK)

- 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.

**3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)**

Science Knowledge &amp; Skills (SK)

- 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.

**3.21 Uses words to describe the characteristics of objects (scientific process: communicating)**

Science Knowledge &amp; Skills (SK)

- 44. Describes her/his data to other peers/adults.
- 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).
- 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).
- 50. Provides two explanations for why an event/outcome occurred (e.g., birds left).
- 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).
- 53. Describes the functions of objects (e.g., containers hold things).

Cognition &amp; General Knowledge

- 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).
- 22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).
- 23. Provides two explanations for why an event/outcome occurred (e.g., birds left).
- 24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****3.22 Makes comparisons (scientific process: comparing)**

Science Knowledge &amp; Skills (SK)

- 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).
- 28. Identifies the shorter or taller of two persons or things.
- 29. Identifies the shortest or tallest in a group.

**3.23 Shows awareness of cause-effect relationships**

Science Knowledge &amp; Skills (SK)

- 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.
- 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
- 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.

Logic &amp; Reasoning (LR)

- 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).

Cognition &amp; General Knowledge

- 19. Predicts that it is likely to rain when dark clouds come.
- 20. Predicts which way a scale will tip when a weight is added to one side.

**3.24 Finds more than one solution to a problem**

Science Knowledge &amp; Skills (SK)

- 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).

Logic &amp; Reasoning (LR)

- 20. Suggests an alternative solution to solve a problem, without assistance.

**3.25 Applies information or experience to a new context (scientific process: applying)**

Science Knowledge &amp; Skills (SK)

- 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****SOCIAL STUDIES****3.26 Identifies self as a boy or girl**

Social &amp; Emotional Development (SED)

3. Knows his/her gender.

**3.27 Identifies self as a member of a specific family and cultural group**

Social Studies Knowledge &amp; Skills (SSK)

2. Identifies family members and relationship to each.

Social &amp; Emotional Development (SED)

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

**3.28 Shows pride in heritage and background**

Social &amp; Emotional Development (SED)

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

**3.29 Shows awareness of the roles people play in society**

Social Studies Knowledge &amp; Skills (SSK)

2. Identifies family members and relationship to each.

9. Describes or illustrates the roles/responsibilities of community workers.

Cognition &amp; General Knowledge

27. Describes or illustrates the roles/responsibilities of community workers.

**3.30 Functions as a member of the classroom community**

Social Studies Knowledge &amp; Skills (SSK)

4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

Cognition &amp; General Knowledge

31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

**3.31 Shows awareness of safe behavior**

Physical Development &amp; Health (PDH)

36. Follows fire safety/fire drill rules, without assistance.

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

39. Describes basic traffic safety rules, without assistance.

40. Identifies nonedible/poisonous substances, without assistance.

41. Identifies potentially dangerous situations/activities, without assistance.

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

Physical Development &amp; Health

79. Follows fire safety/fire drill rules, without assistance.

81. Identifies potentially dangerous situations/activities, without assistance.

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

**3.32 Cares for the environment**

Social Studies Knowledge &amp; Skills (SSK)

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).

## V. Developmental Learning Strand 4 – Physical Development

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>HEALTH AND NUTRITION</b>	
<b>Benchmark: 4.2 Demonstrates health and personal care habits</b>	
<p>Physical Development &amp; Health (PDH)</p> <p>1. Chews all food completely prior to swallowing.      2. Feeds his/herself without help.      6. Washes and dries hands with some supervision.      7. Insists on washing and drying own hands.      8. Brushes teeth with help.      9. Begins to independently brush his/her teeth with supervision.      10. Disposes of tissues appropriately in a container.      11. Covers mouth with hand/tissue 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).      16. Participates actively in outdoor group games (e.g., kickball).      17. Identifies a variety of games/exercises that help enhance fitness.      18. Talks about ways exercise keeps us healthy, with assistance.      26. Uses bathroom, without assistance.      27. Initiates a trip to the bathroom, without being prompted.      28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.      29. Disposes of toilet paper/paper towels appropriately.      30. Remains dry and unsoiled between bathroom trips.</p>	<p>Physical Development &amp; Health</p> <p>76. Requests or initiates hand washing when needed (e.g., before eating).      77. Participates actively in outdoor group games (e.g., kickball).      78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p>
<b>4.3 Tries new foods before deciding whether he/she likes them</b>	
<p>Physical Development &amp; Health (PDH)</p> <p>3. Independently selects and eats a variety of food types.</p>	<p>Physical Development &amp; Health</p> <p>74. Independently selects and eats a variety of food types.</p>
<b>4.4 Recognizes different types of food</b>	
<p>Physical Development &amp; Health (PDH)</p> <p>3. Independently selects and eats a variety of food types.      5. Identifies examples of foods that are healthy.</p>	<p>Physical Development &amp; Health</p> <p>74. Independently selects and eats a variety of food types.      75. Identifies examples of foods that are healthy.</p>
<b>4.5 Shows awareness that some foods are better for your body than others</b>	
<p>Physical Development &amp; Health (PDH)</p> <p>5. Identifies examples of foods that are healthy.</p>	<p>Physical Development &amp; Health</p> <p>75. Identifies examples of foods that are healthy.</p>

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****FINE MOTOR****4.6 Coordinates eye and hand movements to complete tasks**

Physical Development &amp; Health (PDH)

- 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.

Physical Development &amp; Health

- 88. Uses computer keyboard/mouse for writing/drawing, without assistance.

**4.7 Uses small muscles for self-help skills**

Physical Development &amp; Health (PDH)

- 2. Feeds his/herself without help.
- 65. Begins to use a fork.
- 66. Eats with a fork and a spoon, or other appropriate utensils.

**4.8 Uses writing and drawing tools with control and intention**

Physical Development &amp; Health (PDH)

- 67. Correctly holds a pencil or crayon.

Physical Development &amp; Health

- 86. Correctly holds a pencil or crayon.

Literacy Knowledge &amp; Skills (LK)

- 34. Uses scribble on paper to communicate a message.
- 35. Communicates by scribbling and with some letter-like shapes.
- 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.
- 41. Writes some letters.
- 42. Writes using inventive spelling.
- 43. Write her/his name, without assistance.
- 44. Communicates by writing complete words.

Language &amp; Literacy

- 52. Uses scribble on paper to communicate a message.
- 53. Communicates by scribbling and with some letter-like shapes.
- 54. Copies her/his name from a sample.
- 55. Write her/his name, without assistance.

**GROSS MOTOR****4.9 Freely participates in gross motor activities**

Physical Development &amp; Health (PDH)

- 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).
- 16. Participates actively in outdoor group games (e.g., kickball).

Physical Development &amp; Health

- 77. Participates actively in outdoor group games (e.g., kickball).

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****4.10 Throws, kicks, bounces, and catches**

Physical Development &amp; Health (PDH)

- 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.

**4.11 Runs, jumps, hops, and skips**

Physical Development &amp; Health (PDH)

- 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.
- 53. Jumps forward several times, maintaining balance most of the time.
- 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.
- 59. Gallops maintaining direction and control, most of the time.

Physical Development &amp; Health

- 85. Skips with direction and control, most of the time.

**4.12 Shows balance and coordination**

Physical Development &amp; Health (PDH)

- 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.
- 51. Walks along a wide beam, most of the time.
- 52. Climbs a short ladder (e.g., on playground toys).
- 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.
- 59. Gallops maintaining direction and control, most of the time.

Physical Development &amp; Health

- 84. Climbs a short ladder (e.g., on playground toys).
- 85. Skips with direction and control, most of the time.

**4.13 Climbs up and down equipment**

Physical Development &amp; Health (PDH)

- 50. Climbs up and down stairs.
- 52. Climbs a short ladder (e.g., on playground toys).

Physical Development &amp; Health

- 83. Climbs up and down stairs.
- 84. Climbs a short ladder (e.g., on playground toys).

## VI. Developmental Learning Strand 5 – Language

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>LANGUAGE</b>	
<b>Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)</b>	
Literacy Knowledge & Skills (LK)	Language & Literacy
1. Recognizes matching and dissimilar sounds of consonants and vowels. 2. Distinguishes between some beginning consonant sounds in spoken language. 3. Says both syllables of a two-syllable word, with distinct separation. 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 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. 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	37. Recognizes matching and dissimilar sounds of consonants and vowels. 38. Says both syllables of a two-syllable word, with distinct separation. 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
<b>5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar</b>	
Language Development (LD)	
15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning. 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). 30. Uses compound sentences (e.g., sentences joined by and, but, or).	

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****5.3 Expands vocabulary**

Language Development (LD)

7. Understands nouns commonly found in books for young children.
8. Understands action words (e.g., give, run).
9. Understands negative words (e.g., not, no).
10. Understands positional words (e.g., top, bottom, on, in).
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).
14. Repeats or tries different words/sentences to get another child or adult to respond.
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).
30. Uses compound sentences (e.g., sentences joined by and, but, or).

Language &amp; Literacy

34. Understands nouns commonly found in books for young children.
35. Understands action words (e.g., give, run).
36. Understands positional words (e.g., top, bottom, on, in).

**5.4 Recognizes and identifies by name most common objects and pictures**

Literacy Knowledge &amp; Skills (LK)

10. Uses picture cues to tell what is happening in a story.
11. Predicts story events using picture or verbal cues.

Language &amp; Literacy

42. Uses picture cues to tell what is happening in a story.
43. Predicts story events using picture or verbal cues.

**5.5 Participates in songs, finger plays, rhyming activities, and games**

Creative Arts (CA)

3. Sings or hums familiar songs or tunes.

Approaches to Learning

66. Sings or hums familiar songs or tunes.

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****5.6 Uses words to communicate ideas and feelings**

Language Development (LD)

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

**5.7 Engages in two-way conversation with children and adults**

Language Development (LD)

- 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.

**5.8 Participates in group discussion**

Language Development (LD)

- 18. Takes turns being a speaker.

**5.10 Follows directions in sequence**

Language Development (LD)

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

