

# Galileo® G3 Scales Alignment with Florida State Early Learning Standards 3-Year-Olds



**Assessment  
Technology  
Incorporated**

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# I. Galileo® G3 Scales Alignment with Florida 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 Florida 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 Florida 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**

3-5 Galileo G3 Nature and Science Knowledge Areas
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 Florida’s early learning standards is labeled at the top of each table. The knowledge areas/concepts of Florida standards are then listed, as well as any subcategories in Florida 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.





# Florida 3-Year-Old Early Learning and Development Standards Alignment to Galileo® 3 through 5 Years G3 Scales and Galileo School Readiness Scale

## II. Standard: Physical Development, 3-Year-Olds

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>A. Gross Motor Development</b>	
<b>1. Show characteristics of appropriate health and development</b>	
<p>Physical Development &amp; Health</p> <ul style="list-style-type: none"> <li>1. Chews all food completely prior to swallowing.</li> <li>2. Feeds his/herself without help.</li> <li>15. Exercises large muscles (e.g., running, swinging, hopping, throwing).</li> <li>19. Unzips zippers.</li> <li>20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</li> <li>21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</li> <li>45. Walks to a destination without help.</li> <li>46. Jumps in place and off low objects, such as a step.</li> <li>47. Moves around obstacles with balance and direction.</li> <li>48. Stops and turns while running.</li> <li>49. Walks along a line on the floor, most of the time.</li> <li>50. Climbs up and down stairs.</li> <li>60. Throws a ball a short distance with accuracy, most of the time.</li> <li>61. Kicks a ball a short distance with accuracy, most of the time.</li> </ul>	<p>Physical Development &amp; Health</p> <ul style="list-style-type: none"> <li>83. Climbs up and down stairs.</li> </ul>

**2. Demonstrates increasing control of large muscles**

Physical Development & Health

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

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

**3. Demonstrates increasing coordination of large muscles**

Physical Development & Health

- 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. Fine Motor Development**

**1. Demonstrates increasing control of small muscles**

Physical Development & Health  
 1. Chews all food completely prior to swallowing.  
 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.  
 65. Begins to use a fork.  
 66. Eats with a fork and a spoon, or other appropriate utensils.  
 67. Correctly holds a pencil or crayon.  
 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.  
 71. Strings large beads on a piece of yarn.

Physical Development & Health  
 86. Correctly holds a pencil or crayon.  
 87. Uses scissors to cut out a pre-formed simple shape.

**2. Shows improving eye-hand coordination**

Physical Development & Health  
 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.  
 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.  
 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 & Health  
 87. Uses scissors to cut out a pre-formed simple shape.

**3. Uses various drawing and art tools with developing coordination**

Physical Development & Health  
 67. Correctly holds a pencil or crayon.  
 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.

Physical Development & Health  
 86. Correctly holds a pencil or crayon.  
 87. Uses scissors to cut out a pre-formed simple shape.

**C. Self-Help**

**1. Actively participates in self-care**

<p>Physical Development &amp; Health</p> <p>6. Washes and dries hands with some supervision.</p> <p>7. Insists on washing and drying own hands.</p> <p>8. Brushes teeth with help.</p> <p>9. Begins to independently brush his/her teeth with supervision.</p> <p>10. Disposes of tissues appropriately in a container.</p> <p>11. Covers mouth with hand/tissue when coughing or sneezing.</p> <p>12. Brushes teeth in a correct fashion, without assistance.</p> <p>13. Uses tissues properly to blow/wipe nose, without assistance.</p> <p>14. Requests or initiates hand washing when needed (e.g., before eating).</p> <p>22. Puts on front-opening garment, without assistance.</p> <p>23. Puts on pull-over garment, without assistance.</p> <p>24. Puts on shoes correctly, without assistance.</p> <p>25. Ties own shoes, without assistance.</p> <p>26. Uses bathroom, without assistance.</p> <p>27. Initiates a trip to the bathroom, without being prompted.</p> <p>28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p> <p>29. Disposes of toilet paper/paper towels appropriately.</p> <p>30. Remains dry and unsoiled between bathroom trips.</p> <p>33. Properly uses corrective and assistive visual devices consistently (e.g., glasses).</p> <p>33. Properly uses corrective and assistive visual devices consistently (e.g., glasses).</p> <p>34. Uses assistive audiological devices, such as hearing aids, if appropriate.</p> <p>38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).</p> <p>41. Identifies potentially dangerous situations/activities, without assistance.</p> <p>65. Begins to use a fork.</p> <p>66. Eats with a fork and a spoon, or other appropriate utensils.</p>	<p>Physical Development &amp; Health</p> <p>76. Requests or initiates hand washing when needed (e.g., before eating).</p> <p>78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p> <p>80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).</p> <p>81. Identifies potentially dangerous situations/activities, without assistance.</p>
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**2. Actively takes part in basic health and safety routines**

Physical Development & Health

31. Has calm and settled rest periods.

32. Cooperates by opening mouth for a quick visual exam.

33. Properly uses corrective and assistive visual devices consistently (e.g., glasses).

34. Uses assistive audiological devices, such as hearing aids, if appropriate.

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

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

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

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).

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.

Physical Development & Health

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

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

**D. Health**

**1. Exhibits auditory abilities to support healthy growth and development**

Physical Development & Health

34. Uses assistive audiological devices, such as hearing aids, if appropriate.

**2. Shows characteristics of good oral health**

Physical Development & Health

8. Brushes teeth with help.

9. Begins to independently brush his/her teeth with supervision.

12. Brushes teeth in a correct fashion, without assistance.

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.

**3. Shows physical needs are met**

Physical Development & Health

- 1. Chews all food completely prior to swallowing.
- 2. Feeds his/herself without help.
- 4. Serves self an appropriate amount of food.
- 14. Requests or initiates hand washing when needed (e.g., before eating).
- 17. Identifies a variety of games/exercises that help enhance fitness.
- 18. Talks about ways exercise keeps us healthy, with assistance.
- 31. Has calm and settled rest periods.
- 35. Understands that parents and teachers are helpful resources.
- 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.

### III. Standard: Approaches to Learning, 3-Year-Olds

3-5: Galileo® G3 Assessment Scale Goal		Galileo School Readiness Scale	
<b>A. Eagerness and Curiosity</b>			
<b>1. Shows curiosity and is eager to learn new things and have new experiences</b>			
Approaches to Learning 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.		Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.	
<b>B. Persistence</b>			
<b>1. Sustains attention for brief periods and finds help when needed</b>			
Approaches to Learning 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. 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. 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. 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.		Approaches to Learning 59. Sets a goal, and with adult help, plans a small number of steps to achieve it. 60. Revises, with adult help, a plan that has not produced the intended result.	
<b>C. Creativity and Inventiveness</b>			
<b>1. Approaches daily activities with creativity and inventiveness</b>			
Approaches to Learning 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.			

**D. Planning and Reflection**

**1. Shows initial signs of planning and learning from their experiences**

Approaches to Learning

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.

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.

Approaches to Learning

59. Sets a goal, and with adult help, plans a small number of steps to achieve it.

60. Revises, with adult help, a plan that has not produced the intended result.



## IV. Standard: Social and Emotional Development, 3-Year-Olds

<b>3-5: Galileo® G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>A. Pro-social Behaviors</b>	
<b>1. Develops positive relationships and interacts comfortably with familiar adults</b>	
<p>Social &amp; Emotional Development</p> <p>14. Comfortably accepts guidance and directions from a familiar adult.</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.</p> <p>37. Chooses to express self to others safely/respectfully in calm situations.</p> <p>39. Sustains a cooperative participation with others.</p> <p>40. Expresses encouragement in a variety of ways (e.g., clapping, cheering).</p> <p>42. Respects the rights of others.</p>	<p>Social &amp; Emotional Development</p> <p>72. Chooses to express self to others safely/respectfully in calm situations.</p>
<b>2. Interacts with and develops positive relationships with peers</b>	
<p>Social &amp; Emotional Development</p> <p>31. Responds appropriately to greeting by familiar peers.</p> <p>32. Initiates greeting of familiar peers.</p> <p>33. Verbally or nonverbally invites a peer to play.</p> <p>34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.</p> <p>35. Plays without disrupting or destroying the work of others.</p> <p>36. Says, signs, or gestures the names of friends.</p> <p>37. Chooses to express self to others safely/respectfully in calm situations.</p> <p>39. Sustains a cooperative participation with others.</p> <p>40. Expresses encouragement in a variety of ways (e.g., clapping, cheering).</p> <p>41. Recognizes the impact of his/her actions on others' feelings.</p> <p>42. Respects the rights of others.</p> <p>43. Chooses to express self to others safely/respectfully in difficult situations.</p> <p>44. Recognizes inappropriate behavioral choices of self most of the time.</p> <p>45. Usually recognizes that inappropriate behavior leads to consequences.</p> <p>46. Expresses empathy or caring for others by consoling, comforting, or helping.</p> <p>47. Accepts the consequences for own inappropriate behavior most of the time.</p>	<p>Social &amp; Emotional Development</p> <p>71. Plays without disrupting or destroying the work of others.</p> <p>72. Chooses to express self to others safely/respectfully in calm situations.</p>

**3-5: Galileo® G3 Assessment Scale Goal****Galileo School Readiness Scale****3. Joins in group activities and experiences within early learning environments**

Social &amp; Emotional Development

38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.

39. Sustains a cooperative participation with others.

Social &amp; Emotional Development

73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.

**4. Shows care and concern for others**

Social &amp; Emotional Development

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

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.

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

**B. Self Regulation****1. Follows simple rules and routines with support**

Social &amp; Emotional Development

12. Follows established rules and routines in the classroom.

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

26. Gets materials needed for an activity, without prompts.

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).

**2. Begins to use materials with increasing care and safety**

Social &amp; Emotional Development

15. Uses classroom materials safely and for their intended purpose.

26. Gets materials needed for an activity, without prompts.

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

### 3-5: Galileo® G3 Assessment Scale Goal

### Galileo School Readiness Scale

#### 3. Adapts to transitions with support

Social & Emotional Development

- 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).

Social & Emotional Development

- 69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).

#### 4. Shows developing ability to solve social problems with support from familiar adults

Social & Emotional Development

- 16. Seeks support from familiar adults to resolve conflicts with peers.
- 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).
- 19. Expresses wants and needs in conflict situations.
- 20. Says, signs, or gestures to a child who is being offensive to stop the behavior.

### C. Self-Concept

#### 1. Shows growing confidence in their abilities

Social & Emotional Development

- 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").
- 7. Says positive things about his/her appearance.
- 8. Talks positively about a recent accomplishment.

#### 2. Begins to independently initiate and direct some experiences

Social & Emotional Development

- 6. Talks about his/her interests (what I like to do).
- 28. Comforts self by engaging in calming/soothing activities some of the time.
- 35. Plays without disrupting or destroying the work of others.

Social & Emotional Development

- 71. Plays without disrupting or destroying the work of others.

## V. Standard: Language and Communication, 3-Year-Olds

<b>3-5: Galileo® G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>A. Listening and Understanding</b>	
<b>1. Listens to and understands spoken language</b>	
<p>Language Development</p> <p>1. Listens attentively to a conversation, story, poem, or song.</p> <p>4. Asks questions and/or makes comments about a story, poem, or song.</p> <p>5. Retells a familiar story, poem or song in his/her own words.</p> <p>6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze).</p> <p>31. Recalls story events using some spoken dialogue.</p>	<p>Language &amp; Literacy</p> <p>32. Asks questions and/or makes comments about a story, poem, or song.</p> <p>33. Retells a familiar story, poem or song in his/her own words.</p>
<b>2. Shows understanding by following simple directions</b>	
<p>Language Development</p> <p>2. Follows a simple one-step direction.</p> <p>3. Follows a small set of step-by-step directions, without prompts.</p>	
<b>B. Communicating and Speaking</b>	
<b>1. Shows improving expressive communication skills</b>	
<p>Language Development</p> <p>4. Asks questions and/or makes comments about a story, poem, or song.</p> <p>14. Repeats or tries different words/sentences to get another child or adult to respond.</p> <p>15. Uses appropriate words or gestures to share information or experiences.</p> <p>16. Asks questions to obtain information or assistance.</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p> <p>Literacy Development</p> <p>18. Engages in pretend reading with other children, doll, or toy animal.</p>	<p>Language &amp; Literacy</p> <p>32. Asks questions and/or makes comments about a story, poem, or song.</p>

**2. Shows increased vocabulary and uses language for many purposes**

Language Development  
 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).

**C. Early Reading**

**1. Shows an appreciation and enjoyment of reading**

Literacy Development  
 13. Selects books, sometimes, over other activities when given a choice.  
 14. Request rereading of favorite book.  
 16. Handles books and other reading material with care.  
 18. Engages in pretend reading with other children, doll, or toy animal.  
 19. Requests a favorite book by title, author, or illustrator.  
 20. Initiates conversation with a peer or an adult about a story, book or poem.

Language & Literacy  
 44. Requests a favorite book by title, author, or illustrator.

**2. Demonstrates beginning phonological awareness**

Literacy Development  
 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.

Language & Literacy  
 37. Recognizes matching and dissimilar sounds of consonants and vowels.  
 38. Says both syllables of a two-syllable word, with distinct separation.

**3. Shows awareness of letters and symbols**

Literacy Development  
 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.  
 41. Writes some letters.  
 42. Writes using inventive spelling.

Language & Literacy  
 52. Uses scribble on paper to communicate a message.  
 53. Communicates by scribbling and with some letter-like shapes.

**4. Demonstrates comprehension and responds to stories**

Language Development

- 1. Listens attentively to a conversation, story, poem, or song.
- 4. Asks questions and/or makes comments about a 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.
- 32. Draws pictures or uses dramatic play or music to tell a story.
- 33. Makes up a story from beginning, to middle, to end.

Language & Literacy

- 32. Asks questions and/or makes comments about a story, poem, or song.
- 33. Retells a familiar story, poem or song in his/her own words.

**D. Early Writing**

**1. Begins to use writing, pictures and play to express ideas**

Language Development

- 15. Uses appropriate words or gestures to share information or experiences.
- 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.
- 32. Draws pictures or uses dramatic play or music to tell a story.

Literacy Development

- 36. Draws figures and shapes to convey meanings.
- 39. Uses a variety of writing tools and materials to communicate with others.

**2. Shows beginning writing skills by making letter-like shapes and scribbles to write**

Literacy Development

- 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.
- 42. Writes using inventive spelling.

Language & Literacy

- 52. Uses scribble on paper to communicate a message.
- 53. Communicates by scribbling and with some letter-like shapes.

## VI. Standard: Cognitive Development and General Knowledge, 3-Year-Olds

3-5: Galileo® G3 Assessment Scale Goal		Galileo School Readiness Scale	
<b>A. Mathematical Thinking</b>			
<b>1. Demonstrates interest in mathematical problem solving</b>			
<p>Early Math</p> <p>18. Indicates that a small group has less after taking some away.</p> <p>21. Shows where to divide a whole object to make two halves.</p> <p>24. Matches objects to an example.</p> <p>25. Sorts diverse objects based on a physical attribute (e.g., shape).</p> <p>28. Identifies the shorter or taller of two persons or things.</p> <p>34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.</p>		<p>Cognition &amp; General Knowledge</p> <p>10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>	
<b>2. Sorts objects into groups by one characteristic</b>			
<p>Early Math</p> <p>25. Sorts diverse objects based on a physical attribute (e.g., shape).</p> <p>26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).</p> <p>27. Sorts diverse objects based on multiple attributes (e.g., size and shape).</p>		<p>Cognition &amp; General Knowledge</p> <p>10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>	
<b>3. Shows knowledge of numbers and counting</b>			
<p>Early Math</p> <p>1. Uses one-to-one correspondence when counting objects.</p> <p>2. Counts to find how many are in a group up to 5.</p> <p>12. Identifies numerals 0 to 5.</p> <p>15. Adds one to a small group, when asked.</p>		<p>Cognition &amp; General Knowledge</p> <p>1. Counts to find how many are in a group up to 5.</p>	
<b>4. Recognizes some geometric shapes</b>			
<p>Early Math</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> <p>36. Creates new shapes from familiar shapes by folding, cutting, or twisting.</p>			
<b>5. Shows beginning understanding of spatial relationships and position words</b>			
<p>Early Math</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>			

**6. Demonstrates beginning ability to compare and contrast**

Early Math  
 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.  
 30. Arranges objects in order by size.  
 31. Places an object in its proper position in a group ordered by size.

**7. Engages in activities that explore measurement**

Early Math  
 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.

Cognition & General Knowledge  
 12. Uses non-standard units (e.g., paper clips) to measure length.

**B. Scientific Thinking**

**1. Uses senses to collect information through observation and exploration**

Nature & Science  
 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.  
 41. Uses observation as a way to gather data about an object or an event.  
 43. Repeats a procedure/action several times to confirm outcomes/ patterns.

**2. Begins to use simple tools for observing and investigation**

Nature & Science  
 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).  
 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).

Cognition & General Knowledge  
 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).



**3. Begins to compare objects**

Nature and Science

- 4. Describes what an animal is doing as it is being observed.
- 5. Talks about characteristics of living things (e.g., leaf is soft).
- 12. Draws/talks about different weather conditions (e.g., sunny, rainy).
- 13. Draws/talks about physical changes observed in objects (e.g., ice melting).
- 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).

**C. Social Studies**

**1. Begins to recognize and appreciate similarities and differences in people**

Social Studies

- 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.
- 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).

**2. Begins to understand family characteristics, roles and functions**

Social Studies

- 1. Shares personal family stories and traditions.
- 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).

Cognition & General Knowledge

- 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).

**3. Shows awareness of some social roles and jobs that people do**

<p>Social Studies</p> <p>9. Describes or illustrates the roles/responsibilities of community workers.</p> <p>10. Tells why cars and people need to stop at red lights.</p> <p>26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).</p> <p>40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").</p>	<p>Cognition &amp; General Knowledge</p> <p>27. Describes or illustrates the roles/responsibilities of community workers.</p>
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**4. Demonstrates awareness of group rules**

<p>Social Studies</p> <p>4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p> <p>10. Tells why cars and people need to stop at red lights.</p> <p>27. Throws trash in garbage can.</p> <p>28. Points out recycling container in the classroom.</p> <p>29. Tells what goes into the recycling container in the classroom.</p>	<p>Cognition &amp; General Knowledge</p> <p>31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>
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## 5. Demonstrates awareness of the environment around them

## Social Studies

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.
19. Identifies road by pointing.
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).
26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).
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).

**D. The Arts**

**1. Uses many different creative art materials to express and explore**

<p>Creative Arts</p> <p>17. Creates collages with various materials and textures (e.g., fabrics, pictures).</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p> <p>22. Selects materials that will be needed for a self-initiated art project.</p> <p>24. Describes a self-made art project (tells what it is about) to a child or adult.</p> <p>25. Uses various tools to create art projects (e.g., rollers, string, straws).</p> <p>26. Recombines and experiments with art materials to see what happens.</p>	
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**2. Engages in musical experiences**

<p>Creative Arts</p> <p>3. Sings or hums familiar songs or tunes.</p> <p>4. Uses movement to express what is being felt/heard in various songs or tunes.</p> <p>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</p> <p>8. Matches the type of sound to a particular instrument.</p> <p>9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p> <p>14. Matches pitch and tempo during a singing activity most of the time.</p>	<p>Approaches to Learning</p> <p>66. Sings or hums familiar songs or tunes.</p> <p>67. Uses movement to express what is being felt/heard in various songs or tunes.</p>
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**3. Engages in creative movement and dramatic play**

<p>Creative Arts</p> <p>4. Uses movement to express what is being felt/heard in various songs or tunes.</p> <p>9. Synchronizes movements to different patterns of beat/tempo, most of the time.</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>34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p>	<p>Approaches to Learning</p> <p>66. Sings or hums familiar songs or tunes.</p> <p>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>
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**4. Shows understanding and appreciation of artistic creations or events**

**Creative Arts**

- 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.
- 15. Works with other children on a cooperative art project (e.g., mural).
- 16. Takes care of art materials/supplies (e.g., washes brushes, covers paint).
- 36. Uses dramatic play to ask questions to gain new knowledge from others.

**Approaches to Learning**

- 66. Sings or hums familiar songs or tunes.

