

# **Galileo® G3 Assessment Scales Alignment with Your State Standards**

**Georgia**  
36-48 Months



**Assessment  
Technology  
Incorporated**

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## **Galileo® G3 Assessment Scales Alignment with Your State Standards**

The state standards provide early childhood programs with important guidance for the provision of learning opportunities and the alignment of assessment activities to inform and facilitate developmentally appropriate practice leading to children's success at birth, now, and in the future as they make the transition to the early grades. These 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, including:

- the selection and implementation of curriculum and assessment tools as part of an overall approach to promoting positive outcomes for children;
- connecting child assessment data to various aspects of early childhood program planning and design;
- establishing school readiness goals consistent with state and local expectations;
- monitoring children's progress;
- guiding the collection of child assessment data for other early childhood reporting systems; and
- promoting continuous quality improvement in programs, child well-being and success.

Galileo Pre-K Online is uniquely designed to support systemic implementation of your state standards. Galileo is an extensively integrated, research-based, online educational management system currently used in early childhood programs to support a collaborative, data-driven, and goal-directed approach to promoting positive outcomes for children. In fact, since 1987, Galileo Pre-K Online has been successfully implemented in support of Head Start, public-school preschool, and proprietary early childhood programs' efforts in achieving these fundamental goals.

Galileo Pre-K Online is a complete and fully integrated assessment, curriculum, and reporting system linking assessment, planning, individualization and the documentation of progress aligned to your state standards. For example, the integrated set of goals established through the state standards can assist early childhood programs establish school readiness goals for children, monitor children's progress, align curricula and conduct program planning in ways that promote all aspects of child development and early learning. Galileo Pre-K Online is uniquely designed to facilitate these goals through the implementation of a program-wide, systemic approach to educational decision-making and action leading to positive outcomes for children.

## Alignment with Your State Standards

The Galileo® G3 Assessment Scales provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, the state standards for children ages 3 to 5. The *Galileo G3 Assessment Scales* are organized into 12 domains of knowledge. This alignment document is also organized into 11 sections displaying the *Galileo G3 Assessment Scales*,

accompanying capabilities, and alignment with state standards. The following table displays the names of the *Galileo G3 Assessment Scales*. In addition, the number of capabilities assessed in each domain by each scale is indicated.

**TABLE 1**  
*Galileo G3 Assessment Scales*

<b>3-5 Galileo G3 Assessment 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

## Comprehensive Coverage to Support the Provision of Learning Opportunities and the Assessment of Children's Progress

As can be seen in the example following for Nature and Science, the knowledge areas comprising *Galileo G3 Assessment Scales* for ages 3 to 5 provide comprehensive coverage of a domain of knowledge in a way that makes it possible to effectively assess children's learning and provide meaningful learning opportunities guided by practical assessment information. Overall, the state standards are comprehensively represented through the 73 knowledge areas

comprising the 11 domain areas. 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 Assessment Scale*, for example, are indicated in Table 2.

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

<b>3-5 Galileo G3 Nature and Science Knowledge Areas</b>
<ul style="list-style-type: none"> <li>• Using Senses and Scientific Devices to Learn</li> <li>• Observing and Describing Living Things</li> <li>• Observing and Describing Physical Phenomena</li> <li>• Classifying Living Things</li> <li>• Classifying Physical Phenomena</li> <li>• Predicting Outcomes About Living Things</li> <li>• Predicting Physical Phenomena</li> <li>• Gathering and Presenting Data</li> <li>• Explaining Events and Outcomes</li> <li>• Questioning and Developing Hypotheses</li> </ul>

As you read through each *Galileo G3 Assessment Scale* in this document, you will note that the domain is labeled at the top of each table. The knowledge areas/concepts of your state standards are then listed, as well as any subcategories in your state standards. In the left column are the details of how the

Galileo scales and goals correspond to the state standards Galileo. The columns on the right side of each section detail how the *Galileo Schools Readiness Scales* goals (which are a compilation of select Galileo G3 goals) correspond to the state standards.

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

The state standards provide important information about key knowledge, behaviors, and skills acquired by young children and serve as a useful guide for the provision of learning opportunities and the choice of assessment instruments to assess children's progress. In this regard, the *Galileo G3 Assessment 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 validated developmental sequences. These empirically validated sequences make it

possible for early childhood programs 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 Assessment Scales* can be effectively utilized to measure growth over an extended period of time and to document program impact on children's learning. The *Galileo G3 Assessment Scales* on the following pages are comprised of in-depth, comprehensive, and empirically validated developmental sequences for Galileo knowledge areas and capabilities, reflecting the state standards.

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# Georgia Early Learning and Development Standards 36-48 Months, Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

## Physical Development and Motor Skills (PDM)

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Health and Well-Being</b>	
<b>Standard PDM1: The child will practice healthy and safe habits.</b>	
<b>PDM1.3a Stays awake except during nap time. (no matching goal)</b>	
<b>PDM1.3b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.</b>	
<b>Physical Development &amp; Health</b> 16. Participates actively in outdoor group games (e.g., kickball).	<b>Physical Development &amp; Health</b> 77. Participates actively in outdoor group games (e.g., kickball).
<b>Approaches to Learning</b> 6. Initiates preferred purposeful activities when playing in interest centers. 12. Maintains interest in an activity for an appropriate period of time.	
<b>PDM1.3c Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.</b>	
<b>Physical Development &amp; Health</b> 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.	<b>Physical Development &amp; Health</b> 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance.
<b>PDM1.3d Communicates to peers and adults when dangerous situations are observed.</b>	
<b>Physical Development &amp; Health</b> 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.	<b>Physical Development &amp; Health</b> 81. Identifies potentially dangerous situations/activities, without assistance.

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>PDM1.3e Attends to personal health needs and self-care needs independently.</b>		
<b>Physical Development &amp; Health</b> <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>27. Initiates a trip to the bathroom, without being prompted.</p> <p>28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p> <p>30. Remains dry and unsoiled between bathroom trips.</p>		<b>Physical Development &amp; Health</b> <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>
<b>Standard PDM2: The child will participate in activities related to nutrition.</b>		
<b>PDM2.3a Helps prepare nutritious snacks.</b>		
<b>Physical Development &amp; Health</b> <p>4. Serves self an appropriate amount of food.</p>		
<b>PDM2.3b Distinguishes healthy food choices from less healthy food choices.</b>		
<b>Physical Development &amp; Health</b> <p>5. Identifies examples of foods that are healthy.</p>		<b>Physical Development &amp; Health</b> <p>75. Identifies examples of foods that are healthy.</p>
<b>STRAND: Use of Senses</b>		
<b>Standard PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</b>		
<b>PDM3.3a Acts and moves with purpose and recognizes differences in direction, distance, and location with some assistance.</b>		
<b>Physical Development &amp; Health</b> <p>45. Walks to a destination without help.</p> <p>58. Skips with direction and control, most of the time.</p> <p>59. Gallops maintaining direction and control, most of the time.</p>		<b>Physical Development &amp; Health</b> <p>85. Skips with direction and control, most of the time.</p>
<b>PDM3.3b Demonstrates awareness of his/her own body in relation to others.</b>		
<b>Physical Development &amp; Health</b> <p>47. Moves around obstacles with balance and direction.</p>		
<b>Standard PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.</b>		
<b>PDM4.3a Uses senses purposefully to learn about objects.</b>		
<b>Nature and Science</b> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p>		

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>PDM4.3b Takes things apart and attempts to put them back together.</b>		
<b>Nature and Science</b>		
2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).		
<b>STRAND: Motor Skills</b>		
<b>Standard PDM5: The child will demonstrate gross motor skills.</b>		
<b>PDM5.3a Coordinates movements to perform a task.</b>		
<b>Physical Development &amp; Health</b>	<b>Physical Development &amp; Health</b>	
	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. 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils. 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.	

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>PDM5.3b Demonstrates coordination and balance.</b>		
<b>Physical Development &amp; Health</b> <p>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.</p>		<b>Physical Development &amp; Health</b> <p>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.</p>
<b>Standard PDM6: The child will demonstrate fine motor skills.</b>		
<b>PDM6.3a Refines grasp to manipulate tools and objects.</b>		
<b>Physical Development &amp; Health</b> <p>65. Begins to use a fork.          66. Eats with a fork and a spoon, or other appropriate utensils.          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.          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).</p>		<b>Physical Development &amp; Health</b> <p>87. Uses scissors to cut out a pre-formed simple shape.</p>
<b>PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control.</b>		
<b>Physical Development &amp; Health</b> <p>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.          74. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>		<b>Physical Development &amp; Health</b> <p>87. Uses scissors to cut out a pre-formed simple shape.</p>

## Social and Emotional Development (SED)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Developing a Sense of Self</b>	
<b>Standard SED1: The child will develop self-awareness.</b>	
<b>SED1.3a Recognizes self as a unique individual.</b>	
<b>Social &amp; Emotional Development</b> 1. Knows his/her own first and last names. 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 5. Describes his/her physical attributes (what I look like). 6. Talks about his/her interests (what I like to do). 7. Says positive things about his/her appearance. 8. Talks positively about a recent accomplishment.	
<b>SED1.3b Demonstrates knowledge of personal information.</b>	
<b>Social &amp; Emotional Development</b> 1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender.	
<b>SED1.3c Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments.</b>	
<b>Social &amp; Emotional Development</b> 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 5. Describes his/her physical attributes (what I look like). 6. Talks about his/her interests (what I like to do). 7. Says positive things about his/her appearance. 8. Talks positively about a recent accomplishment.	
<b>SED1.3d Shows emerging sense of independence in his/her own choices.</b>	
<b>Social &amp; Emotional Development</b> 6. Talks about his/her interests (what I like to do).	
<b>Approaches to Learning</b> 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.	
<b>Social Studies</b> 5. Demonstrates increasing ability to make independent choices.	

<b>3-5: Galileo® G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>Standard SED2: The child will engage in self-expression.</b>	
<b>SED2.3a</b> Uses a combination of words, phrases, and actions to communicate needs, ideas, opinions, and preferences.	
<p><b>Social &amp; Emotional Development</b></p> <p>10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</p> <p>11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).</p> <p><b>Language</b></p> <p>15. Uses appropriate words or gestures to share information or experiences.</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	
<b>SED2.3b With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm.</b>	
<p><b>Social &amp; Emotional Development</b></p> <p>10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</p> <p>11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).</p> <p><b>Language</b></p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	
<b>STRAND: Self-Regulation</b>	
<b>Standard SED3: The child will demonstrate self-control.</b>	
<b>SED3.3a</b> Remembers and follows simple group rules and displays appropriate social behavior.	
<p><b>Social &amp; Emotional Development</b></p> <p>12. Follows established rules and routines in the classroom.</p> <p>37. Chooses to express self to others safely/respectfully in calm situations.</p> <p>43. Chooses to express self to others safely/respectfully in difficult situations.</p>	<p><b>Social &amp; Emotional Development</b></p> <p>68. Follows established rules and routines in the classroom.</p> <p>72. Chooses to express self to others safely/respectfully in calm situations.</p>

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>SED3.3b Regulates own emotions and behaviors with adult support when needed.</b>		
<b>Social &amp; Emotional Development</b> 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. 19. Expresses wants and needs in conflict situations. 22. Shows the ability to compromise in conflict resolution. 23. Uses negotiation to reach a solution. 24. Maintains a negotiated plan. 28. Comforts self by engaging in calming/soothing activities some of the time. 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations.		<b>Social &amp; Emotional Development</b> 70. Shows the ability to compromise in conflict resolution. 72. Chooses to express self to others safely/respectfully in calm situations.
<b>SED3.3c Regulates impulses with adult guidance.</b>		
<b>Social &amp; Emotional Development</b> 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations. 44. Recognizes inappropriate behavioral choices of self most of the time.		<b>Social &amp; Emotional Development</b> 72. Chooses to express self to others safely/respectfully in calm situations.
<b>SED3.3d Manages transitions and adapts to changes in schedules and routines with adult support.</b>		
<b>Social &amp; Emotional Development</b> 13. Makes transitions between activities with minimal assistance. 14. Comfortably accepts guidance and directions from a familiar adult.		
<b>STRAND: Developing a Sense of Self with Others.</b>		
<b>Standard SED4: The child will develop relationships with adults.</b>		
<b>SED4.3a Shows signs of security and trust when separated from familiar adults.</b>		
<b>Social &amp; Emotional Development</b> 9 Engages in reassuring self-talk or changing goals when frustrated or frightened.		
<b>SED4.3b Uses a familiar adult's facial expression to decide how to respond. (no matching goal)</b>		
<b>SED4.3c Shows affection to familiar adults by using words and actions. (no matching goal)</b>		
<b>SED4.3d Seeks out adult for help.</b>		
<b>Social &amp; Emotional Development</b> 16. Seeks support from familiar adults to resolve conflicts with peers.		
<b>Standard SED5: The child will develop relationships with peers.</b>		
<b>SED5.3a Initiates play with one or two other children.</b>		
<b>Social &amp; Emotional Development</b> 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play.		

<b>3-5: Galileo® G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>SED5.3b Engages in mutual/cooperative play.</b>	
<b>Social &amp; Emotional Development</b> 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.	<b>Social &amp; Emotional Development</b> 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
<b>SED5.3c Seeks adult support to resolve some peer conflicts.</b>	
<b>Social &amp; Emotional Development</b> 16. Seeks support from familiar adults to resolve conflicts with peers.	
<b>SED5.3d Recognizes and names the feelings of peers.</b>	
<b>Social &amp; Emotional Development</b> 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. 36. Says, signs, or gestures the names of friends. 41. Recognizes the impact of his/her actions on others' feelings.	
<b>SED5.3e Shows emerging respect for peers' personal space and belongings.</b>	
<b>Social &amp; Emotional Development</b> 35. Plays without disrupting or destroying the work of others. 42. Respects the rights of others.	<b>Social &amp; Emotional Development</b> 71. Plays without disrupting or destroying the work of others.

## Approaches to Play and Learning (APL)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Initiative and Exploration</b>	
<b>Standard APL1: The child will demonstrate initiative and self-direction.</b>	
<b>APL1.3a Initiates new tasks by him/herself.</b>	
<b>Approaches to Learning</b> 2. Participates in an increasing variety of experiences independently. 5. Selects activities that are within her/his capabilities, most of the time. 6. Initiates preferred purposeful activities when playing in interest centers.	
<b>APL1.3b Makes choices and completes some independent activities.</b>	
<b>Approaches to Learning</b> 2. Participates in an increasing variety of experiences independently. 13. Completes a simple self-selected activity or task.	
<b>APL1.3c Makes plans and follows through on intentions.</b>	
<b>Approaches to Learning</b> 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.	<b>Approaches to Learning</b> 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>Standard APL2: The child will demonstrate interest and curiosity.</b>	
<b>APL2.3a Demonstrates an increased willingness to participate in both familiar and new experiences.</b>	
<b>Approaches to Learning</b> 2. Participates in an increasing variety of experiences independently. 6. Initiates preferred purposeful activities when playing in interest centers.	
<b>APL2.3b Ask questions about unfamiliar objects, people, and experiences.</b>	
<b>Approaches to Learning</b> 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	<b>Approaches to Learning</b> 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).

<b>3-5: Galileo® G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>APL2.3c Explores and manipulates both familiar and unfamiliar objects in the environment.</b>	
<b>Approaches to Learning</b> 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).	
<b>Logic &amp; Reasoning</b> 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).	
<b>STRAND: Attentiveness and Persistence</b>	
<b>Standard APL3: The child will demonstrate self-control.</b>	
<b>APL3.3a Engages in a structured activity for short periods of time to achieve a goal.</b>	
<b>Approaches to Learning</b> 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.	
<b>APL3.3b Wants to complete activities and do them well.</b>	
<b>Approaches to Learning</b> 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.	<b>Approaches to Learning</b> 59. Sets a goal, and with adult help, plans a small number of steps to achieve it.
<b>APL3.3c Begins to work cooperatively with others to achieve a goal or accomplish a task.</b>	
<b>Approaches to Learning</b> 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.	
<b>APL3.3d Keeps working on an activity even after setbacks.</b>	
<b>Approaches to Learning</b> 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.	

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>STRAND: Play</b>		
<b>Standard APL4: The child will engage in a progression of individualized and imaginative play.</b>		
<b>APL4.3a Uses imagination to create a variety of ideas, role plays, and fantasy situations.</b>		
<b>Logic &amp; Reasoning</b> <ol style="list-style-type: none"> <li>Decides on a scene to act out.</li> <li>Mimics a movie, book, or past experience.</li> <li>Uses objects to represent characters (e.g., stuffed animal as the dad).</li> <li>Assigns parts to self and peers to act out scene.</li> <li>Uses body to act out pretend scene.</li> <li>Uses drawings to embellish scene.</li> <li>Acts out different roles (e.g., child, adult) in dramatic play situations.</li> <li>Uses dramatic play to make-believe with objects (e.g., cooking an egg).</li> </ol>		<b>Cognition &amp; General Knowledge</b> <ol style="list-style-type: none"> <li>Uses dramatic play to make-believe with objects (e.g., cooking an egg).</li> </ol>
<b>Standard APL5: The child will demonstrate a cooperative and flexible approach to play.</b>		
<b>APL5.3a Occasionally joins in cooperative play and learning in a group setting.</b>		
<b>Approaches to Learning</b> <ol style="list-style-type: none"> <li>Shares part or all of something with an adult.</li> <li>Shares part or all of something with a peer.</li> <li>Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</li> </ol> <b>Social &amp; Emotional Development</b> <ol style="list-style-type: none"> <li>Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</li> </ol> <b>Social Studies</b> <ol style="list-style-type: none"> <li>Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</li> </ol>		<b>Social &amp; Emotional Development</b> <ol style="list-style-type: none"> <li>Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</li> </ol> <b>Social Studies</b> <ol style="list-style-type: none"> <li>Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</li> </ol>
<b>APL5.3b Plans, initiates, and completes cooperative activities with adult guidance.</b>		
<b>Approaches to Learning</b> <ol style="list-style-type: none"> <li>Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</li> </ol>		
<b>APL5.3c Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance.</b>		
<b>Approaches to Learning</b> <ol style="list-style-type: none"> <li>Combines materials, objects, equipment in new ways to produce multiple uses.</li> <li>Experiments with a variety of strategies to solve a problem or complete a task.</li> </ol>		<b>Approaches to Learning</b> <ol style="list-style-type: none"> <li>Combines materials, objects, equipment in new ways to produce multiple uses.</li> </ol>
<b>APL5.3d Demonstrates emerging flexibility in his/her approach to play and learning.</b>		
<b>Approaches to Learning</b> <ol style="list-style-type: none"> <li>Combines materials, objects, equipment in new ways to produce multiple uses.</li> </ol>		<b>Approaches to Learning</b> <ol style="list-style-type: none"> <li>Combines materials, objects, equipment in new ways to produce multiple uses.</li> </ol>

## Communication, Language, and Literacy (CLL)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Receptive Language (Listening)</b>	
<b>Standard CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.</b>	
<b>CLL1.3a Listens and responds to conversations and group discussions.</b>	
<b>Language</b> 1. Listens attentively to a conversation, story, poem, or song. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic.	
<b>CLL1.3b Listens to and follows multi-step directions with support.</b>	
<b>Language</b> 3. Follows a small set of step-by-step directions, without prompts.	
<b>CLL1.3c Responds to more complex questions with appropriate answers.</b>	
<b>Language</b> 19. Responds to comments or questions from others during a conversation.	
<b>Standard CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>	
<b>CLL2.3a Demonstrates understanding of vocabulary through everyday conversations.</b>	
<b>Language</b> 23. Combines words to create meaningful short sentences.	
<b>CLL2.3b Listens and understands new vocabulary from activities, stories, and books.</b>	
<b>Language</b> 7. Understands nouns commonly found in books for young children.	<b>Language &amp; Literacy</b> 34. Understands nouns commonly found in books for young children.
<b>STRAND: Expressive Language</b>	
<b>Standard CLL3: The child will use non-verbal communication for a variety of purposes.</b>	
<b>CLL3.3a Uses gestures actions to enhance verbal communication of needs and wants.</b>	
<b>Language</b> 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
<b>CLL3.3b Communicates feelings using non-verbal gestures and actions.</b>	
<b>Language</b> 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	

3-5: Galileo® G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>Standard CLL4: The child will use increasingly complex spoken language.</b>				
<b>CLL4.3a Speaks clearly enough to be understood. (no matching goal)</b>				
<b>CLL4.3b Demonstrates use of expanded sentences and sentence structures.</b>				
<b>Language</b> 23. Combines words to create meaningful short sentences.				
<b>CLL4.3c Describes activities and experiences using details.</b>				
<b>Language</b> 25. Uses descriptive words with objects (e.g. pretty flowers).				
<b>CLL4.3d Uses expanded vocabulary in a variety of situations.</b>				
<b>Language</b> 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). 24. Uses negative words (e.g., not, no). 25. Uses descriptive words with objects (e.g. pretty flowers). 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).				
<b>STRAND: Early Reading</b>				
<b>Standard CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>				
<b>CLL5.3a Prior to reading, uses pictures to predict story content.</b>				
<b>Literacy</b> 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues.	<b>Language &amp; Literacy</b> 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.			
<b>CLL5.3b With prompting and support, retells a simple story using pictures.</b>				
<b>Language</b> 31. Recalls story events using some spoken dialogue. 32. Draws pictures or uses dramatic play or music to tell a story.				
<b>CLL5.3c Answers questions about a story.</b>				
<b>Language</b> 4. Asks questions and/or makes comments about a story, poem, or song. 19. Responds to comments or questions from others during a conversation.	<b>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song.			

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>Standard CLL6: The child will develop early phonological awareness (awareness of units of sound).</b>		
<b>CLL6.3a Listens and matches rhythm, volume, and pitch of rhymes, songs and chants.</b>		
<b>Literacy</b> 4. Recognizes rhymes in poems, readings, or conversation, most of the time.	<b>Language &amp; Literacy</b> 39. Recognizes rhymes in poems, readings, or conversation, most of the time.	
<b>CLL6.3b Identifies and produces rhyming words with adult guidance.</b>		
<b>Literacy</b> 6. Creates rhyming words in play activities.		
<b>CLL6.3d (no CLL6.3c) Segments sentences into individual words with adult's guidance. (no matching goal)</b>		
<b>CLL6.3e Segments words into syllables with adult guidance.</b>		
<b>Literacy</b> 9. Segments short words into their component sounds (e.g., trick, t-r-i-k).	<b>Language &amp; Literacy</b> 41. Segments short words into their component sounds (e.g., trick, t-r-i-k).	
<b>Standard CLL7: The child will demonstrate increasing knowledge of the alphabet.</b>		
<b>CLL7.3a With prompting and support, can identify some letters of the alphabet.</b>		
<b>Literacy</b> 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.	<b>Language &amp; Literacy</b> 56. Identifies all the letters in her/his name. 57. Points to and names the first letter in familiar words.	
<b>Standard CLL8: The child will demonstrate awareness of print concepts.</b>		
<b>CLL8.3a Shares self-selected familiar books and engages in pretend reading with others.</b>		
<b>Literacy</b> 17. Views reading materials one page at a time (front to back), most of the time. 18. Engages in pretend reading with other children, doll, or toy animal. 19. Requests a favorite book by title, author, or illustrator. 20. Initiates conversation with a peer or an adult about a story, book or poem.	<b>Language &amp; Literacy</b> 44. Requests a favorite book by title, author, or illustrator.	
<b>CLL8.3b Discriminates words from pictures independently. (no matching goal)</b>		
<b>CLL8.3c Independently holds a book right side up and turns pages from right to left.</b>		
<b>Literacy</b> 16. Handles books and other reading material with care. 17. Views reading materials one page at a time (front to back), most of the time. 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	<b>Language &amp; Literacy</b> 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	
<b>CLL8.3d Recognizes environmental print.</b>		
<b>Literacy</b> 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.		

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>CLL8.3e With adult guidance, points to the title of familiar books or stories and where to begin reading. (no matching goal)</b>		
<b>STRAND: Early Writing</b>		
<b>Standard CLL9: The child will use writing for a variety of purposes.</b>		
<b>CLL9.3a Creates letter-like symbols. May use invented spelling to label drawings.</b>		
<b>Literacy</b> 35. Communicates by scribbling and with some letter-like shapes.	<b>Language &amp; Literacy</b> 53. Communicates by scribbling and with some letter-like shapes.	
<b>CLL9.3b Uses writing tools with adult guidance.</b>		
<b>Literacy</b> 38. Holds pencil with thumb and forefinger. 39. Uses a variety of writing tools and materials to communicate with others.		
<b>CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes.</b>		
<b>Literacy</b> 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	<b>Language &amp; Literacy</b> 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	

## Cognitive Development: Mathematics (CD-MA)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Number and Quantity</b>	
<b>Standard CD-MA1: The child will organize, represent, and build knowledge of quantity and number.</b>	
<b>CD-MA1.3a Recites numbers up to 10 in sequence.</b>	
<b>Early Math</b> 4. Counts to find how many are in a group up to 10.	<b>Cognition &amp; General Knowledge</b> 3. Counts to find how many are in a group up to 10.
<b>CD-MA1.3b Recognizes numerals and quantities in the everyday environment.</b>	
<b>Early Math</b> 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	
<b>CD-MA1.3c Matches numerals to sets of objects with the same number, 0-5.</b>	
<b>Early Math</b> 7. Writes numerals to indicate 6 or less objects.	<b>Cognition &amp; General Knowledge</b> 4. Writes numerals to indicate 6 or less objects.
<b>CD-MA1.3d Identifies quantity and comparisons of quantity.</b>	
<b>Early Math</b> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
<b>CD-MA1.3e Quickly recognizes and names how many items are in a set up to three items.</b>	
<b>Early Math</b> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).  11. Separates a group into two sets and identifies the number of items in both sets.	<b>Cognition &amp; General Knowledge</b> 7. Separates a group into two sets and identifies the number of items in both sets.
<b>Standard CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.</b>	
<b>CD-MA2.3a Matches two equal sets using one-to-one correspondence independently.</b>	
<b>Early Math</b> 1. Uses one-to-one correspondence when counting objects.  11. Separates a group into two sets and identifies the number of items in both sets.  23. Separates a group of objects in half.	<b>Cognition &amp; General Knowledge</b> 7. Separates a group into two sets and identifies the number of items in both sets.
<b>CD-MA2.3b Counts up to five objects using one-to-one correspondence with adult guidance.</b>	
<b>Early Math</b> 1. Uses one-to-one correspondence when counting objects.  2. Counts to find how many are in a group up to 5.	<b>Cognition &amp; General Knowledge</b> 1. Counts to find how many are in a group up to 5.

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>CD-MA2.3c Recognizes that objects or sets can be combined or separated.</b>		
<b>Early Math</b> 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.	<b>Cognition &amp; General Knowledge</b> 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.	
<b>CD-MA2.3d Participates in creating and using real and pictorial graphs or other simple representations of data.</b>		
<b>Nature and Science</b> 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	<b>Cognition &amp; General Knowledge</b> 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).	
<b>STRAND: Measurement and Comparison</b>		
<b>Standard CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.</b>		
<b>CD-MA3.3a Labels objects using size words.</b>		
<b>Early Math</b> 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.		
<b>CD-MA3.3b Compares two or more objects using a single attribute, such as length, weight, and size and matches items of similar sizes.</b>		
<b>Early Math</b> 25. Sorts diverse objects based on a physical attribute (e.g., shape).	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape).	
<b>CD-MA3.3c Uses a variety of standard and non-standard tools to measure object attributes with assistance.</b>		
<b>Early Math</b> 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. 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).	<b>Cognition &amp; General Knowledge</b> 12. Uses non-standard units (e.g., paper clips) to measure length.	
<b>CD-MA3.3d Predicts upcoming events from prior knowledge.</b>		
<b>Social Studies</b> 36. Identifies events that might occur in the future.		

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>		
<b>Standard CD-MA4: The child will sort, order, classify, and create patterns.</b>				
<b>CD-MA4.3a Independently orders objects using one characteristic.</b>				
<b>Early Math</b> 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). 31. Places an object in its proper position in a group ordered by size.	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape).			
<b>CD-MA4.3b Sorts objects by one attribute such as color, shape or size.</b>				
<b>Early Math</b> 25. Sorts diverse objects based on a physical attribute (e.g., shape).	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape).			
<b>CD-MA4.3c Identifies and duplicates simple, repeating patterns.</b>				
<b>Early Math</b> 24. Matches objects to an example. 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). 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).				
<b>STRAND: Geometry and Spatial Thinking</b>				
<b>Standard CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.</b>				
<b>CD-MA5.3a Follows simple directions which demonstrates an understanding of directionality, order and position of objects.</b>				
<b>Early Math</b> 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).				
<b>Language</b> 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.				
<b>CD-MA5.3b Begins using more deliberate manipulation to fit objects together.</b>				
<b>Logic &amp; Reasoning</b> 30. Uses trial and error to solve a problem or puzzle.				

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>		
<b>Standard CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.</b>				
<b>CD-MA6.3a Recognizes basic, two-dimensional shapes in the environment independently.</b>				
<b>Early Math</b> 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.				
<b>STRAND: Mathematical Reasoning</b>				
<b>Standard CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.</b>				
<b>CD-MA7.3a Practices estimating using mathematical terms and numbers with adult assistance.</b>				
<b>Early Math</b> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).				
<b>CD-MA7.3b Shows interest in solving mathematical problems.</b>				
<b>Early Math</b> 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. 21. Shows where to divide a whole object to make two halves. 22. Exchanges two halves for a whole. 23. Separates a group of objects in half.	<b>Cognition &amp; General Knowledge</b> 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.			
<b>CD-MA7.3c Uses emerging reasoning skills to determine a solution to a mathematical problem.</b>				
<b>Logic &amp; Reasoning</b> 18. Uses concrete materials to solve a problem (e.g., blocks to count). 21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away). 22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).	<b>Cognition &amp; General Knowledge</b> 14. Uses concrete materials to solve a problem (e.g., blocks to count).			

## Cognitive Development: Science (CD-SC)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Scientific Skills and Methods</b>	
<b>Standard CD-SC1: The child will demonstrate scientific inquiry skills.</b>	
<b>CD-SC1.3a Uses senses to observe and experience objects and environment.</b>	
<b>Nature and Science</b> 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
<b>CD-SC1.3b Uses simple tools to experiment and observe.</b>	
<b>Nature and Science</b> 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).	<b>Cognition &amp; General Knowledge</b> 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
<b>CD-SC1.3c Records observations through drawings or dictations with adult guidance.</b>	
<b>Nature and Science</b> 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	
<b>CD-SC1.3d Participates in simple experiments and discusses scientific properties.</b>	
<b>Nature and Science</b> 40. Participates in simple investigations to answer questions. 44. Describes her/his data to other peers/adults.	
<b>STRAND: Earth and Space</b>	
<b>Standard CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.</b>	
<b>CD-SC2.3a Investigates and asks questions about the properties of water using adult and child-directed activities.</b>	
<b>Nature and Science</b> 22. Classifies objects by their state (e.g., liquid, solid, gas). 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).	
<b>CD-SC2.3b Investigates properties of rocks, soil, sand, and mud using adult and child-directed activities.</b>	
<b>Nature and Science</b> 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).	
<b>CD-SC2.3c Asks questions/shows curiosity about objects in the sky and describes appropriate day time and night time activities.</b>	
<b>Nature and Science</b> 12. Draws/talks about different weather conditions (e.g., sunny, rainy). 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night). 29. Predicts that an animal will seek shelter in bad weather.	

3-5: Galileo® G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>CD-SC2.3d Observes and discusses changes in weather from day to day.</b>				
<b>Nature and Science</b> 12. Draws/talks about different weather conditions (e.g., sunny, rainy). 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).				
<b>STRAND: Living Creatures</b>				
<b>Standard CD-SC3: The child will demonstrate knowledge related to living things and their environments.</b>				
<b>CD-SC3.3a Observes and explores a variety of animals and plants and their environments and life cycles.</b>				
<b>Nature and Science</b> 17. Distinguishes plants from animals. 18. Distinguishes between land and water animals. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling). 27. Predicts what might come next in a life cycle sequence (e.g., seed to plant). 28. Predicts that a plant will die if it does not receive water. 29. Predicts that an animal will seek shelter in bad weather. 30. Predicts that a plant will die if it does not receive sufficient light. 31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species). 32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife. 33. Predicts that plants may be destroyed when an animal population increases.	<b>Cognition &amp; General Knowledge</b> 18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).			
<b>CD-SC3.3b Identifies the physical properties of some living and non-living things.</b>				
<b>Nature and Science</b> 17. Distinguishes plants from animals. 18. Distinguishes between land and water animals. 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).				
<b>CD-SC3.3c Identifies and describes the functions of a few body parts. (no matching goal)</b>				
<b>STRAND: Physical Science</b>				
<b>Standard CD-SC4: The child will demonstrate knowledge related to physical science.</b>				
<b>CD-SC4.3a Independently investigates objects and toys that require positioning and movement.</b>				
<b>Nature and Science</b> 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).				

<b>3-5: Galileo® G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>CD-SC4.3b Investigates different types or speeds of motion.</b>	
<b>Nature and Science</b> 39. Predicts that the steeper the incline, the faster an object will move.	
<b>CD-SC4.3c Explores and identifies physical properties and states of matter of common classroom objects.</b>	
<b>Nature and Science</b> 22. Classifies objects by their state (e.g., liquid, solid, gas).	
<b>CD-SC4.3d Uses classroom objects that function as simple machines. (no matching goal)</b>	
<b>STRAND: Interaction with the Environment</b>	
<b>Standards CD-SC5: The child will demonstrate and awareness of and the need to protect his/her environment.</b>	
<b>CD-SC5.3a Participates in efforts to protect the environment.</b>	
<b>Social Studies</b> 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).	

## Cognitive Development: Social Studies (CD-SS)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Family</b>	
<b>Standard CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.</b>	
<b>CD-SS1.3a Identifies self in relationship to his/her family unit.</b>	
<b>Social Studies</b>	<b>Cognition &amp; General Knowledge</b>
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).	26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
<b>CD-SS1.3b Identifies similarities and differences between self and others.</b>	
<b>Social Studies</b>	
45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	
<b>STRAND: People and Community</b>	
<b>Standard CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity.</b>	
<b>CD-SS2.3a Remembers rules of the classroom community and displays appropriate social behavior.</b>	
<b>Social &amp; Emotional Development</b>	<b>Social &amp; Emotional Development</b>
12. Follows established rules and routines in the classroom.	68. Follows established rules and routines in the classroom.
<b>CD-SS2.3b Explains traditions and cultural celebrations of his/her own family.</b>	
<b>Social Studies</b>	
1. Shares personal family stories and traditions.	
<b>CD-SS2.3c Asks simple questions about others' cultures.</b>	
<b>Social Studies</b>	
43. Shows respect for members of different cultures.	
<b>Standard CD-SS3: The child will demonstrate an awareness of geography in his/her community.</b>	
<b>CD-SS3.3a Identifies locations of people and objects.</b>	
<b>Social Studies</b>	<b>Cognition &amp; General Knowledge</b>
11. Identifies landmarks to describe location of residence or school (e.g., school is by the store). 14. Demonstrates and uses terms related to location, direction, and distance.	28. Demonstrates and uses terms related to location, direction, and distance.
<b>CD-SS3.3b Identifies and describes some aspects of his/her community.</b>	
<b>Social Studies</b>	<b>Cognition &amp; General Knowledge</b>
9. Describes or illustrates the roles/responsibilities of community workers. 11. Identifies landmarks to describe location of residence or school (e.g., school is by the store). 12. Differentiates the United States flag from other flags by pointing. 13. Signs, gestures, or talks about neighborhood resources (library, post office).	27. Describes or illustrates the roles/responsibilities of community workers.

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>Standard CD-SS4: The child will demonstrate an awareness of economics in his/her community.</b>		
<b>CD-SS4.3a Completes jobs to contribute to his/her community. (no matching goal)</b>		
<b>CD-SS4.3b Recognizes a variety of occupations and work associated with them.</b>		
<b>Social Studies</b>	<b>Cognition &amp; General Knowledge</b>	
9. Describes or illustrates the roles/responsibilities of community workers.	27. Describes or illustrates the roles/responsibilities of community workers.	
<b>CD-SS4.3c Recognizes that people work to earn a living. (no matching goal)</b>		
<b>CD-SS4.3d Explores the uses of technology.</b>		
<b>Technology</b>		
10. Suggests the use of a technology device to complete a task.		
12. Uses vocabulary related to technology (e.g., computer, laptop, tablet, pad, screen, mouse).		
13. Can turn on a technology device with supervision (e.g., computer, laptop, tablet or pad).		
15. Types random letters on a computer keyboard.		
16. Uses a mouse or finger pad to move a cursor around the screen.		
19. Types letters or numbers as directed by an adult or an age appropriate software program.		
20. Writes messages with invented spelling on a keyboard to keypad.		
21. Is able to use a mouse or finger pad to point to images on a computer screen.		
22. Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button).		
23. Is able to use a computer to create artwork with assistance.		
24. Is able to use a computer to create written communications with assistance.		
25. Types own name on a keyboard or keypad without assistance.		
26. Knows that computers can store information in a variety of ways (e.g., USB device, CD, computer hard, online).		
27. Can save a file, with assistance.		
28. Can open a saved file with assistance.		
29. Independently uses a familiar device to play music (e.g., a digital music player, CD player, tape player).		
30. Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera)		
31. Uses an age appropriate software program with a partner or in a small group.		

<b>3-5: Galileo® G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
32. Independently uses an age appropriate software program. 33. Uses a computer or laptop to answer a simple question or do research with assistance.	
<b>STRAND: History and Events</b>	
<b>Standard CD-SS5: The child will understand the passage of time and how events are related.</b>	
<b>CD-SS5.3a Recognizes and describes sequence of events.</b>	
<b>Social Studies</b> 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.	

## Cognitive Development: Creative Development (CD-CR)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Creative Movement and Dance</b>	
<b>Standard CD-CR1: The child participate in dance to express creativity.</b>	
<b>CD-CR1.3a Repeats choreographed movements and begins to express creativity in movements.</b>	
<b>Creative Arts</b> 4. Uses movement to express what is being felt/heard in various songs or tunes. 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	<b>Approaches to Learning</b> 67. Uses movement to express what is being felt/heard in various songs or tunes.
<b>STRAND: Visual Arts</b>	
<b>Standard CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.</b>	
<b>CD-CR2.3a Uses a variety of tools and art media to express individual creativity.</b>	
<b>Creative Arts</b> 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 18. Draws representations of human and animal figures. 20. Draws recognizable environmental objects (e.g., house, trees, ball). 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 23. Draws some details in representations of animals, people, or objects. 24. Describes a self-made art project (tells what it is about) to a child or adult. 25. Uses various tools to create art projects (e.g., rollers, string, straws). 28. Uses a variety of colors to create moods or feelings in artwork. 29. Draws a series of pictures that depict a story.	<b>Approaches to Learning</b> 65. Draws representations of human and animal figures.
<b>CD-CR2.3b Observes and discusses visual art work.</b>	
<b>Creative Arts</b> 24. Describes a self-made art project (tells what it is about) to a child or adult. 27. Describes the steps/plan for constructing a self-initiated art project.	
<b>CD-CR2.3c Shares ideas about personal creative work.</b>	
<b>Creative Arts</b> 24. Describes a self-made art project (tells what it is about) to a child or adult. 27. Describes the steps/plan for constructing a self-initiated art project.	

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>STRAND: Music</b>		
<b>Standard CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.</b>		
<b>CD-CR3.3a Participates in classroom activities with musical instruments and singing to express creativity.</b>		
<b>Creative Arts</b> <ul style="list-style-type: none"> <li>1. Shows an interest in using musical instruments to produce sounds.</li> <li>3. Sings or hums familiar songs or tunes.</li> <li>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</li> <li>10. Invents songs or tunes using voice or musical instruments.</li> <li>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</li> <li>13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).</li> <li>14. Matches pitch and tempo during a singing activity most of the time.</li> </ul>	<b>Approaches to Learning</b> <ul style="list-style-type: none"> <li>66. Sings or hums familiar songs or tunes.</li> </ul>	
<b>STRAND: Drama</b>		
<b>Standard CD-CR4: The child will use drama to express creativity.</b>		
<b>CD-CR4.3a Participates in dramatic play presentations with adult guidance.</b>		
<b>Creative Arts</b> <ul style="list-style-type: none"> <li>30. Uses dramatic play to express feelings (e.g., fear).</li> <li>31. Acts out a real or make-believe character during dramatic play.</li> <li>32. Acts out stories or situations during a dramatic play activity.</li> <li>33. Describes the story or situation that will occur during dramatic play.</li> <li>34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</li> <li>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</li> <li>36. Uses dramatic play to ask questions to gain new knowledge from others.</li> </ul>	<b>Approaches to Learning</b> <ul style="list-style-type: none"> <li>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</li> </ul>	
<b>CD-CR4.3b Re-creates a familiar story using action and objects (props) individually or cooperatively.</b>		
<b>Creative Arts</b> <ul style="list-style-type: none"> <li>31. Acts out a real or make-believe character during dramatic play.</li> <li>32. Acts out stories or situations during a dramatic play activity.</li> </ul> <b>Logic &amp; Reasoning</b> <ul style="list-style-type: none"> <li>2. Mimics a movie, book, or past experience.</li> <li>3. Uses objects to represent characters (e.g., stuffed animal as the dad).</li> </ul>		

<b>3-5: Galileo® G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>CD-CR4.3c Creates various voice inflections and facial expressions in play.</b>	
<b>Creative Arts</b> 31. Acts out a real or make-believe character during dramatic play.	
<b>CD-CR4.3d Identifies real and make-believe situations through dramatic play.</b>	
<b>Logic &amp; Reasoning</b> 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).	<b>Cognition &amp; General Knowledge</b> 16. Acknowledges a difference between pretend game and the reality of the classroom.

## Cognitive Development: Cognitive Processes (CD-CP)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Thinking Skills</b>	
<b>Standard CD-CP1: The child will demonstrate awareness of cause and effect.</b>	
<b>CD-CP1.3a Intentionally carries out an action with an understanding of the effect it will cause.</b>	
<b>Logic &amp; Reasoning</b> 28. Predicts the effects of an action. 29. States the cause of an effect (e.g., what caused the tricycle to stop).	
<b>CD-CP1.3b Expresses beginning understanding of reasoning skills.</b>	
<b>Logic &amp; Reasoning</b> 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 18. Uses concrete materials to solve a problem (e.g., blocks to count). 19. Tries out new ideas to see if they will work. 20. Suggests an alternative solution to solve a problem, without assistance. 21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away). 22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).	<b>Cognition &amp; General Knowledge</b> 14. Uses concrete materials to solve a problem (e.g., blocks to count).
<b>Standard CD-CP2: The child will use prior knowledge to build new knowledge.</b>	
<b>CD-CP2.3a Uses objects as intended in new activities.</b>	
<b>Social &amp; Emotional Development</b> 15. Uses classroom materials safely and for their intended purpose.	
<b>CD-CP2.3b Uses observation and imitation to acquire knowledge.</b>	
<b>Nature and Science</b> 41. Uses observation as a way to gather data about an object or an event.	

<b>3-5: Galileo® G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>CD-CP2.3c Identifies familiar objects and people in new situations. (no matching goal)</b>		
<b>CD-CP2.3d Uses clues and sequence of events to infer and predict what will happen next.</b>		
<b>Nature and Science</b> <p>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p> <p>34. Predicts that it is likely to rain when dark clouds come.</p> <p>35. Predicts which way a scale will tip when a weight is added to one side.</p> <p>36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p>		<b>Cognition &amp; General Knowledge</b> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>19. Predicts which way a scale will tip when a weight is added to one side.</p> <p>20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p>
<b>CD-CP2.3e Discusses how new learning related to concrete objects is based on prior knowledge.</b>		
<b>Nature and Science</b> <p>47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p>		
<b>STRAND: Problem Solving</b>		
<b>Standard CD-CP3: The child will demonstrate problem solving skills.</b>		
<b>CD-CP3.3a Demonstrates multiple uses for objects to solve problems.</b>		
<b>Logic &amp; Reasoning</b> <p>17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p> <p>18. Uses concrete materials to solve a problem (e.g., blocks to count).</p> <p>21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p>		<b>Cognition &amp; General Knowledge</b> <p>14. Uses concrete materials to solve a problem (e.g., blocks to count).</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CD-CP3.3b Asks questions and tests different possibilities to determine the best solution to a problem.</b>	
<b>Logic &amp; Reasoning</b> 19. Tries out new ideas to see if they will work. 20. Suggests an alternative solution to solve a problem, without assistance. 30. Uses trial and error to solve a problem or puzzle.	