

# Galileo® G3 Assessment Scales Alignment with Your State Standards

**Georgia**  
48-60 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<sup>®</sup> 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 48-60 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 PD1: The child will practice healthy and safe habits.</b>	
<b>PDM1.4a Stays awake and alert during the day except during voluntary nap time.</b>	
<b>Physical Development &amp; Health</b> 31. Has calm and settled rest periods.	
<b>PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for a sustained period of time that increase strength, endurance, and flexibility.</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>PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.</b>	
<b>Physical Development &amp; Health</b> 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). 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).	<b>Physical Development &amp; Health</b> 79. Follows fire safety/fire drill rules, without assistance. 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance. 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
<b>PDM1.4d Communicates the importance of safety rules.</b>	
<b>Physical Development &amp; Health</b> 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	<b>Physical Development &amp; Health</b> 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.</b>	
<p><b>Physical Development &amp; Health</b></p> <p>6. Washes and dries hands with some supervision.  7. Insists on washing and drying own hands.  8. Brushes teeth with help.  9. Begins to independently brush his/her teeth with supervision.  10. Disposes of tissues appropriately in a container.  11. Covers mouth with hand/tissue when coughing or sneezing.  12. Brushes teeth in a correct fashion, without assistance.  13. Uses tissues properly to blow/wipe nose, without assistance.  14. Requests or initiates hand washing when needed (e.g., before eating).  27. Initiates a trip to the bathroom, without being prompted.  28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.  30. Remains dry and unsoiled between bathroom trips.  33. Properly uses corrective and assistive visual devices consistently (e.g., glasses).  34. Uses assistive audiological devices, such as hearing aids, if appropriate.  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.</p>	<p><b>Physical Development &amp; Health</b></p> <p>76. Requests or initiates hand washing when needed (e.g., before eating).  78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p>
<b>PDM1.4f Can name people who keep them safe and healthy.</b>	
<p><b>Physical Development &amp; Health</b></p> <p>44. Tells why people need to go to the doctor and dentist.</p> <p><b>Social Studies</b></p> <p>9. Describes or illustrates the roles/responsibilities of community workers.</p>	<p><b>Cognition &amp; General Knowledge</b></p> <p>27. Describes or illustrates the roles/responsibilities of community workers.</p>
<b>Standard PDM2: The child will participate in activities related to nutrition.</b>	
<b>PDM2.4a Helps prepare nutritious snacks and meals.</b>	
<p><b>Physical Development &amp; Health</b></p> <p>4. Serves self an appropriate amount of food.</p>	
<b>PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.</b>	
<p><b>Physical Development &amp; Health</b></p> <p>5. Identifies examples of foods that are healthy.</p>	<p><b>Physical Development &amp; Health</b></p> <p>75. Identifies examples of foods that are healthy.</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<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>PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance, and location.</b>	
<b>Physical Development &amp; Health</b> 45. Walks to a destination without help. 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. 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 58. Skips with direction and control, most of the time.	<b>Physical Development &amp; Health</b> 85. Skips with direction and control, most of the time.
<b>PDM3.4b Demonstrates spatial awareness through play activities.</b>	
<b>Physical Development &amp; Health</b> 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 55. Pedals a tricycle, steers and makes turns around obstacles and corners.	
<b>Standard PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.</b>	
<b>PDM4.4a Discriminates between a variety of sights, smells, sounds, textures, and tastes. (no matching goal)</b>	
<b>PDM4.4b Takes things apart and invents new structures using the parts.</b>	
<b>Approaches to Learning</b> 3. Combines materials, objects, equipment in new ways to produce multiple uses.  <b>Nature and Science</b> 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).	<b>Approaches to Learning</b> 61. Combines materials, objects, equipment in new ways to produce multiple uses.

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Motor Skills</b>	
<b>Standard PDM5: The child will demonstrate gross motor skills.</b>	
<b>PDM5.4a Coordinates movements to perform more complex tasks.</b>	
<p><b>Physical Development &amp; Health</b></p> <p>60. Throws a ball a short distance with accuracy, most of the time.</p> <p>61. Kicks a ball a short distance with accuracy, most of the time.</p> <p>62. Catches a ball thrown underhand from 3 to 5 feet, most of the time.</p> <p>63. Dribbles a large ball several times with both hands.</p> <p>64. Dribbles a large ball several times with one hand.</p> <p>66. Eats with a fork and a spoon, or other appropriate utensils.</p> <p>68. Cuts with scissors along a straight line.</p> <p>69. Cuts with scissors along a curved line.</p> <p>70. Uses scissors to cut out a pre-formed simple shape.</p> <p>71. Strings large beads on a piece of yarn.</p> <p>72. Builds short structures with blocks or other materials (e.g., 3 blocks high).</p> <p>73. Builds tall structures with blocks or other materials (e.g., 10 blocks high).</p> <p>74. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>	<p><b>Physical Development &amp; Health</b></p> <p>87. Uses scissors to cut out a pre-formed simple shape.</p> <p>88. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>
<b>PDM5.4b Demonstrates coordination and balance in a variety of activities.</b>	
<p><b>Physical Development &amp; Health</b></p> <p>49. Walks along a line on the floor, most of the time.</p> <p>51. Walks along a wide beam, most of the time.</p> <p>54. Balances on one foot for five seconds.</p> <p>60. Throws a ball a short distance with accuracy, most of the time.</p> <p>61. Kicks a ball a short distance with accuracy, most of the time.</p> <p>62. Catches a ball thrown underhand from 3 to 5 feet, most of the time.</p> <p>63. Dribbles a large ball several times with both hands.</p> <p>64. Dribbles a large ball several times with one hand.</p>	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Standard PDM6: The child will demonstrate fine motor skills.</b>	
<b>PDM6.4a Performs fine-motor tasks that require small-muscle strength and control.</b>	
<p><b>Physical Development &amp; Health</b></p> <p>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.  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.</p>	<p><b>Physical Development &amp; Health</b></p> <p>86. Correctly holds a pencil or crayon.  87. Uses scissors to cut out a pre-formed simple shape.  88. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>
<b>PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.</b>	
<p><b>Physical Development &amp; Health</b></p> <p>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.  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.</p>	<p><b>Physical Development &amp; Health</b></p> <p>86. Correctly holds a pencil or crayon.  87. Uses scissors to cut out a pre-formed simple shape.  88. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>
<b>PDM6.4c Able to perform more complex fine motor tasks with accuracy 50% of the time.</b>	
<p><b>Physical Development &amp; Health</b></p> <p>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.  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.</p>	<p><b>Physical Development &amp; Health</b></p> <p>86. Correctly holds a pencil or crayon.  87. Uses scissors to cut out a pre-formed simple shape.  88. Uses computer keyboard/mouse for writing/drawing, without assistance.</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>SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.</b>	
<b>Social &amp; Emotional Development</b> 3. Knows his/her gender.  <b>Social Studies</b> 1. Shares personal family stories and traditions.	
<b>SED1.4b Identifies personal characteristics, preferences, thoughts, and feelings.</b>	
<b>Social &amp; Emotional Development</b> 6. Talks about his/her interests (what I like to do). 8. Talks positively about a recent accomplishment. 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).	
<b>SED1.4c Shows confidence in a range of abilities and the capacity to accomplish tasks and take on new tasks.</b>	
<b>Social &amp; Emotional Development</b> 8. Talks positively about a recent accomplishment.	
<b>SED1.4d Shows independence in his/her own choices.</b>	
<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. 13. Completes a simple self-selected activity or task.	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Standard SED2: The child will engage in self-expression.</b>	
<b>SED2.4a Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.</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>20. Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>31. Responds appropriately to greeting by familiar peers.</p> <p>32. Initiates greeting of familiar peers.</p> <p>37. Chooses to express self to others safely/respectfully in calm situations.</p> <p>40. Expresses encouragement in a variety of ways (e.g., clapping, cheering).</p> <p>43. Chooses to express self to others safely/respectfully in difficult situations.</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>	<p><b>Social &amp; Emotional Development</b></p> <p>72. Chooses to express self to others safely/respectfully in calm situations.</p>
<b>SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.</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>SED2.4c Uses pretend play to present emotions of self and others.</b>	
<p><b>Creative Arts</b></p> <p>30. Uses dramatic play to express feelings (e.g., fear).</p>	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>SED2.4d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each. (no matching goal)</b>	
<b>STRAND: Self-Regulation</b>	
<b>Standard SED3: The child will demonstrate self-control.</b>	
<b>SED3.4a Independently follows rules and routines.</b>	
<b>Social &amp; Emotional Development</b> 12. Follows established rules and routines in the classroom.	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom.
<b>SED3.4b Regulates own emotions and behaviors and seeks out adult support when needed.</b>	
<b>Social &amp; Emotional Development</b> 22. Shows the ability to compromise in conflict resolution. 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. 45. Usually recognizes that inappropriate behavior leads to consequences.	<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>SED3.4c Regulates a range of impulses.</b>	
<b>Social &amp; Emotional Development</b> 43. Chooses to express self to others safely/respectfully in difficult situations. 44. Recognizes inappropriate behavioral choices of self most of the time. 45. Usually recognizes that inappropriate behavior leads to consequences.	
<b>SED3.4d Manages transitions and adapts to changes in schedules and routines independently.</b>	
<b>Social &amp; Emotional Development</b> 13. Makes transitions between activities with minimal assistance.	
<b>STRAND: Developing a Sense of Self with Others.</b>	
<b>Standard SED4: The child will develop relationships with adults.</b>	
<b>SED4.4a Transitions well into new, unfamiliar settings.</b>	
<b>Social &amp; Emotional Development</b> 14. Comfortably accepts guidance and directions from a familiar adult. 29. Accepts arrival and departure transitions as routine parts of the day.	
<b>SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.</b>	
<b>Social &amp; Emotional Development</b> 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers.	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>SED4.4c Shows affection to familiar adults by using more complex words and actions. (no matching goal)</b>	
<b>SED4.4d Seeks out adults as a resource for help and assistance.</b>	
<p><b>Social &amp; Emotional Development</b> 16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p><b>Logic &amp; Reasoning</b> 15. Seeks assistance from an adult when attempting to solve a problem.</p>	
<b>Standard SED5: The child will develop relationships with peers.</b>	
<b>SED5.4a Develops and maintains friendships with other children.</b>	
<p><b>Logic &amp; Reasoning</b> 14. Practices building relationships with other children (offering direction, help).</p>	
<b>SED5.4b Plays cooperatively with a few peers for a sustained period of time.</b>	
<p><b>Approaches to Learning</b> 23. Shares part or all of something with a peer. 26. Voluntarily helps a peer. 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p>	
<b>SED5.4c Attempts to resolve conflicts using appropriate strategies.</b>	
<p><b>Social &amp; Emotional Development</b> 17. Moves around another child that is in her/his way (e.g., going up a slide). 21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing. 22. Shows the ability to compromise in conflict resolution. 23. Uses negotiation to reach a solution. 24. Maintains a negotiated plan. 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p><b>Social &amp; Emotional Development</b> 70. Shows the ability to compromise in conflict resolution.</p>
<b>SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.</b>	
<p><b>Social &amp; Emotional Development</b> 46. Expresses empathy or caring for others by consoling, comforting, or helping.</p>	
<b>SED5.4e Shows respect for peers' personal space and belongings.</b>	
<p><b>Social &amp; Emotional Development</b> 35. Plays without disrupting or destroying the work of others.</p> <p><b>Approaches to Learning</b> 28. Establishes proximity to peers during an unstructured child-directed activity. 29. Maintains proximity to peers during an unstructured child-directed activity.</p>	<p><b>Social &amp; Emotional Development</b> 71. Plays without disrupting or destroying the work of others.</p>

## 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>APL1.4a Takes initiative to learn new concepts and tries new experiences. Initiates and completes new tasks by himself/herself.</b>	
<p><b>Approaches to Learning</b></p> <p>1. Explores most areas of the classroom.</p> <p>2. Participates in an increasing variety of experiences independently.</p> <p>6. Initiates preferred purposeful activities when playing in interest centers.</p> <p>16 Checks to see if a simple task has been completed, without being asked.</p>	
<b>APL1.4b Selects and carries out activities without adult prompting.</b>	
<p><b>Approaches to Learning</b></p> <p>2. Participates in an increasing variety of experiences independently.</p> <p>4. Selects activities or objects from a choice of at least two in a daily routine.</p> <p>5. Selects activities that are within her/his capabilities, most of the time.</p> <p>6. Initiates preferred purposeful activities when playing in interest centers.</p>	
<b>APL1.4c Sets goals and develops and follows through on plans.</b>	
<p><b>Approaches to Learning</b></p> <p>17. While playing, says what s/he wants to accomplish, when asked.</p> <p>18. Sets a goal prior to beginning of an activity or a project.</p> <p>19. Says, signs, or gestures whether or not a simple task has been completed.</p> <p>20. Sets a goal, and with adult help, plans a small number of steps to achieve it.</p> <p>21. Revises, with adult help, a plan that has not produced the intended result.</p>	<p><b>Approaches to Learning</b></p> <p>59. Sets a goal, and with adult help, plans a small number of steps to achieve it.</p> <p>60. Revises, with adult help, a plan that has not produced the intended result.</p>
<b>Standard APL2: The child will demonstrate interest and curiosity.</b>	
<b>APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.</b>	
<p><b>Approaches to Learning</b></p> <p>7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).</p> <p><b>Language</b></p> <p>4. Asks questions and/or makes comments about a story, poem, or song.</p> <p>15. Uses appropriate words or gestures to share information or experiences.</p>	<p><b>Approaches to Learning</b></p> <p>62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).</p> <p><b>Language &amp; Literacy</b></p> <p>32. Asks questions and/or makes comments about a story, poem, or song.</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>APL2.4b Asks questions and seeks new information.</b> <b>With assistance, looks for new information and wants to know more.</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>Language</b> 4. Asks questions and/or makes comments about a story, poem, or song.	<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>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song.
<b>APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.</b>	
<b>Approaches to Learning</b> 1. Explores most areas of the classroom. 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>STRAND: Attentiveness and Persistence</b>	
<b>Standard APL3: The child will sustain attention to a specific activity and demonstrate persistence.</b>	
<b>APL3.4a Engages in independent activities and continues tasks over a period of time.</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. 12. Maintains interest in an activity for an appropriate period of time. 13. Completes a simple self-selected activity or task. 15. Persists with a difficult or non-preferred activity.	
<b>APL3.4b Practices to improve skills that have been accomplished. (no matching goal)</b>	
<b>APL3.4c Works cooperatively with others to successfully 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>APL3.4d Persists in trying to complete a task after previous attempts have failed.</b>	
<b>Approaches to Learning</b> 11. Maintains concentration in an activity despite distractions or interruptions. 13. Completes a simple self-selected activity or task. 14. Corrects her/his own mistakes, some of the time. 15. Persists with a difficult or non-preferred activity.	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Play</b>	
<b>Standard APL4: The child will engage in a progression of individualized and imaginative play.</b>	
<b>APL4.4a Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.</b>	
<p><b>Logic &amp; Reasoning</b></p> <ol style="list-style-type: none"> <li>1. Decides on a scene to act out.</li> <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> <li>4. Assigns parts to self and peers to act out scene.</li> <li>5. Uses body to act out pretend scene.</li> <li>6. Uses drawings to embellish scene.</li> <li>7. Talks to peers in pretend character.</li> <li>8. Reacts to peers remaining in pretend character.</li> <li>9. Acts out different roles (e.g., child, adult) in dramatic play situations.</li> <li>10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</li> <li>11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</li> <li>12. Acknowledges a difference between pretend game and the reality of the classroom.</li> <li>13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).</li> </ol>	<p><b>Cognition &amp; General Knowledge</b></p> <ol style="list-style-type: none"> <li>15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</li> <li>16. Acknowledges a difference between pretend game and the reality of the classroom.</li> </ol>
<b>Standard APL5: The child will demonstrate a cooperative and flexible approach to play.</b>	
<b>APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.</b>	
<p><b>Approaches to Learning</b></p> <ol style="list-style-type: none"> <li>30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</li> </ol> <p><b>Social &amp; Emotional Development</b></p> <ol style="list-style-type: none"> <li>38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</li> <li>39. Sustains a cooperative participation with others.</li> </ol>	<p><b>Social &amp; Emotional Development</b></p> <ol style="list-style-type: none"> <li>73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</li> </ol>
<b>APL5.4b Demonstrates flexibility in taking on various roles in a group setting. (no matching goal)</b>	
<b>APL5.4c Demonstrates inventiveness, imagination, and creativity to solve a problem.</b>	
<p><b>Approaches to Learning</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>10. Experiments with a variety of strategies to solve a problem or complete a task.</li> </ol>	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or an adult.</b>	
<p><b>Approaches to Learning</b></p> <p>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).</p> <p>10. Experiments with a variety of strategies to solve a problem or complete a task.</p> <p><b>Logic &amp; Reasoning</b></p> <p>16. Seeks assistance from peers when attempting to solve a problem.</p> <p>17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p> <p>19. Tries out new ideas to see if they will work.</p> <p>20. Suggests an alternative solution to solve a problem, without assistance.</p>	
<b>APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting. (no matching goal)</b>	

## 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>CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.</b>	
<b>Language</b> 1. Listens attentively to a conversation, story, poem, or song. 4. Asks questions and/or makes comments about a story, poem, or song. 6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze). 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.	<b>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song.
<b>CLL1.4b Listens to and follows multi-step directions.</b>	
<b>Language</b> 3. Follows a small set of step-by-step directions, without prompts.	
<b>CLL1.4c Extends/expands thoughts or ideas expressed.</b>	
<b>Language</b> 5. Retells a familiar story, poem or song in his/her own words.	<b>Language &amp; Literacy</b> 33. Retells a familiar story, poem or song in his/her own words.
<b>Standard CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</b>	
<b>CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.</b>	
<b>Language</b> 7. Understands nouns commonly found in books for young children. 8. Understands action words (e.g., give, run). 9. Understands negative words (e.g., not, no). 10. Understands positional words (e.g., top, bottom, on, in). 11. Understands pronouns (e.g., she, he, it). 12. Understands words that describe the qualities of objects (e.g., color, soft, cold). 13. Understands past and future tense (e.g., went, will). 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 20. Adjusts conversation to changes in topic.	<b>Language &amp; Literacy</b> 34. Understands nouns commonly found in books for young children. 35. Understands action words (e.g., give, run). 36. Understands positional words (e.g., top, bottom, on, in).

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CLL2.4b Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations. (no matching goal)</b>	
<b>STRAND: Expressive Language</b>	
<b>Standard CLL3: The child will use non-verbal communication for a variety of purposes.</b>	
<b>CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.</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. 21. Changes inflection during a conversation to communicate meaning.	
<b>CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language, 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.	
<b>Standard CLL4: The child will use increasingly complex spoken language.</b>	
<b>CLL4.4a Uses spoken language that can be understood with ease.</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.	
<b>CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.</b>	
<b>Language</b> 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). 23. Combines words to create meaningful short sentences. 30. Uses compound sentences (e.g., sentences joined by and, but, or).	
<b>CLL4.4c Describes activities, experiences, and stories with more detail.</b>	
<b>Language</b> 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	<b>Language &amp; Literacy</b> 33. Retells a familiar story, poem or song in his/her own words.
<b>CLL4.4d Uses new and 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.	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Early Reading</b>	
<b>Standard CLL5: The child will acquire meaning from a variety of materials read to him/her.</b>	
<b>CLL5.4a Prior to reading, uses prior knowledge, story title, and pictures to make predictions about 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>CLL5.4b Retells familiar stories.</b>	
<b>Language</b> 5. Retells a familiar story, poem or song in his/her own words.	<b>Language &amp; Literacy</b> 33. Retells a familiar story, poem or song in his/her own words.
<b>CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.</b>	
<b>Literacy</b> 20. Initiates conversation with a peer or an adult about a story, book or poem.	
<b>CLL5.4d Makes real-world connections between stories and real-life experiences.</b>	
<b>Literacy</b> 15. Makes connections between her/his own experiences and those presented in books/stories.	
<b>CLL5.4e Develops an alternate ending for a story. (no matching goal)</b>	
<b>Standard CLL6: The child will develop early phonological awareness (awareness of units of sound).</b>	
<b>CLL6.4a Listens and differentiates between sounds that are the same and different.</b>	
<b>Literacy</b> 1. Recognizes matching and dissimilar sounds of consonants and vowels.	<b>Language &amp; Literacy</b> 37. Recognizes matching and dissimilar sounds of consonants and vowels.
<b>CLL6.4b Identifies and produces rhyming words.</b>	
<b>Literacy</b> 6. Creates rhyming words in play activities.	
<b>CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.</b>	
<b>Literacy</b> 2. Distinguishes between some beginning consonant sounds in spoken language.	
<b>CLL6.4d Segments sentences into individual words. (no matching goal)</b>	
<b>CLL6.4e Segments words into syllables.</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>CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.</b>	
<b>Literacy</b> 8. Puts sounds together to make short words (e.g., k-a-t, cat). 9. Segments short words into their component sounds (e.g., trick, t-r-i-k).	<b>Language &amp; Literacy</b> 40. Puts sounds together to make short words (e.g., k-a-t, cat). 41. Segments short words into their component sounds (e.g., trick, t-r-i-k).

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Standard CLL7: The child will demonstrate increasing knowledge of the alphabet.</b>	
<b>CLL7.4a With prompting and support, recognizes and names some upper and lower case 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. 48. Names 10 or more letters.	<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. 58. Names 10 or more letters.
<b>Standard CLL8: The child will demonstrate awareness of print concepts.</b>	
<b>CLL8.4a Demonstrates interest in different kinds of literature, such as fiction books, non-fiction books, and poetry, on a range of topics. (no matching goal)</b>	
<b>CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.</b>	
<b>Literacy</b> 29. Recognizes that words are separated by spaces. 44. Communicates by writing complete words.	
<b>CLL8.4c With prompting and support, tracks words from left to right, top to bottom, and page to page.</b>	
<b>Literacy</b> 32. Tracks by moving his/her finger along text as it is read by an adult.	
<b>CLL8.4d Recognizes and reads environmental print.</b>	
<b>Literacy</b> 31. Reads a printed label or a sign on a familiar object, some of the time. 33. Reads familiar words in a sentence from a book/poem, with assistance.	<b>Language &amp; Literacy</b> 50. Reads a printed label or a sign on a familiar object, some of the time. 51. Reads familiar words in a sentence from a book/poem, with assistance.
<b>CLL8.4e Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.</b>	
<b>Literacy</b> 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>STRAND: Early Writing</b>	
<b>Standard CLL9: The child will use writing for a variety of purposes.</b>	
<b>CLL9.4a Draws pictures and copies letters and/or numbers to communicate.</b>	
<b>Literacy</b> 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.	<b>Language &amp; Literacy</b> 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
<b>CLL9.4b Uses writing tools.</b>	
<b>Literacy</b> 38. Holds pencil with thumb and forefinger. 39. Uses a variety of writing tools and materials to communicate with others.	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CLL9.4c Uses writing for a variety of purposes.</b>	
<b>Literacy</b> 39. Uses a variety of writing tools and materials to communicate with others. 44. Communicates by writing complete words.	
<b>CLL9.4d Writes some letters of the alphabet.</b>	
<b>Literacy</b> 40. Copies her/his name from a sample. 41. Writes some letters. 42. Writes using inventive spelling. 43. Write her/his name, without assistance. 44. Communicates by writing complete words.	<b>Language &amp; Literacy</b> 54. Copies her/his name from a sample. 55. Write her/his name, without assistance.

## 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-MA1.4a Recites numbers up to 20 in sequence.</b>	
<b>Early Math</b> 5. Counts to find out how many are in a group greater than 10.	
<b>CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.</b>	
<b>Early Math</b> 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10. 6. Counts backward to find how many are left. 7. Writes numerals to indicate 6 or less objects. 8. Writes numerals to indicate between 7 and 10 objects. 9. Writes numerals to indicate between 11 and 20 objects. 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	<b>Cognition &amp; General Knowledge</b> 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10. 4. Writes numerals to indicate 6 or less objects. 5. Writes numerals to indicate between 7 and 10 objects. 6. Writes numerals to indicate between 11 and 20 objects.
<b>CD-MA1.4c Matches numerals to sets of objects with the same number, 0-10.</b>	
<b>Early Math</b> 8. Writes numerals to indicate between 7 and 10 objects.	<b>Cognition &amp; General Knowledge</b> 5. Writes numerals to indicate between 7 and 10 objects.
<b>CD-MA1.4d Describes sets as having more, less, same as/equal.</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-MA1.4e Quickly recognizes and names how many items are in a set up to four items.</b>	
<b>Early Math</b> 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.

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CD-MA1.4f Tells numbers that come before and after a given number up to 10. (no matching goal)</b>	
<b>Standard CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.</b>	
<b>CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.</b>	
<b>Early Math</b> 1. Uses one-to-one correspondence when counting objects. 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 23. Separates a group of objects in half.	
<b>CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.</b>	
<b>Early Math</b> 1. Uses one-to-one correspondence when counting objects. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10.	<b>Cognition &amp; General Knowledge</b> 3. Counts to find how many are in a group up to 10.
<b>CD-MA2.4c Practices combining, separating, and naming quantities.</b>	
<b>Early Math</b> 11. Separates a group into two sets and identifies the number of items in both sets. 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> 7. Separates a group into two sets and identifies the number of items in both sets. 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-MA2.4d Describes data from classroom graphs using numerical math language.</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).	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).</b>	
<p><b>Early Math</b></p> <p>2. Counts to find how many are in a group up to 5.</p> <p>3. Counts forward from a number &gt; 1 to find how many are in a group.</p> <p>4. Counts to find how many are in a group up to 10.</p> <p>5. Counts to find out how many are in a group greater than 10.</p> <p>6. Counts backward to find how many are left.</p>	<p><b>Cognition &amp; General Knowledge</b></p> <p>1. Counts to find how many are in a group up to 5.</p> <p>2. Counts forward from a number &gt; 1 to find how many are in a group.</p> <p>3. Counts to find how many are in a group up to 10.</p>
<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-MA3.4a Uses mathematical terms to describe experiences involving measurement. (no matching goal)</b>	
<b>CD-MA3.4b Compares objects using two or more attributes, such as length, weight, and size.</b>	
<p><b>Early Math</b></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>28. Identifies the shorter or taller of two persons or things.</p> <p>29. Identifies the shortest or tallest in a group.</p> <p>30. Arranges objects in order by size.</p> <p>31. Places an object in its proper position in a group ordered by size.</p>	<p><b>Cognition &amp; General Knowledge</b></p> <p>10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
<b>CD-MA3.4c Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity) and weight.</b>	
<p><b>Early Math</b></p> <p>44. Uses non-standard unit (e.g., cut-out paper squares) to measure area.</p> <p>45. Uses non-standard units (e.g., paper cups) to measure volume.</p> <p>46. Uses non-standard units (e.g., paper clips) to measure length.</p> <p>47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p><b>Cognition &amp; General Knowledge</b></p> <p>12. Uses non-standard units (e.g., paper clips) to measure length.</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CD-MA3.4d Associates and describes the passage of time with actual events.</b>	
<p><b>Social Studies</b></p> <p>34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).</p> <p>35. Begins to use or respond to the language of time such as related to daily routines or schedules.</p> <p>36. Identifies events that might occur in the future.</p> <p>37. Labels days by function (e.g., school day, field trip day).</p> <p>38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.</p> <p>39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.</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><b>Cognition &amp; General Knowledge</b></p> <p>29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).</p> <p>30. Begins to use or respond to the language of time such as related to daily routines or schedules.</p>
<b>Standard CD-MA4: The child will sort, order, classify, and create patterns.</b>	
<b>CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.</b>	
<p><b>Early Math</b></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><b>Logic &amp; Reasoning</b></p> <p>25. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>	<p><b>Cognition &amp; General Knowledge</b></p> <p>10. Sorts diverse objects based on a physical attribute (e.g., shape).</p> <p>11. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>
<b>CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.</b>	
<p><b>Early Math</b></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><b>Cognition &amp; General Knowledge</b></p> <p>10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CD-MA4.4c Creates and extends simple, repeating patterns.</b>	
<p><b>Early Math</b></p> <p>38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).</p> <p>39. Repeats an alternating visual pattern (e.g., red/green/red/green).</p> <p>40. Repeats an alternating auditory pattern (e.g., loud/soft claps).</p> <p>41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).</p> <p>42. Creates an alternating visual pattern using art or play materials.</p> <p>43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
<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-MA5.4a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.</b>	
<p><b>Early Math</b></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>	
<b>CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.</b>	
<p><b>Logic &amp; Reasoning</b></p> <p>30. Uses trial and error to solve a problem or puzzle.</p> <p>31. Puts a simple puzzle together, without assistance.</p>	
<b>Standard CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.</b>	
<b>CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes.</b>	
<p><b>Early Math</b></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>	
<b>CD-MA6.4b Combines simple shapes to form new shapes.</b>	
<p><b>Early Math</b></p> <p>36. Creates new shapes from familiar shapes by folding, cutting, or twisting.</p>	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Mathematical Reasoning</b>	
<b>Standard CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.</b>	
<b>CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate. (no matching goal)</b>	
<b>CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.</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).
<b>CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.</b>	
<b>Logic &amp; Reasoning</b> 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 19. Tries out new ideas to see if they will work. 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). 30. Uses trial and error to solve a problem or puzzle.	

## 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-SS1.4a Describes his/her family structure and family roles.</b>	
<b>Social Studies</b> 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).	<b>Cognition &amp; General Knowledge</b> 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
<b>CD-SS1.4b Describes similarities and differences between self and others.</b>	
<b>Social Studies</b> 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).	
<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 other's culture and ethnicity.</b>	
<b>CD-SS2.4a Identifies and follows rules of the classroom community and displays competence at engaging in appropriate social behavior.</b>	
<b>Physical Development &amp; Health</b> 37. Follows outdoor and indoor play rules, without prompts. 39. Describes basic traffic safety rules, without assistance.	
<b>CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.</b>	
<b>Social Studies</b> 1. Shares personal family stories and traditions.	
<b>CD-SS2.4c Recognizes similarities and differences between own cultures and that of others.</b>	
<b>Social Studies</b> 43. Shows respect for members of different cultures.	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Standard CD-SS3: The will demonstrate an awareness of geography in his/her community.</b>	
<b>CD-SS3.4a Creates simple representations of home, school, and community.</b>	
<p><b>Social Studies</b>  16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.  17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).</p> <p><b>Creative Arts</b>  20. Draws recognizable environmental objects (e.g., house, trees, ball).  23. Draws some details in representations of animals, people, or objects.</p>	
<b>CD-SS3.4b Identifies and describes aspects of his/her community.</b>	
<p><b>Social Studies</b>  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.  17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).</p>	
<b>Standard CD-SS4: The child will demonstrate an awareness of economics in his/her community.</b>	
<b>CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important. (no matching goal)</b>	
<b>CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.</b>	
<p><b>Social Studies</b>  9. Describes or illustrates the roles/responsibilities of community workers.</p>	<p><b>Cognition &amp; General Knowledge</b>  27. Describes or illustrates the roles/responsibilities of community workers.</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CD-SS4.4c Describes how people interact economically and how goods and services are exchanged. (no matching goal)</b>	
<b>CD-SS4.4d Explores the uses of technology and understands its role in the environment.</b>	
<p><b>Technology</b></p> <p>4. Identifies the basic uses of different technology devices when asked by an adult.</p> <p>8. Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program).</p> <p>9. Provides examples of how technology can be used in daily life (e.g., using internet to find information).</p> <p>10. Suggests the use of a technology device to complete a task.</p> <p>13. Can turn on a technology device with supervision (e.g., computer, laptop, tablet or pad).</p> <p>15. Types random letters on a computer keyboard.</p> <p>16. Uses a mouse or finger pad to move a cursor around the screen.</p> <p>19. Types letters or numbers as directed by an adult or an age appropriate software program.</p> <p>20. Writes messages with invented spelling on a keyboard to keypad.</p> <p>21. Is able to use a mouse or finger pad to point to images on a computer screen.</p> <p>22. Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button).</p> <p>23. Is able to use a computer to create artwork with assistance.</p> <p>24. Is able to use a computer to create written communications with assistance.</p> <p>25. Types own name on a keyboard or keypad without assistance.</p> <p>27. Can save a file, with assistance.</p> <p>28. Can open a saved file with assistance.</p> <p>29. Independently uses a familiar device to play music (e.g., a digital music player, CD player, tape player).</p> <p>30. Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera)</p> <p>31. Uses an age appropriate software program with a partner or in a small group.</p> <p>32. Independently uses an age appropriate software program.</p> <p>33. Uses a computer or laptop to answer a simple question or do research with assistance.</p>	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<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-SS5.4a Recognizes and describes sequence of events with accuracy.</b>	
<b>Social Studies</b> 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.	
<b>CD-SS5.4b Differentiates between past, present, and future.</b>	
<b>Social Studies</b> 36. Identifies events that might occur in the future. 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media. 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").	

## 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-SC1.4a Uses senses to observe, classify, and learn about 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-SC1.4b Uses simple tools correctly to experiment, observe, and increase understanding.</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-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.</b>	
<b>Nature and Science</b> 7. Draws/talks about changes in her/himself over time. 8. Describes/draws the type of shelter used by familiar animals. 9. Draws/talks about what living things need to survive (e.g., plants need water). 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal. 12. Draws/talks about different weather conditions (e.g., sunny, rainy). 13. Draws/talks about physical changes observed in objects (e.g., ice melting). 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night). 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean). 44. Describes her/his data to other peers/adults. 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>CD-SC1.4d Experiments, compares, and formulates hypotheses related to scientific properties.</b>	
<b>Nature and Science</b> 48. Shares ideas/thoughts when observing the natural world/physical phenomena. 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). 51. Attempts to explain why living things change (e.g., leaves turn brown). 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).	<b>Cognition &amp; General Knowledge</b> 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<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-SC2.4a Describes properties of water, including changes to the states of water.</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).	
<b>CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand, and mud.</b>	
<b>Nature and Science</b> 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).	
<b>CD-SC2.4c Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars, and clouds. Compares the day time/night time cycle.</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>CD-SC2.4d Using appropriate vocabulary to discuss climate and changes in weather.</b>	
<b>Nature and Science</b> 12. Draws/talks about different weather conditions (e.g., sunny, rainy).	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Living Creatures</b>	
<b>Standard CD-SC3: The child will demonstrate knowledge related to living things and their environments.</b>	
<b>CD-SC3.4a Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles of living things.</b>	
<p><b>Nature and Science</b></p> <p>4. Describes what an animal is doing as it is being observed.</p> <p>5. Talks about characteristics of living things (e.g., leaf is soft).</p> <p>6. Describes the typical behaviors/habits of a familiar animal.</p> <p>7. Draws/talks about changes in her/himself over time.</p> <p>8. Describes/draws the type of shelter used by familiar animals.</p> <p>9. Draws/talks about what living things need to survive (e.g., plants need water).</p> <p>10. Draws/talks about observed life cycle changes in a familiar plant.</p> <p>11. Draws/talks about observed life cycle changes in a familiar animal.</p> <p>18. Distinguishes between land and water animals.</p> <p>19. Classifies animals into groups by the way they move (e.g., flying, running).</p> <p>20. Classifies animals into those that are domestic and those that are wild.</p> <p>21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).</p>	
<b>CD-SC3.4b Discriminates between living and non-living things.</b>	
<p><b>Nature and Science</b></p> <p>23. Classifies objects into living and non-living categories.</p>	<p><b>Cognition &amp; General Knowledge</b></p> <p>17. Classifies objects into living and non-living categories.</p>
<b>CD-SC3.4c Identifies and describes the functions of many 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-SC4.4a Explores and describes position and movement of objects and toys.</b>	
<p><b>Early Math</b></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>	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CD-SC4.4b Investigates and describes different types or speeds of motion.</b>	
<p><b>Nature and Science</b>            36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).            39. Predicts that the steeper the incline, the faster an object will move.</p>	<p><b>Cognition &amp; General Knowledge</b>            20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p>
<b>CD-SC4.4c Describes materials by their physical properties and states of matter.</b>	
<p><b>Nature and Science</b>            22. Classifies objects by their state (e.g., liquid, solid, gas).            25. Classifies objects based on their physical composition (e.g., metal, rock, soil).</p>	
<b>CD-SC4.4d Uses classroom objects to function as simple machines to enhance child directed play. (no matching goal)</b>	
<b>STRAND: Interaction with the Environment</b>	
<b>Standard CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.</b>	
<b>CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.</b>	
<p><b>Nature and Science</b>            31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p><b>Social Studies</b>            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).</p>	

## 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-CR1.4a Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.</b>	
<p><b>Creative Arts</b></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><b>Approaches to Learning</b></p> <p>67. Uses movement to express what is being felt/heard in various songs or tunes.</p>
<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-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.</b>	
<p><b>Creative Arts</b></p> <p>17. Creates collages with various materials and textures (e.g., fabrics, pictures).</p> <p>19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials .</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p> <p>26. Recombines and experiments with art materials to see what happens.</p>	
<b>CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences. (no matching goal)</b>	
<b>CD-CR2.4c Shows appreciation for different types of art and the creative work of others. (no matching goal)</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-CR3.4a Uses familiar rhymes, songs, or chants and musical instruments to express creativity.</b>	
<p><b>Creative Arts</b></p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>3. Sing or hums familiar songs or tunes.</p> <p>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</p> <p>10. Invents songs or tunes using voice or musical instruments.</p> <p>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p>	<p><b>Approaches to Learning</b></p> <p>66. Sing or hums familiar songs or tunes.</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: Drama</b>	
<b>Standard CD-CR4: The child will use dramatic play to express creativity.</b>	
<b>CD-CR4.4a Participates in dramatic play presentations.</b>	
<p><b>Creative Arts</b></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>36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	
<b>CD-CR4.4b Uses dialogue, actions, objects, and imagination to tell a creative story.</b>	
<p><b>Language</b></p> <p>32. Draws pictures or uses dramatic play or music to tell a story.</p> <p>33. Makes up a story from beginning, to middle, to end.</p>	
<b>CD-CR4.4c Represents a character by using voice inflections and facial expressions.</b>	
<p><b>Logic &amp; Reasoning</b></p> <p>7. Talks to peers in pretend character.</p> <p>8. Reacts to peers remaining in pretend character.</p> <p>9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p>	
<b>CD-CR4.4d Participates in dramatic play to express thoughts, feelings, and creativity.</b>	
<p><b>Creative Arts</b></p> <p>30. Uses dramatic play to express feelings (e.g., fear).</p> <p>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p>	

## 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-CP1.4a Recognizes cause and effect relationships.</b>	
<b>Logic &amp; Reasoning</b> 27. Observes the effects of an action. 28. Predicts the effects of an action. 29. States the cause of an effect (e.g., what caused the tricycle to stop).	
<b>CD-CP1.4b Explains why simple events occur using reasoning skills.</b>	
<b>Logic &amp; Reasoning</b> 29. States the cause of an effect (e.g., what caused the tricycle to stop).	
<b>CD-CP1.4c Draws conclusions based on facts and evidence.</b>	
<b>Logic &amp; Reasoning</b> 29. States the cause of an effect (e.g., what caused the tricycle to stop).	
<b>Standard CD-CP2: The child will use prior knowledge to build new knowledge.</b>	
<b>CD-CP2.4a Explains how to use objects in new situations.</b>	
<b>Logic &amp; Reasoning</b> 26. Associates events/experiences with their intent(s) (e.g., school:learning).	
<b>CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.</b>	
<b>Logic &amp; Reasoning</b> 2. Mimics a movie, book, or past experience.  <b>Nature and Science</b> 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	
<b>CD-CP2.4c Uses information gained about familiar objects and people and can apply to a new situation.</b>	
<b>Nature and Science</b> 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CD-CP2.4d Makes, checks, and verifies predictions.</b>	
<p><b>Nature and Science</b></p> <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>	<p><b>Cognition &amp; General Knowledge</b></p> <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-CP2.4e Explains how an activity is built on or uses past knowledge. (no matching goal)</b>	
<b>STRAND: Problem Solving</b>	
<b>Standard CD-CP3: The child will demonstrate problem solving skills.</b>	
<b>CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.</b>	
<p><b>Logic &amp; Reasoning</b></p> <p>18. Uses concrete materials to solve a problem (e.g., blocks to count).</p>	<p><b>Cognition &amp; General Knowledge</b></p> <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-CP3.4b Uses both familiar and new strategies to solve a problem.</b>	
<p><b>Logic &amp; Reasoning</b></p> <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>19. Tries out new ideas to see if they will work.</p> <p>20. Suggests an alternative solution to solve a problem, without assistance.</p> <p>21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p> <p>22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).</p>	<p><b>Cognition &amp; General Knowledge</b></p> <p>14. Uses concrete materials to solve a problem (e.g., blocks to count).</p>
<b>CD-CP3.4c With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.</b>	
<p><b>Logic &amp; Reasoning</b></p> <p>15. Seeks assistance from an adult when attempting to solve a problem.</p>	