

# Galileo G3 Assessment Scales Alignment with Your State Standards

## Idaho



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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 11 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

## 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 *Galileo G3 Assessment Scales*. These knowledge areas make it possible for Head Start 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 any subcategories in your state standards are listed as columns on the left

side of each section. The columns on the right side of each section detail how Galileo scales and 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 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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# Idaho Early Learning eGuidelines, 36-60 months Alignment to Galileo 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

## Domain: Approaches to Learning and Cognitive Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>SUB-DOMAIN: LEARNING APPROACHES</b>	
<b>Goal: 1. Children show curiosity and interest in learning and experimenting</b>	
<b>Indicator: Asks others for information (e.g., "What is that?" "Why is the moon round?").</b>	
<b>Approaches to Learning (AL)</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>Investigates and experiments with materials; matching, sorting, and grouping.</b>	
<b>Approaches to Learning (AL)</b> 3. Combines materials, objects, equipment in new ways to produce multiple uses.	<b>Approaches to Learning</b> 61. Combines materials, objects, equipment in new ways to produce multiple uses.
<b>Uses "wh" questions to get additional information about how their world works (why, who, what, where and when).</b>	
<b>Approaches to Learning (AL)</b> 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).  <b>Science Knowledge &amp; Skills (SK)</b> 54. Asks "Why" questions to learn more about a current/past event.	<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>Develops personal interests (trains, animals, dinosaurs).</b>	
<b>Approaches to Learning (AL)</b> 4. Selects activities or objects from a choice of at least two in a daily routine. 6. Initiates preferred purposeful activities when playing in interest centers.  <b>Social &amp; Emotional Development (SED)</b> 6. Talks about his/her interests (what I like to do).	
<b>1. Children show curiosity and interest in learning and experimenting, continued.</b>	
<b>Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results.</b>	
<b>Approaches to Learning (AL)</b> 3. Combines materials, objects, equipment in new ways to produce multiple uses. 5. Selects activities that are within her/his capabilities, most of the time.  <b>Science Knowledge &amp; Skills (SK)</b> 40. Participates in simple investigations to answer questions.	<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>Builds a vocabulary of adjectives and adverbs to describe and categorize words and actions.</b>	
<p><b>Language Development (LD)</b>            12. Understands words that describe the qualities of objects (e.g., color, soft, cold).            25. Uses descriptive words with objects (e.g. pretty flowers).</p>	
<b>2. Children are able to generate new ideas, approaches, and activities in daily routines.</b>	
<b>Uses dramatic play to take on roles.</b>	
<p><b>Creative Arts (CA)</b>            31. Acts out a real or make-believe character during dramatic play.</p> <p><b>Logic &amp; Reasoning (LR)</b>            9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p>	
<b>2. Children are able to generate new ideas, approaches, and activities in daily routines, continued.</b>	
<b>Creates and negotiates acceptable rules for group activities.</b>	
<p><b>Approaches to Learning (AL)</b>            9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).            10. Experiments with a variety of strategies to solve a problem or complete a task.            27. Says, signs, or gestures when it is her/his turn in a game or activity.            28. Establishes proximity to peers during an unstructured child-directed activity.</p>	
<b>Makes up words, songs, or stories.</b>	
<p><b>Language Development (LD)</b>            33. Makes up a story from beginning, to middle, to end.</p> <p><b>Creative Arts (CA)</b>            10. Invents songs or tunes using voice or musical instruments.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Expresses ideas through art, construction, movement, or music.</b>	
<p><b>Approaches to Learning (AL)</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).</p> <p><b>Creative Arts (CA)</b> 4. Uses movement to express what is being felt/heard in various songs or tunes. 13. Uses instruments /songs to express feelings (e.g., happy, sad, angry, scared). 18. Draws representations of human and animal figures. 24. Describes a self-made art project (tells what it is about) to a child or adult.</p>	<p><b>Approaches to Learning</b> 67. Uses movement to express what is being felt/heard in various songs or tunes.</p>
<b>Engages in extensive pretend play that includes role play (play house or explorers).</b>	
<p><b>Creative Arts (CA)</b> 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity.</p> <p><b>Logic &amp; Reasoning (LR)</b> 5. Uses body to act out pretend scene. 6. Uses drawings to embellish scene. 7. Talks to peers in pretend character. 8. Reacts to peers remaining in pretend character. 9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p>	
<b>Engages in open-ended exploration of raw materials (messy play).</b>	
<p><b>Approaches to Learning (AL)</b> 1. Explores most areas of the classroom.</p>	
<b>Uses materials in a new or novel way.</b>	
<p><b>Logic &amp; Reasoning (LR)</b> 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p>	
<b>Chooses new and different materials to represent thoughts.</b>	
<p><b>Logic &amp; Reasoning (LR)</b> 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p>	<p><b>Cognition &amp; General Knowledge</b> 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p>
<b>3. Children are confident to initiate and complete activities using a variety of approaches.</b>	
<b>Asks a peer to join in play.</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 33. Verbally or nonverbally invites a peer to play.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Joins a play activity already in progress, with assistance.</b>	
<b>Social &amp; Emotional Development (SED)</b> 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.	<b>Social &amp; Emotional Development</b> 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
<b>Selects new activities during play time (selects characters for dress up, tries a new scooter).</b>	
<b>Approaches to Learning (AL)</b> 2. Participates in an increasing variety of experiences independently. 4. Selects activities or objects from a choice of at least two in a daily routine.	
<b>Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).</b>	
<b>Approaches to Learning (AL)</b> 3. Combines materials, objects, equipment in new ways to produce multiple uses. 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>Approaches to Learning</b> 61. Combines materials, objects, equipment in new ways to produce multiple uses.
<b>Makes decisions about activities and materials to work with from the selection offered.</b>	
<b>Creative Arts (CA)</b> 22. Selects materials that will be needed for a self-initiated art project.  <b>Approaches to Learning (AL)</b> 3. Combines materials, objects, equipment in new ways to produce multiple uses.	<b>Approaches to Learning</b> 61. Combines materials, objects, equipment in new ways to produce multiple uses.
<b>Plans time for completing activities.</b>	
<b>Approaches to Learning (AL)</b> 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>Shows completed projects to others, and explains what they did.</b>	
<b>Approaches to Learning (AL)</b> 17. While playing, says what s/he wants to accomplish, when asked. 19. Says, signs, or gestures whether or not a simple task has been completed.  <b>Social &amp; Emotional Development (SED)</b> 8. Talks positively about a recent accomplishment.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>4. Children sustain attention to tasks even when faced with challenges and frustration.</b>	
<b>Sustains focus on tasks of interest to them, when few distractions exist.</b>	
<b>Approaches to Learning (AL)</b> 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.	
<b>Remains engaged in an activity for at least 5 to 10 minutes, much of the time.</b>	
<b>Approaches to Learning (AL)</b> 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.	
<b>Completes favorite tasks repeatedly.</b>	
<b>Approaches to Learning (AL)</b> 13. Completes a simple self-selected activity or task.	
<b>Manages tasks with sequences of three to four steps.</b>	
<b>Approaches to Learning (AL)</b> 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>Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower).</b>	
<b>Approaches to Learning (AL)</b> 15. Persists with a difficult or non-preferred activity.	
<b>Uses at least two different strategies to solve a problem.</b>	
<b>Approaches to Learning (AL)</b> 10. Experiments with a variety of strategies to solve a problem or complete a task.	
<b>Uses self talk to guide action when solving a problem.</b>	
<b>Social &amp; Emotional Development (SED)</b> 9. Engages in reassuring self-talk or changing goals when frustrated or frightened.	
<b>Participates in basic routines of daily living (meal time, circle time, or nap routines).</b>	
<b>Social &amp; Emotional Development (SED)</b> 12. Follows established rules and routines in the classroom. 13. Makes transitions between activities with minimal assistance.	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom.
<b>Finds hidden object by searching in more than one place.</b>	
<b>Approaches to Learning (AL)</b> 10. Experiments with a variety of strategies to solve a problem or complete a task.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>5. Children demonstrate an expanding ability to develop and carry out plans.</b>	
<b>Waits briefly for desired object or turn, and knows they will have a turn.</b>	
<p><b>Approaches to Learning (AL)</b> 24. Takes turns playing with a toy or object.</p> <p><b>Social Studies Knowledge &amp; Skills (SSK)</b> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p><b>Approaches to Learning</b> 63. Takes turns playing with a toy or object.</p>
<b>Increases intentional, goal directed activities</b>	
<p><b>Approaches to Learning (AL)</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.</p>	<p><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.</p>
<b>6. Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</b>	
<b>Plays beside others and uses common materials.</b>	
<p><b>Approaches to Learning (AL)</b> 22. Shares part or all of something with an adult. 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object. 29. Maintains proximity to peers during an unstructured child-directed activity.</p>	<p><b>Approaches to Learning</b> 63. Takes turns playing with a toy or object.</p>
<b>Begins to plan play themes corporately with others.</b>	
<p><b>Approaches to Learning (AL)</b> 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p>	
<b>Plays with shared meaning and evolving scripts.</b>	
<p><b>Logic &amp; Reasoning (LR)</b> 4. Assigns parts to self and peers to act out scene.</p>	
<b>Shows interest by asking about new things and people around them.</b>	
<p><b>Approaches to Learning (AL)</b> 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).</p>	<p><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).</p>
<b>Tells others about events that happened in the past.</b>	
<p><b>Social Studies Knowledge &amp; Skills (SSK)</b> 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Represents things in the environment with available materials; moving from simple to complex representations.</b>	
<p><b>Approaches to Learning (AL)</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).</p> <p><b>Logic &amp; Reasoning (LR)</b> 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p>	
<b>Thinks out loud and talks themselves through a situation.</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</p>	
<b>7. Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</b>	
<b>Works out problems mentally, or remembers past experience as well as using trial and error.</b>	
<p><b>Approaches to Learning (AL)</b> 9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). 10. Experiments with a variety of strategies to solve a problem or complete a task.</p> <p><b>Logic &amp; Reasoning (LR)</b> 30. Uses trial and error to solve a problem or puzzle. 32. Uses solution from a basic puzzle to solve a more difficult puzzle.</p>	
<b>Chooses personal strategies to control emotional responses.</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages). 28. Comforts self by engaging in calming/soothing activities some of the time.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Seeks shared experiences.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  33. Verbally or nonverbally invites a peer to play.  38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p> <p><b>Approaches to Learning (AL)</b>  26. Voluntarily helps a peer.  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>  73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p>
<b>Explains and problem-solves issues of emotion (label emotions of self and others).</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  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).  34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.</p>	
<b>COGNITION AND COGNITIVE PROCESSES</b>	
<b>8. Children demonstrate awareness of cause and effect relationships.</b>	
<b>Identifies objects that influence or affect other objects (food coloring makes the water blue).</b>	
<p><b>Logic &amp; Reasoning (LR)</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).</p>	
<b>Asks "why" questions to show effort at understanding causation (if I do this, why does that happen?).</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>  54. Asks "Why" questions to learn more about a current/past event.  55. Asks "What will happen if" questions to help predict a future event.  56. Asks "How" objects and events are different/same.</p>	<p><b>Cognition &amp; General Knowledge</b>  25. Asks "What will happen if" questions to help predict a future event.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Explains the effects that simple actions may have on objects (it will be dark when you turn off the light).</b>	
<p><b>Science Knowledge &amp; Skills (SK)</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).</p> <p><b>Logic &amp; Reasoning (LR)</b>  28. Predicts the effects of an action.  29. States the cause of an effect (e.g., what caused the tricycle to stop).</p>	<p><b>Cognition &amp; General Knowledge</b>  22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).  23. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p>
<b>9. Children use prior relationships, experiences, and knowledge to expand understanding.</b>	
<b>Begins to use “What?” “Who?” “When?” and “Where?” questions.</b>	
<p><b>Approaches to Learning (AL)</b>  7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).</p>	<p><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).</p>
<b>Explains events that happened in the past.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>  34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).  38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.</p>	
<b>Represents things in environment with available materials; moving from simple to complex representations (recreate picture of a house, build road with blocks, or make a tree with modeling clay).</b>	
<p><b>Approaches to Learning (AL)</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).</p>	
<b>Thinks out loud and talks themselves through a situation.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</p>	
<b>Works out problems using information from prior experiences rather than through trial and error.</b>	
<p><b>Approaches to Learning (AL)</b>  10. Experiments with a variety of strategies to solve a problem or complete a task.</p> <p><b>Logic &amp; Reasoning (LR)</b>  20. Suggests an alternative solution to solve a problem, without assistance.  32. Uses solution from a basic puzzle to solve a more difficult puzzle.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Tells a story or recounts an event from photographs of self and others (e.g., “We made a big tent with boxes and blankets.”).</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.	
<b>Points to objects that are out of place.</b>	
<b>Logic &amp; Reasoning (LR)</b> 23. Identifies which object does not belong in a group.	
<b>Asks or tells when a parent goes away to work and will they come home.</b>	
<b>Social &amp; Emotional Development (SED)</b> 29. Accepts arrival and departure transitions as routine parts of the day.  <b>Social Studies Knowledge &amp; Skills (SSK)</b> 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>Completes a sequence of three to six pictures or pieces of a sequence puzzle.</b>	
<b>Logic &amp; Reasoning (LR)</b> 33. Places 2 to 3 pictures in sequential order.	
<b>Sings and chants along with repetitive lines in songs, poems, and stories.</b>	
<b>Creative Arts (CA)</b> 3. Sings or hums familiar songs or tunes.  <b>Literacy Knowledge &amp; Skills (LK)</b> 33. Reads familiar words in a sentence from a book/poem, with assistance.	<b>Approaches to Learning</b> 66. Sings or hums familiar songs or tunes.  <b>Language &amp; Literacy</b> 51. Reads familiar words in a sentence from a book/poem, with assistance.
<b>Uses words for yesterday, today, and tomorrow even though the timing may be incorrect.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).	
<b>10. Children show emerging ability to imitate behaviors that they have observed.</b>	
<b>Imitates sequences of action (songs with gestures, movement games).</b>	
<b>Logic &amp; Reasoning (LR)</b> 2. Mimics a movie, book, or past experience.	
<b>Uses phrases or plays out plots from favorite books or movies.</b>	
<b>Logic &amp; Reasoning (LR)</b> 2. Mimics a movie, book, or past experience.	
<b>11. Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</b>	
<b>Explores various ways to solve a problem and select one option.</b>	
<b>Approaches to Learning (AL)</b> 10. Experiments with a variety of strategies to solve a problem or complete a task. 19. Tries out new ideas to see if they will work.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Seeks assistance from another child or adult to solve problems.</b>	
<b>Logic &amp; Reasoning (LR)</b> 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.	
<b>Modifies actions based on new information and experiences (change block structure when the tower continues to fall).</b>	
<b>Logic &amp; Reasoning (LR)</b> 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 20. Suggests an alternative solution to solve a problem, without assistance.	
<b>Uses emerging perspective taking to think of multiple situations for problem solving.</b>	
<b>Approaches to Learning (AL)</b> 10. Experiments with a variety of strategies to solve a problem or complete a task.	
<b>Solves an increasing number of problems within everyday activities.</b>	
<b>Approaches to Learning (AL)</b> 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).	
<b>12. Children expand abilities for conjecture, hypothesizing, and guessing.</b>	
<b>Asks questions to get more information about why something happens.</b>	
<b>Approaches to Learning (AL)</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>Explains the effects that simple actions have and their outcomes.</b>	
<b>Science Knowledge &amp; Skills (SK)</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).  <b>Logic &amp; Reasoning (LR)</b> 28. Predicts the effects of an action. 29. States the cause of an effect (e.g., what caused the tricycle to stop).	<b>Cognition &amp; General Knowledge</b> 22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 23. Provides two explanations for why an event/outcome occurred (e.g., birds left).
<b>Recognizes which object or element of an object causes the effect in simple relationships.</b>	
<b>Logic &amp; Reasoning (LR)</b> 28. Predicts the effects of an action. 29. States the cause of an effect (e.g., what caused the tricycle to stop).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Answers “what next” questions.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>  30. Arranges objects in order by size.  31. Places an object in its proper position in a group ordered by size.</p> <p><b>Logic &amp; Reasoning (LR)</b>  34. Describes the sequential steps to perform a basic activity.</p>	
<b>Uses self talk when solving a difficult problem.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</p>	
<b>Acquires the ability to hold more than one attribute in mind.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>  27. Sorts diverse objects based on multiple attributes (e.g., size and shape).</p>	
<b>Becomes aware that other people can have different ideas or thoughts from their own.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  42. Respects the rights of others.</p>	
<b>Can categorize objects into groups</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</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).  27. Sorts diverse objects based on multiple attributes (e.g., size and shape).</p> <p><b>Logic &amp; Reasoning (LR)</b>  25. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>	<p><b>Cognition &amp; General Knowledge</b>  10. Sorts diverse objects based on a physical attribute (e.g., shape).  11. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Begins to make, recognize, and extend patterns.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>  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).  42. Creates an alternating visual pattern using art or play materials.</p> <p><b>Logic &amp; Reasoning (LR)</b>  35. Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red).  36. Creates an original AB pattern when shown an AB pattern (e.g., circle, square, circle, square).</p>	
<b>Begins to “Who,” “What,” “Where,” and “When” to gain information to form hypothesis.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>  54. Asks "Why" questions to learn more about a current/past event.  55. Asks "What will happen if" questions to help predict a future event.  56. Asks "How" objects and events are different/same.</p>	<p><b>Cognition &amp; General Knowledge</b>  25. Asks "What will happen if" questions to help predict a future event.</p>
<b>13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</b>	
<b>Shows an understanding of same and different.</b>	
<p><b>Logic &amp; Reasoning (LR)</b>  23. Identifies which object does not belong in a group.  24. Describes the similarities/ differences between two events (e.g., day/night).</p> <p><b>Mathematics Knowledge &amp; Skills (MK)</b>  28. Identifies the shorter or taller of two persons or things.</p>	
<b>Recognizes and labels aspects of an event.</b>	
<p><b>Logic &amp; Reasoning (LR)</b>  24. Describes the similarities/ differences between two events (e.g., day/night).</p>	
<b>Sorts objects based on attributes (shape, size, and color).</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</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).  27. Sorts diverse objects based on multiple attributes (e.g., size and shape).</p>	<p><b>Cognition &amp; General Knowledge</b>  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>Explains simple benefits and/or drawbacks of choosing one course of action, with/without prompting.</b>	
<b>Logic &amp; Reasoning (LR)</b> 26. Associates events/experiences with their intent(s) (e.g., school:learning).	
<b>14. Children participate in exploratory play.</b>	
<b>Uses sorting, classifying, and seriation and patterning.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 25. Sorts diverse objects based on multiple attributes (e.g., size and shape). 30. Arranges objects in order by size.  <b>Logic &amp; Reasoning (LR)</b> 25. Provides rationale for sorting objects into specific groups (e.g., all flat).	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape). 11. Provides rationale for sorting objects into specific groups (e.g., all flat).
<b>Climbs, swings, jumps, dances, and hops to test skills.</b>	
<b>Physical Development &amp; Health (PDH)</b> 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 46. Jumps in place and off low objects, such as a step. 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.	<b>Physical Development &amp; Health</b> 83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys).
<b>Climbs, swings, jumps, dances, and hops to test skills, continued.</b>	
<b>Physical Development &amp; Health (PDH)</b> 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.	<b>Physical Development &amp; Health</b> 85. Skips with direction and control, most of the time.
<b>Aims, throws, catches, and kicks balls to explore projectile management.</b>	
<b>Physical Development &amp; Health (PDH)</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.	
<b>Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity.</b>	
<b>Physical Development &amp; Health (PDH)</b> 55. Pedals a tricycle, steers and makes turns around obstacles and corners.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Uses art materials to make functional objects.</b>	
<p><b>Creative Arts (CA)</b> 25. Uses various tools to create art projects (e.g., rollers, string, straws). 26. Recombines and experiments with art materials to see what happens.</p> <p><b>Approaches to Learning (AL)</b> 3. Combines materials, objects, equipment in new ways to produce multiple uses.</p>	
<b>Constructs with building bricks and manipulative toys to explore spatial relationships</b>	
<p><b>Approaches to Learning (AL)</b> 3. Combines materials, objects, equipment in new ways to produce multiple uses.</p> <p><b>Logic &amp; Reasoning (LR)</b> 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p>	<p><b>Approaches to Learning</b> 61. Combines materials, objects, equipment in new ways to produce multiple uses.</p>
<b>Uses senses to explore physical environment (sand and water, sweet and sour, loud and soft, identify smells).</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b> 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p>	
<b>15. Children participate in pretend or symbolic play.</b>	
<b>Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor's office).</b>	
<p><b>Creative Arts (CA)</b> 31. Acts out a real or make-believe character during dramatic play.</p> <p><b>Social Studies Knowledge &amp; Skills (SSK)</b> 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 9. Describes or illustrates the roles/ responsibilities of community workers.</p>	<p><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). 27. Describes or illustrates the roles/ responsibilities of community workers.</p>
<b>Takes on pretend roles and situations. Uses appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).</b>	
<p><b>Creative Arts (CA)</b> 31. Acts out a real or make-believe character during dramatic play.</p> <p><b>Logic &amp; Reasoning (LR)</b> 5. Uses body to act out pretend scene. 9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Engages in complex make-believe play (theme-oriented play that involves multiple characters and settings).</b>	
<b>Creative Arts (CA)</b> 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity.	
<b>Makes connections between characters in books, stories, or movies, with people in real-life.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 15. Makes connections between her/his own experiences and those presented in books/stories.	
<b>Questions if characters in books, family, and traditional oral stories and movies are real or not.</b>	
<b>Logic &amp; Reasoning (LR)</b> 13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).	
<b>Uses dramatic play to recreate a real situation with self involvement.</b>	
<b>Logic &amp; Reasoning (LR)</b> 2. Mimics a movie, book, or past experience.	
<b>Plays out social and emotional issues (power, loss, fears).</b>	
<b>Creative Arts (CA)</b> 30. Uses dramatic play to express feelings (e.g., fear). 35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).	
<b>16. Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play.</b>	
<b>Uses symbols or pictures as a representation of oral language.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 34. Uses scribble on paper to communicate a message. 36. Draws figures and shapes to convey meanings.	
<b>Uses objects to represent real items in make-believe play.</b>	
<b>Approaches to Learning (AL)</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>Uses creative means to express emotions when vocabulary is inadequate.</b>	
<b>Creative Arts (CA)</b> 11. Uses instruments/ songs to express feelings (e.g., happy, sad, angry, scared). 28. Uses a variety of colors to create moods or feelings in artwork. 30. Uses dramatic play to express feelings (e.g., fear).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>May use shapes and letters to “write messages.”</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b></p> <p>34. Uses scribble on paper to communicate a message.</p> <p>35. Communicates by scribbling and with some letter-like shapes.</p> <p>36. Draws figures and shapes to convey meanings.</p> <p>41. Writes some letters.</p>	<p><b>Language &amp; Literacy</b></p> <p>52. Uses scribble on paper to communicate a message.</p>

## Domain: Communication, Language, and Literacy, 36 to 60 Months

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>SUB-DOMAIN: COMMUNICATION</b>	
<b>Goal: 48. Children demonstrate the meaning of language by listening.</b>	
<b>Indicator: Attends to simple stories.</b>	
<b>Language Development (LD)</b> 1. Listens attentively to a conversation, story, poem, or song.	
<b>Follows simple oral directions.</b>	
<b>Language Development (LD)</b> 2. Follows a simple one-step direction.	
<b>Gains information and understanding through listening.</b>	
<b>Language Development (LD)</b> 4. Asks questions and/or makes comments about a story, poem, or song.	<b>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song.
<b>Understands messages in conversation.</b>	
<b>Language Development (LD)</b> 6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze).	
<b>Listens to finger plays, stories, and nursery rhymes.</b>	
<b>Language Development (LD)</b> 1. Listens attentively to a conversation, story, poem, or song.	
<b>Selects specific details in a story and repeats them.</b>	
<b>Language Development (LD)</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>Responds to questions with appropriate answers.</b>	
<b>Language Development (LD)</b> 19. Responds to comments or questions from others during a conversation.	
<b>Attends to an adult or peer who is speaking.</b>	
<b>Language Development (LD)</b> 6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze).	
<b>Follows multiple-step oral directions.</b>	
<b>Language Development (LD)</b> 3. Follows a small set of step-by-step directions, without prompts.	
<b>Attends to complex stories.</b>	
<b>Language Development (LD)</b> 1. Listens attentively to a conversation, story, poem, or song.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Has a growing ability to discern fantasy from reality.</b>	
<b>Logic &amp; Reasoning (LR)</b> 13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).	
<b>Is working on understanding yesterday, today, and tomorrow.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules.	<b>Cognition &amp; General Knowledge</b> 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.
<b>49. Children communicate effectively.</b>	
<b>Asks and answer simple questions (what, where, when).</b>	
<b>Approaches to Learning (AL)</b> 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).  <b>Language Development (LD)</b> 16. Asks questions to obtain information or assistance.	<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>States opinions and preferences using words, signs, or picture boards.</b>	
<b>Language Development (LD)</b> 15. Uses appropriate words or gestures to share information or experiences.	
<b>Describes objects and events in detail.</b>	
<b>Language Development (LD)</b> 24. Uses negative words (e.g., not, no). 25. Uses descriptive words with objects (e.g. pretty flowers).	
<b>Expresses an idea in more than one way.</b>	
<b>Language Development (LD)</b> 14. Repeats or tries different words/ sentences to get another child or adult to respond.	
<b>Uses character voices when retelling a story or event.</b>	
<b>Logic &amp; Reasoning (LR)</b> 7. Talks to peers in pretend character. 9. Acts out different roles (e.g., child, adult) in dramatic play situations.	
<b>Uses multiple-word sentences to communicate.</b>	
<b>Language Development (LD)</b> 23. Combines words to create meaningful short sentences.	
<b>Responds meaningfully in conversation with adults and peers.</b>	
<b>Language Development (LD)</b> 19. Responds to comments or questions from others during a conversation.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Adjusts communication style appropriately to a variety of settings.</b>	
<b>Language Development (LD)</b> 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.	
<b>Starts to dictate stories or messages for adult to write out.</b>	
<b>Language Development (LD)</b> 33. Makes up a story from beginning, to middle, to end.	
<b>50. Children comprehend and use conventions of social communication.</b>	
<b>Attends to speaker during a conversation.</b>	
<b>Language Development (LD)</b> 1. Listens attentively to a conversation, story, poem, or song.	
<b>Seeks interaction with others (e.g., “Sing along with me,” “Read a story.”).</b>	
<b>Language Development (LD)</b> 14. Repeats or tries different words/sentences to get another child or adult to respond.	
<b>Asks for help.</b>	
<b>Language Development (LD)</b> 16. Asks questions to obtain information or assistance.	
<b>Initiates and takes turns in group conversations.</b>	
<b>Language Development (LD)</b> 14. Repeats or tries different words/sentences to get another child or adult to respond. 18. Takes turns being a speaker.	
<b>Recognizes rising and falling intonations and what they mean (difference between a “what” question and a statement).</b>	
<b>Language Development (LD)</b> 21. Changes inflection during a conversation to communicate meaning.	
<b>Uses and interprets appropriate language depending on the purpose.</b>	
<b>Language Development (LD)</b> 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).	
<b>Communicates appropriately with peers during play.</b>	
<b>Social &amp; Emotional Development (SED)</b> 39. Sustains a cooperative participation with others.	
<b>Relates personal experiences to others.</b>	
<b>Language Development (LD)</b> 15. Uses appropriate words or gestures to share information or experiences.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>LANGUAGE</b>	
<b>51. Children use receptive vocabulary.</b>	
<b>Identifies objects by category.</b>	
<b>Language Development (LD)</b> 7. Understands nouns commonly found in books for young children. 12. Understands words that describe the qualities of objects (e.g., color, soft, cold).	<b>Language &amp; Literacy</b> 34. Understands nouns commonly found in books for young children.
<b>Identifies objects by attribute.</b>	
<b>Language Development (LD)</b> 7. Understands nouns commonly found in books for young children. 12. Understands words that describe the qualities of objects (e.g., color, soft, cold).	<b>Language &amp; Literacy</b> 34. Understands nouns commonly found in books for young children.
<b>Responds to who, what, where, why, and when questions.</b>	
<b>Language Development (LD)</b> 19. Responds to comments or questions from others during a conversation.	
<b>Understands simple time concepts (tonight, tomorrow, yesterday).</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).	<b>Cognition &amp; General Knowledge</b> 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).
<b>Begins to identify shapes and colors.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.	
<b>Understands number concepts (one, all, sets).</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
<b>Responds appropriately to a request (e.g., "Bring me the green towel.").</b>	
<b>Language Development (LD)</b> 19. Responds to comments or questions from others during a conversation.	
<b>Has a receptive vocabulary of several hundred words in home language.</b>	
<b>Language Development (LD)</b> 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).	
<b>Recognizes and responds to some family and traditional stories and their meanings.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 1. Shares personal family stories and traditions.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Shows interest in why and how things work.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).	
<b>Follows simple directions.</b>	
<b>Language Development (LD)</b> 2. Follows a simple one-step direction.	
<b>Identifies verb tense in pictures.</b>	
<b>Language Development (LD)</b> 28. Uses past and future tenses (e.g., went, will).	
<b>Understands full adult sentences.</b>	
<b>Language Development (LD)</b> 3. Follows a small set of step-by-step directions, without prompts.	
<b>Responds to how questions.</b>	
<b>Language Development (LD)</b> 19. Responds to comments or questions from others during a conversation.	
<b>Recognizes and follow routines.</b>	
<b>Social &amp; Emotional Development (SED)</b> 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center). 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).	<b>Social &amp; Emotional Development</b> 69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).
<b>Follows a change in a routine that has been described.</b>	
<b>Language Development (LD)</b> 3. Follows a small set of step-by-step directions, without prompts.	
<b>52. Children use expressive vocabulary.</b>	
<b>Uses sentences three to seven words in length.</b>	
<b>Language Development (LD)</b> 23. Combines words to create meaningful short sentences. 30. Uses compound sentences (e.g., sentences joined by and, but, or).	
<b>Takes turns in conversation.</b>	
<b>Language Development (LD)</b> 18. Takes turns being a speaker.	
<b>Answers why, what, and where questions.</b>	
<b>Language Development (LD)</b> 16. Asks questions to obtain information or assistance.	
<b>Retells an event or story.</b>	
<b>Language Development (LD)</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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Answers simple comprehension questions from a story read aloud.</b>	
<b>Language Development (LD)</b> 31. Recalls story events using some spoken dialogue.	
<b>Uses new vocabulary in spontaneous speech.</b>	
<b>Language Development (LD)</b> 15. Uses appropriate words or gestures to share information or experiences. 16. Uses appropriate words or gestures to relate feelings, needs, or opinions. 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).	
<b>Uses words to further describe actions or adjectives (running fast, playing well).</b>	
<b>Language Development (LD)</b> 25. Uses descriptive words with objects (e.g. pretty flowers).	
<b>Uses words to express emotions (happy, sad, tired, scared).</b>	
<b>Language Development (LD)</b> 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
<b>53. Children demonstrate progression in grammar and syntax.</b>	
<b>Uses articles in sentences (the ball, a cat).</b>	
<b>Language Development (LD)</b> 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).	
<b>Uses complete sentences in conversations during play with peers.</b>	
<b>Language Development (LD)</b> 23. Combines words to create meaningful short sentences.	
<b>Begins to use correct question forms.</b>	
<b>Language Development (LD)</b> 16. Asks questions to obtain information or assistance. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
<b>Begins to use prepositions.</b>	
<b>Language Development (LD)</b> 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).	
<b>Talks in sentences with five to six words to describe people, places, and events.</b>	
<b>Language Development (LD)</b> 30. Uses compound sentences (e.g., sentences joined by and, but, or).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Uses more complex grammar and parts of speech.</b>	
<b>Language Development (LD)</b> 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>Asks questions for information/clarification.</b>	
<b>Language Development (LD)</b> 4. Asks questions and/or makes comments about a story, poem, or song. 16. Asks questions to obtain information or assistance.	<b>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song.
<b>Uses sequence sentences in logical order.</b>	
<b>Language Development (LD)</b> 33. Makes up a story from beginning, to middle, to end.	
<b>Begins to correctly use subject and verb tense.</b>	
<b>Language Development (LD)</b> 28. Uses past and future tenses (e.g., went, will).	
<b>Strings multiple sentences together in logical order.</b>	
<b>Language Development (LD)</b> 33. Makes up a story from beginning, to middle, to end.	
<b>Uses complex grammar and parts of speech.</b>	
<b>Language Development (LD)</b> 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>54. Children demonstrate comprehension and meaning in language.</b>	
<b>Responds to simple questions.</b>	
<b>Language Development (LD)</b> 19. Responds to comments or questions from others during a conversation.	
<b>Understands location phrases.</b>	
<b>Language Development (LD)</b> 10. Understands positional words (e.g., top, bottom, on, in).	
<b>Follows simple commands.</b>	
<b>Language Development (LD)</b> 2. Follows a simple one-step direction.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Responds to “wh” questions (what, when).</b>	
<b>Language Development (LD)</b> 19. Responds to comments or questions from others during a conversation.	
<b>Begins to understand and recall information from stories.</b>	
<b>Language Development (LD)</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>Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys and then get your shoes.”).</b>	
<b>Language Development (LD)</b> 3. Follows a small set of step-by-step directions, without prompts.	
<b>Engages in conversation that develops a thought or idea (tells about a past event).</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.	<b>Cognition &amp; General Knowledge</b> 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).
<b>Understands and recalls information in books and stories.</b>	
<b>Language Development (LD)</b> 5. Retells a familiar story, poem or song in his/her own words.  <b>Literacy Knowledge &amp; Skills (LK)</b> 20. Initiates conversation with a peer or an adult about a story, book or poem.	<b>Language &amp; Literacy</b> 33. Retells a familiar story, poem or song in his/her own words.
<b>Understands quantitative concepts (how many more chairs do we need?).</b>	
<b>Language Development (LD)</b> 12. Understands words that describe the qualities of objects (e.g., color, soft, cold).	
<b>55. Children use language for a variety of purposes.</b>	
<b>Uses words and phrases to relate observations, concepts, ideas, and relationships.</b>	
<b>Language Development (LD)</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>Takes turns in conversation.</b>	
<b>Language Development (LD)</b> 18. Takes turns being a speaker.	
<b>Talks in sentences.</b>	
<b>Language Development (LD)</b> 23. Combines words to create meaningful short sentences.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Responds to questions.</b>	
<b>Language Development (LD)</b> 19. Responds to comments or questions from others during a conversation.	
<b>Uses words to protest.</b>	
<b>Language Development (LD)</b> 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
<b>Relates past or future events.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.	
<b>Asks questions to obtain information.</b>	
<b>Language Development (LD)</b> 16. Asks questions to obtain information or assistance.	
<b>Participates in conversations about a variety of topics.</b>	
<b>Language Development (LD)</b> 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic.	
<b>Engages in conversation with peers and adults.</b>	
<b>Social &amp; Emotional Development (SED)</b> 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers.	
<b>Interprets written symbols, pictures, and letters to a listener.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	<b>Language &amp; Literacy</b> 46. Recognizes that a spoken word/speech can be written and read. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
<b>Uses words to express feelings of self and others.</b>	
<b>Social &amp; Emotional Development (SED)</b> 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>Uses own words to retell a story or to discuss an event in life.</b>	
<b>Language Development (LD)</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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>56. Children develop phonological awareness.</b>	
<b>Discriminates sounds that are the same and different.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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>Discriminates one sound out of many.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 2. Distinguishes between some beginning consonant sounds in spoken language.	
<b>Fills in the missing rhyming word in a song or story. Shows beginning understanding of rhyme and alliteration.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities.	<b>Language &amp; Literacy</b> 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
<b>Makes three or more letter-sound correspondences (e.g., identifies that “David,” “day,” and “dog” all begin with “d”).</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 2. Distinguishes between some beginning consonant sounds in spoken language.	
<b>Fills in the missing rhyming word in a song or story.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 6. Creates rhyming words in play activities.	
<b>Begins to recognize the similar initial sounds of words that begin the same way (bug, bat, boy).</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 2. Distinguishes between some beginning consonant sounds in spoken language.	
<b>Identifies the beginning sound of familiar words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 2. Distinguishes between some beginning consonant sounds in spoken language.	
<b>Claps syllables of own name and of familiar words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 3. Says both syllables of a two-syllable word, with distinct separation.	<b>Language &amp; Literacy</b> 38. Says both syllables of a two-syllable word, with distinct separation.
<b>57. Children demonstrate awareness of letters and symbols.</b>	
<b>Sings alphabet songs.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 46. Names 1 or more letters.	
<b>Begins to recognize letters in their name.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 45. Identifies all the letters in her/his name.	<b>Language &amp; Literacy</b> 56. Identifies all the letters in her/his name.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores).</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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>Language &amp; Literacy</b> 50. Reads a printed label or a sign on a familiar object, some of the time.
<b>Recognizes beginning letters in familiar words (Mom, classmates' names).</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 47. Points to and names the first letter in familiar words.	<b>Language &amp; Literacy</b> 57. Points to and names the first letter in familiar words.
<b>Names and recognizes several letters beginning with letters in their own name.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 45. Identifies all the letters in her/his name. 46. Names 1 or more letters. 48. Names 10 or more letters.	<b>Language &amp; Literacy</b> 56. Identifies all the letters in her/his name. 58. Names 10 or more letters.
<b>Recognizes written name.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 27. Recognizes his/her name in print.	
<b>Begins to recognize letters in familiar words and names them.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 33. Reads familiar words in a sentence from a book/poem, with assistance.	<b>Language &amp; Literacy</b> 51. Reads familiar words in a sentence from a book/poem, with assistance.
<b>Begins to make letter sound connections.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	
<b>58. Children demonstrate awareness of print concepts.</b>	
<b>Turns pages one at a time.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 17. Views reading materials one page at a time (front to back), most of the time.	
<b>Begins to read books from front to back.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 17. Views reading materials one page at a time (front to back), most of the time.	
<b>Enjoys following along as book is read.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 32. Tracks by moving his/her finger along text as it is read by an adult.	
<b>Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 18. Engages in pretend reading with other children, doll, or toy animal.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Begins to understand that printed text carries meaning when read.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	<b>Language &amp; Literacy</b> 46. Recognizes that a spoken word/speech can be written and read. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
<b>Knows first and last page of a book.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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>Identifies some individual letters in text (usually letters in name).</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 33. Reads familiar words in a sentence from a book/poem, with assistance.	<b>Language &amp; Literacy</b> 51. Reads familiar words in a sentence from a book/poem, with assistance.
<b>Shows understanding that letters make up words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 29. Recognizes that words are separated by spaces.	
<b>Recognizes front and back of book.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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>Identifies or recognizes signs, symbols, or labels in the environment.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 30. Identifies familiar short words in print, some of the time.	
<b>Recognizes that written words represent spoken words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 22. Recognizes that a spoken word/speech can be written and read.	<b>Language &amp; Literacy</b> 46. Recognizes that a spoken word/speech can be written and read.
<b>Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text).</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 25. Recognizes that sentences are read from left to right.	<b>Language &amp; Literacy</b> 49. Recognizes that sentences are read from left to right.
<b>59. Children demonstrate comprehension of printed materials and oral stories.</b>	
<b>Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. 18. Engages in pretend reading with other children, doll, or toy animal.	<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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Orally fills in or completes familiar text when looking at picture books.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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>Begins to make predictions for what comes next in the story.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 11. Predicts story events using picture or verbal cues.	<b>Language &amp; Literacy</b> 43. Predicts story events using picture or verbal cues.
<b>Explores characters in stories with puppets, dramatic play, and flannel board figures.</b>	
<b>Logic &amp; Reasoning (LR)</b> 2. Mimics a movie, book, or past experience.	
<b>Begins to make personal connections to character and events in a story.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 15. Makes connections between her/his own experiences and those presented in books/stories.	
<b>Uses pictures to predict a story.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 11. Predicts story events using picture or verbal cues.	<b>Language &amp; Literacy</b> 43. Predicts story events using picture or verbal cues.
<b>Recognizes own name when spelled out in letters.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 27. Recognizes his/her name in print.	
<b>Begins to understand the sequence of a story (beginning, middle, and end).</b>	
<b>Language Development (LD)</b> 33. Makes up a story from beginning, to middle, to end.	<b>Language &amp; Literacy</b> 51. Makes up a story from beginning, to middle, to end.
<b>Makes up an ending for a story.</b>	
<b>Language Development (LD)</b> 33. Makes up a story from beginning, to middle, to end.	<b>Language &amp; Literacy</b> 51. Makes up a story from beginning, to middle, to end.
<b>Pretends to read a familiar book.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 18. Engages in pretend reading with other children, doll, or toy animal.	
<b>Recognizes that oral language has a written counterpart (a spoken phrase can be written and read).</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 22. Recognizes that a spoken word/speech can be written and read.	<b>Language &amp; Literacy</b> 46. Recognizes that a spoken word/speech can be written and read.
<b>Relates stories to real life experiences.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 15. Makes connections between her/his own experiences and those presented in books/stories.	
<b>Retells sequence of events in a story using illustrations in a book or literary props.</b>	
<b>Language Development (LD)</b> 32. Draws pictures or uses dramatic play or music to tell a story.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Asks questions for clarification and further understanding.</b>	
<p><b>Language Development (LD)</b> 4. Asks questions and/or makes comments about a story, poem, or song.</p> <p><b>Literacy Knowledge &amp; Skills (LK)</b> 20. Initiates conversation with a peer or an adult about a story, book or poem.</p>	<p><b>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song.</p>
<b>Recalls specific details or events in a story.</b>	
<p><b>Language Development (LD)</b> 31. Recalls story events using some spoken dialogue.</p>	
<b>60. Children demonstrate awareness that written materials can be used for a variety of purposes.</b>	
<b>Uses signs in the environment for information.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b> 31. Reads a printed label or a sign on a familiar object, some of the time.</p>	<p><b>Language &amp; Literacy</b> 50. Reads a printed label or a sign on a familiar object, some of the time.</p>
<b>Recognizes that print is read in stories.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b> 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>	<p><b>Language &amp; Literacy</b> 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>
<b>Uses printed materials for entertainment (pretending to read).</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b> 18. Engages in pretend reading with other children, doll, or toy animal.</p>	
<b>Follows pictorial directions for cooking, assembling toys, and building models.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b> 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues.</p>	<p><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.</p>
<b>Selects books to read.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b> 13. Selects books, sometimes, over other activities when given a choice. 14. Request rereading of favorite book.</p>	
<b>Cares appropriately for books and pictures.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b> 16. Handles books and other reading material with care.</p>	
<b>61. Children demonstrate knowledge and use of letters and symbols.</b>	
<b>Uses horizontal scribbling with breaks or separate marks to represent writing.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b> 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes.</p>	<p><b>Language &amp; Literacy</b> 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Creates representational drawings.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 36. Draws figures and shapes to convey meanings.	
<b>Uses scribbling to represent their name.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes.	<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>Attempts to copy one or more letters of the alphabet.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 40. Copies her/his name from a sample.	<b>Language &amp; Literacy</b> 54. Copies her/his name from a sample.
<b>Identifies letters to match the said-aloud letter name.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	
<b>Works at writing own name.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 40. Copies her/his name from a sample. 41. Writes some letters.	<b>Language &amp; Literacy</b> 54. Copies her/his name from a sample.
<b>Uses pictures, symbols, and letters to convey meaning.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 34. Uses scribble on paper to communicate a message. 36. Draws figures and shapes to convey meanings. 37. Draws horizontal and vertical lines. 41. Writes some letters.	<b>Language &amp; Literacy</b> 52. Uses scribble on paper to communicate a message.
<b>Uses letters to represent sounds in words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 42. Writes using inventive spelling.	
<b>Prints some alphabet letters for given letter names.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 46. Names 1 or more letters. 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	
<b>62. Children use writing skills and demonstrate knowledge of writing conventions.</b>	
<b>Uses tripod grasp to hold writing tools.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 38. Holds pencil with thumb and forefinger.	
<b>Intentionally scribbles to convey meaning; tells caregiver what it means.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 34. Uses scribble on paper to communicate a message.	<b>Language &amp; Literacy</b> 52. Uses scribble on paper to communicate a message.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Makes strings of letters or marks from left to right.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 37. Draws horizontal and vertical lines.	<b>Language &amp; Literacy</b> 53. Communicates by scribbling and with some letter-like shapes.
<b>Intentionally scribbles or writes to convey meaning.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes.	<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>Uses invented spelling with letters and marks to represent words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 42. Writes using inventive spelling.	
<b>Uses letter-like symbols to express an idea.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes.	<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>Writes some letters or numerals.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 41. Writes some letters.	
<b>Prints or copies first name.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 40. Copies her/his name from a sample. 43. Write her/his name, without assistance.	<b>Language &amp; Literacy</b> 54. Copies her/his name from a sample. 55. Write her/his name, without assistance.
<b>Attempts to copy words from print.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 40. Copies her/his name from a sample.	<b>Language &amp; Literacy</b> 54. Copies her/his name from a sample.
<b>63. Children use writing for a variety of purposes.</b>	
<b>Makes scribbles and pictures to express an idea.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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>Uses representational scribbles and marks during play.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings.	<b>Language &amp; Literacy</b> 53. Communicates by scribbling and with some letter-like shapes.
<b>Uses letter-like symbols to make lists, letters, and stories.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Copies some environmental print/symbols.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 40. Copies her/his name from a sample.	<b>Language &amp; Literacy</b> 54. Copies her/his name from a sample.
<b>ENGLISH LANGUAGE LEARNERS</b>	
<b>64. Children demonstrate competency in home language while acquiring beginning proficiency in English.</b>	
<b>Recalls words from simple songs in home language and recognizes words from songs in English.</b>	
<b>English Language Development (ELD)</b> 13. Sings or repeats single words during conversations and songs. 26. Recites a learned English poem or song.	
<b>Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language.</b>	
<b>English Language Development (ELD)</b> 3. Waves or shows nonverbal response when teacher says "hello" and "good-bye". 5. Communicates nonverbally in response to words (e.g., snack, lunch, bathroom, juice). 6. Shakes head "yes" or "no" to answer questions appropriately.	
<b>Focuses on the meaning of words rather than grammar in acquiring spoken English language competency.</b>	
<b>English Language Development (ELD)</b> 13. Sings or repeats single words during conversations and songs. 14. Asks for items in English (e.g., water, toy, pencil, book). 22. Points to and identifies pictures using one word descriptions.	
<b>Follows linguistic rules of home language and constructs own rules for English.</b>	
<b>English Language Development (ELD)</b> 15. Uses a verb and noun together.	
<b>Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.</b>	
<b>English Language Development (ELD)</b> 18. Asks questions (e.g., who, what, where, why, when, and how). 19. Talks in complete sentences.	

## Domain: General Knowledge, 36 to 60 Months

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>SUB-DOMAIN: MATHEMATICS AND NUMERACY</b>	
<b>Goal: 39. Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</b>	
<b>Indicator: Develops understanding of counting process (recognition and naming numerals one, two and three); counting up to ten from memory in home language (e.g., recites, “one, two, three), without assistance.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 1. Uses one-to-one correspondence when counting objects. 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.	<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.
<b>Counts up to ten objects; matching numbers one-to-one with objects (cubes, toys, and pennies) within daily activities.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 1. Uses one-to-one correspondence when counting objects. 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.	<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.
<b>Develops understanding that when counting items they must be counted only once, and that none should be left out.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 1. Uses one-to-one correspondence when counting objects.	
<b>Begins recognizing that the last number counted represents the “total objects” (for quantities up to ten). Counting is cumulative.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 1. Uses one-to-one correspondence when counting objects.	
<b>Uses math concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger) to compare quantities.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
<b>May count backwards from ten.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 6. Counts backward to find how many are left.	
<b>Recognizes and names some numerals (pointing to written numerals named by adult).</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Writes and identifies some numerals named by adult.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 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.	<b>Cognition &amp; General Knowledge</b> 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>40. Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).</b>	
<b>Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity.</b>	
<b>Science Knowledge &amp; Skills (SK)</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>Compares amongst several objects based on one or more attributes (length, size, weight) using words such as “shorter”, “bigger”, or “lighter”.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</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). 27. Sorts diverse objects based on multiple attributes (e.g., size and shape).	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape).
<b>Understands positional terms such as “between”, “inside”, “over”, “under”, and “behind”.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</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>Sorts and classifies objects based on one or more attributes.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</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). 27. Sorts diverse objects based on multiple attributes (e.g., size and shape).	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape).
<b>Orders objects by size, volume, height, weight, and length; with assistance.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</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.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Measures objects using variable nonstandard units.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</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.</p>	<p><b>Cognition &amp; General Knowledge</b>            12. Uses non-standard units (e.g., paper clips) to measure length.</p>
<b>Begins to measure objects using standard unit (one-inch cubes, paper clips).</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>            47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	
<b>Uses measuring tools in play activities (measuring tape, measuring cups).</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>            47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p> <p><b>Science Knowledge &amp; Skills (SK)</b>            3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p><b>Cognition &amp; General Knowledge</b>            13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
<b>Measures sand or water using a variety of containers.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>            45. Uses non-standard units (e.g., paper cups) to measure volume.</p>	
<b>41. Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</b>	
<b>Compares shape and size of familiar objects.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</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).</p>	<p><b>Cognition &amp; General Knowledge</b>            10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
<b>Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle).</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>            34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.            35. Places a circle, square, or triangle appropriately on a foam board.</p>	
<b>Draws and creates pictures using various shapes.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>            36. Creates new shapes from familiar shapes by folding, cutting, or twisting.</p>	
<b>Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>            37. Identifies the sides and corners in a shape.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Puts together and takes apart shapes to make other shapes (use two triangles to make a rectangle with blocks).</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
<b>Makes and describes patterns including serialization based on numbers, shapes, and size.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 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>Predicts what comes next in a pattern and completes the pattern.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).  <b>Logic &amp; Reasoning (LR)</b> 35. Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red).	
<b>Creates or extends a complex pattern with more than two repeating elements.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 42. Creates an alternating visual pattern using art or play materials.	
<b>SCIENCE</b>	
<b>42. Children observe, describe, and collect information by exploring the world around them.</b>	
<b>Shows interest and curiosity in exploring, investigating, and words to describe living and nonliving things.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
<b>Uses senses to explore materials, objects, and natural phenomena (sand, pine cones, crawling ants).</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
<b>Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different (notices how shells are the same or different; notices objects that float or sink; listens to different sounds that animals make).</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 41. Uses observation as a way to gather data about an object or an event. 42. Confirms observations with another child/adult.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Notifies, describes, and predicts changes in the environment (dark clouds mean possible rain).</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>            14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).            34. Predicts that it is likely to rain when dark clouds come.</p>	
<b>Observes, compares, classifies, measures, and communicates observations of events and objects.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>            5. Describes what an animal is doing as it is being observed.            6. Talks about characteristics of living things (e.g., leaf is soft).            7. Draws/talks about changes in her/himself over time.            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).            40. Participates in simple investigations to answer questions.            41. Uses observation as a way to gather data about an object or an event.            42. Confirms observations with another child/adult.            43. Repeats a procedure/action several times to confirm outcomes/patterns.            44. Describes her/his data to other peers/adults.</p>	
<b>Explores earth science, physical science, and life science through observations and experimentation with concrete objects.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>            23. Classifies objects into living and non-living categories.            24. Classifies objects based on whether they are found in nature or made by people.            25. Classifies objects based on their physical composition (e.g., metal, rock, soil).            40. Participates in simple investigations to answer questions.            41. Uses observation as a way to gather data about an object or an event.</p>	<p><b>Cognition &amp; General Knowledge</b>            17. Classifies objects into living and non-living categories.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Begins to use simple tools (magnifiers, lenses, droppers) for exploration and investigation.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).	<b>Cognition &amp; General Knowledge</b> 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
<b>Predicts the outcome of an investigation based on observation or experience.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil). 48. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 49. Provides two explanations for why an event/outcome occurred (e.g., birds left).	<b>Cognition &amp; General Knowledge</b> 22. Provides two explanations for why an event/outcome occurred (e.g., birds left).
<b>Demonstrates respect for living things (watering plants, trying to avoid stepping on anthills).</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 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).	
<b>Explores answers to questions, and forms new questions or conclusions.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 53. Describes the functions of objects (e.g., containers hold things). 54. Asks "Why" questions to learn more about a current/past event. 55. Asks "What will happen if" questions to help predict a future event. 56. Asks "How" objects and events are different/same.	<b>Cognition &amp; General Knowledge</b> 25. Asks "What will happen if" questions to help predict a future event.
<b>43. Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</b>	
<b>Uses senses and develops strategies (from trial and error) to solve problems.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world. 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 43. Repeats a procedure/action several times to confirm outcomes/ patterns. 30. Uses trial and error to solve a problem or puzzle.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Eagerly observes, describes, and predicts the world around them.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</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>12. Draws/talks about different weather conditions (e.g., sunny, rainy).</p> <p>13. Draws/talks about physical changes observed in objects (e.g., ice melting).</p> <p>14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).</p> <p>16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).</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>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem solving.</b>	
<b>Logic &amp; Reasoning (LR)</b> 20. Suggests an alternative solution to solve a problem, without assistance. 32. Uses solution from a basic puzzle to solve a more difficult puzzle.	
<b>Begins to demonstrate respect for living things.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 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).	
<b>Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 35. Predicts which way a scale will tip when a weight is added to one side. 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed). 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts). 38. Predicts changes in objects when liquid is added (e.g., sand, paper). 39. Predicts that the steeper the incline, the faster an object will move.	<b>Cognition &amp; General Knowledge</b> 19. Predicts which way a scale will tip when a weight is added to one side. 20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
<b>Compares their predictions with actual observations.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).	<b>Cognition &amp; General Knowledge</b> 24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).
<b>SOCIAL STUDIES</b>	
<b>44. Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</b>	
<b>Begins to demonstrate awareness of group membership according to different environments, activities, and routines (farmers grow food on the farm; identifies family members to include mom, dad, siblings, aunts, uncles).</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 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>Recognizes physical characteristics of self and others around them (two eyes, one nose, black hair, child who is deaf uses sign language).</b>	
<b>Social &amp; Emotional Development (SED)</b> 5. Describes his/her physical attributes (what I look like).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Observes, describes, and predicts events around them as they connect new experiences to past experiences (when we go to the park; Sunday, yesterday, we went to church).</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 36. Identifies events that might occur in the future. 37. Labels days by function (e.g., school day, field trip day).	<b>Cognition &amp; General Knowledge</b> 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.
<b>Begins to recognize familiar community helpers and their association with activities, routines, and locations (firefighters, fire truck, fire station; doctor, clinic; policeman, police car).</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 9. Describes or illustrates the roles/ responsibilities of community workers.	<b>Cognition &amp; General Knowledge</b> 27. Describes or illustrates the roles/ responsibilities of community workers.
<b>Begins to understand own life experience and the different roles of family members.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</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).	<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>Understands knowledge and mental relationships used during role play based on home and family themes (playing house, using tools, caring for those who are sick).</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 14. Practices building relationships with other children (offering direction, help).	<b>Cognition &amp; General Knowledge</b> 28. Practices building relationships with other children (offering direction, help).
<b>Recognizes and uses spatial concepts concerning the beginning and end of an event.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 36. Identifies events that might occur in the future.	<b>Cognition &amp; General Knowledge</b> 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.
<b>Recalls information about the immediate past.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.	
<b>Uses vocabulary associated with time and sequence (now, today, later) during daily routines and activities.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules.	<b>Cognition &amp; General Knowledge</b> 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>45. Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</b>	
<b>Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits.</b>	
<b>Social &amp; Emotional Development (SED)</b> 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. 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). 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>Shows increasing ability to choose acceptable behaviors in group situations.</b>	
<b>Social &amp; Emotional Development (SED)</b> 37. Chooses to express self to others safely/respectfully in calm situations. 39. Sustains a cooperative participation with others.	<b>Social &amp; Emotional Development</b> 72. Chooses to express self to others safely/respectfully in calm situations.
<b>Shows increased capacity to monitor own behavior; following and contributing to classroom procedures.</b>	
<b>Social &amp; Emotional Development (SED)</b> 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. 12. Follows established rules and routines in the classroom. 44. Recognizes inappropriate behavioral choices of self most of the time.  <b>Social Studies Knowledge &amp; Skills (SSK)</b> 8. Demonstrates awareness of the outcomes of one's own choices.	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom.
<b>Uses most materials safely and purposefully in different contexts and settings.</b>	
<b>Social &amp; Emotional Development (SED)</b> 15. Uses classroom materials safely and for their intended purpose.	
<b>Manages most transitions and changes in routines.</b>	
<b>Social &amp; Emotional Development (SED)</b> 13. Makes transitions between activities with minimal assistance.	
<b>Shows awareness of group rules and the ability to follow rules.</b>	
<b>Social &amp; Emotional Development (SED)</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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Begins to understand reasons or logic assigned to different rules.</b>	
<b>Physical Development &amp; Health (PDH)</b> 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	
<b>42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</b>	
<b>Physical Development &amp; Health (PDH)</b> 39. Describes basic traffic safety rules, without assistance. 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	
<b>Begins to initiate sharing with the support of adults.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. 22. Shares part or all of something with an adult. 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object.	<b>Cognition &amp; General Knowledge</b> 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
<b>Begins to take own initiative to be helpful to family, school, and community.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. 26. Voluntarily helps a peer.	<b>Cognition &amp; General Knowledge</b> 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
<b>Begins to demonstrate respect for the opinions, feelings, and actions of others.</b>	
<b>Social &amp; Emotional Development (SED)</b> 41. Recognizes the impact of his/her actions on others' feelings. 42. Respects the rights of others.	
<b>Demonstrates the ability to make choices and take responsibility for own actions.</b>	
<b>Social &amp; Emotional Development (SED)</b> 44. Recognizes inappropriate behavioral choices of self most of the time. 45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.	
<b>CREATIVE ARTS</b>	
<b>46. Children use creative arts to express and represent what they know, think, believe, or feel.</b>	
<b>Participates in group music experiences (sings, finger plays, chants, musical instruments).</b>	
<b>Creative Arts (CA)</b> 2. Shows an interest in listening to short musical selections. 5. Talks about the kinds of music enjoyed (e.g., favorites).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Explores simple songs using voice and/or instruments.</b>	
<b>Creative Arts (CA)</b> 3. Sings or hums familiar songs or tunes. 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 10. Invents songs or tunes using voice or musical instruments.	<b>Approaches to Learning</b> 66. Sings or hums familiar songs or tunes.
<b>Makes up songs and uses the voice as the primary instrument.</b>	
<b>Creative Arts (CA)</b> 10. Invents songs or tunes using voice or musical instruments.	
<b>Asks to sing a particular song.</b>	
<b>Creative Arts (CA)</b> 3. Sings or hums familiar songs or tunes. 5. Talks about the kinds of music enjoyed (e.g., favorites).	<b>Approaches to Learning</b> 66. Sings or hums familiar songs or tunes.
<b>Participates freely in dramatic play activities (pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life).</b>	
<b>Creative Arts (CA)</b> 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. 33. Describes the story or situation that will occur during dramatic play.	
<b>Tries one type of art many times (painting at easel several days in a row, using different colors, or covering the whole paper with paint).</b>	
<b>Creative Arts (CA)</b> 15. Works with other children on a cooperative art project (e.g., mural). 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).	
<b>Uses a variety of media and tools to create original works of art.</b>	
<b>Creative Arts (CA)</b> 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 22. Selects materials that will be needed for a self-initiated art project. 25. Uses various tools to create art projects (e.g., rollers, string, straws).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Creates art work with details representing ideas, experiences, and feelings.</b>	
<b>Creative Arts (CA)</b> 18. Draws representations of human and animal figures. 20. Draws recognizable environmental objects (e.g., house, trees, ball). 23. Draws some details in representations of animals, people, or objects. 28. Uses a variety of colors to create moods or feelings in artwork.	<b>Approaches to Learning</b> 65. Draws representations of human and animal figures.
<b>Performs simple elements of drama (audience, actors, stage).</b>	
<b>Creative Arts (CA)</b> 30. Uses dramatic play to express feelings (e.g., fear). 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity.	
<b>47. Children demonstrate understanding and appreciation of creative arts.</b>	
<b>Hums or moves to the rhythm of recorded music.</b>	
<b>Creative Arts (CA)</b> 3. Sings or hums familiar songs or tunes.	<b>Approaches to Learning</b> 66. Sings or hums familiar songs or tunes.

## Domain: Physical Well-Being, Health, and Motor Development, 36 to 60 Months

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>SUB-DOMAIN: MOTOR DEVELOPMENT</b>	
<b>Goal: 17. Children demonstrate strength and coordination of large motor muscles.</b>	
<b>Indicator: Walks and runs following circular paths (around obstacles and corners)</b>	
<b>Physical Development &amp; Health (PDH)</b> 45. Walks to a destination without help. 47. Moves around obstacles with balance and direction.	
<b>Runs, pivots to change direction, and stops as appropriate.</b>	
<b>Physical Development &amp; Health (PDH)</b> 48. Stops and turns while running.	
<b>Climbs on play equipment.</b>	
<b>Physical Development &amp; Health (PDH)</b> 50. Climbs up and down stairs. 52. Climbs a short ladder (e.g., on playground toys).	<b>Physical Development &amp; Health</b> 83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys).
<b>Throws large beanbags or ball with some accuracy.</b>	
<b>Physical Development &amp; Health (PDH)</b> 60. Throws a ball a short distance with accuracy, most of the time.	
<b>Catches large balls with two hands.</b>	
<b>Physical Development &amp; Health (PDH)</b> 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time.	
<b>Kicks ball forward.</b>	
<b>Physical Development &amp; Health (PDH)</b> 61. Kicks a ball a short distance with accuracy, most of the time.	
<b>Balances on one foot; hops forward on one foot.</b>	
<b>Physical Development &amp; Health (PDH)</b> 54. Balances on one foot for five seconds. 56. Hops with direction and control, most of the time.	
<b>Jumps on two feet and jumps over small objects with balance and control.</b>	
<b>Physical Development &amp; Health (PDH)</b> 53. Jumps forward several times, maintaining balance most of the time. 57. Jumps backward without losing balance.	
<b>Jumps from a height.</b>	
<b>Physical Development &amp; Health (PDH)</b> 46. Jumps in place and off low objects, such as a step.	
<b>Jumps for distance.</b>	
<b>Physical Development &amp; Health (PDH)</b> 53. Jumps forward several times, maintaining balance most of the time.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Gallops.</b>	
<b>Physical Development &amp; Health (PDH)</b> 59. Gallops maintaining direction and control, most of the time.	
<b>Pedals consistently when riding a tricycle.</b>	
<b>Physical Development &amp; Health (PDH)</b> 55. Pedals a tricycle, steers and makes turns around obstacles and corners.	
<b>Starts and stops a tricycle intentionally.</b>	
<b>Physical Development &amp; Health (PDH)</b> 55. Pedals a tricycle, steers and makes turns around obstacles and corners.	
<b>Walks up and down stairs using alternating feet.</b>	
<b>Physical Development &amp; Health (PDH)</b> 50. Climbs up and down stairs.	<b>Physical Development &amp; Health</b> 83. Climbs up and down stairs.
<b>18. Children demonstrate strength and coordination of small motor muscles.</b>	
<b>Eats with utensils; scoops, spears, and spreads food.</b>	
<b>Physical Development &amp; Health (PDH)</b> 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils.	
<b>Uses various drawing and art materials (crayons, brushes, finger paints).</b>	
<b>Physical Development &amp; Health (PDH)</b> 67. Correctly holds a pencil or crayon.	<b>Physical Development &amp; Health</b> 86. Correctly holds a pencil or crayon.
<b>Opens and closes blunt scissors with one hand.</b>	
<b>Physical Development &amp; Health (PDH)</b> 68. Cuts with scissors along a straight line.	
<b>Cuts a piece of paper on a straight line and on a curve.</b>	
<b>Physical Development &amp; Health (PDH)</b> 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape.	<b>Physical Development &amp; Health</b> 87. Uses scissors to cut out a pre-formed simple shape.
<b>Manipulates small objects with ease (strings beads, fits small objects into holes).</b>	
<b>Physical Development &amp; Health (PDH)</b> 71. Strings large beads on a piece of yarn.  <b>Literacy Knowledge &amp; Skills (LK)</b> 38. Holds pencil with thumb and forefinger.	
<b>Fastens large buttons.</b>	
<b>Physical Development &amp; Health (PDH)</b> 20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Uses large zippers.</b>	
<b>Physical Development &amp; Health (PDH)</b> 20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.	
<b>Writes some recognizable letters or numbers.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 40. Copies her/his name from a sample. 41. Writes some letters.  <b>Mathematics Knowledge &amp; Skills (MK)</b> 7. Writes numerals to indicate 6 or less objects.  <b>Physical Development &amp; Health (PDH)</b> 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	<b>Language &amp; Literacy</b> 54. Copies her/his name from a sample.  <b>Cognition &amp; General Knowledge</b> 4. Writes numerals to indicate 6 or less objects.  <b>Physical Development &amp; Health</b> 88. Uses computer keyboard/mouse for writing/drawing, without assistance.
<b>19. Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</b>	
<b>Physically reacts appropriately to the environment (bends knees to soften a landing, moves quickly to avoid obstacles).</b>	
<b>Physical Development &amp; Health (PDH)</b> 47. Moves around obstacles with balance and direction.	
<b>Demonstrates concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).</b>	
<b>Logic &amp; Reasoning (LR)</b> 2. Mimics a movie, book, or past experience.	
<b>Improves eye-hand coordination for precise movement (catches a bounced ball).</b>	
<b>Physical Development &amp; Health (PDH)</b> 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time. 63. Dribbles a large ball several times with both hands. 64. Dribbles a large ball several times with one hand.	
<b>Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.</b>	
<b>Physical Development &amp; Health (PDH)</b> 52. Climbs a short ladder (e.g., on playground toys).	<b>Physical Development &amp; Health</b> 84. Climbs a short ladder (e.g., on playground toys).
<b>20. Children demonstrate the stamina and energy to participate in daily activities.</b>	
<b>Engages in sustained unstructured physical activity on a daily basis.</b>	
<b>Physical Development &amp; Health (PDH)</b> 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>21. Children engage in a variety of physical activities.</b>	
<b>Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement.</b>	
<b>Physical Development &amp; Health (PDH)</b> 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).	
<b>Initiates structured and unstructured physical activities throughout the day.</b>	
<b>Physical Development &amp; Health (PDH)</b> 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).	
<b>Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).</b>	
<b>Physical Development &amp; Health (PDH)</b> 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).	
<b>Participates in cooperative games with peers.</b>	
<b>Physical Development &amp; Health (PDH)</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>HEALTH AND PERSONAL CARE</b>	
<b>22. Children practice basic personal care routines.</b>	
<b>Feeds self with fork and spoon; and spreads with a blunt knife, without assistance.</b>	
<b>Physical Development &amp; Health (PDH)</b> 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils.	
<b>Washes hands independently, with frequency.</b>	
<b>Physical Development &amp; Health (PDH)</b> 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands.	
<b>Dresses and undresses, with minimal help.</b>	
<b>Physical Development &amp; Health (PDH)</b> 19. Unzips zippers. 20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 22. Puts on front-opening garment, without assistance. 23. Puts on pull-over garment, without assistance.	
<b>Puts shoes on, without assistance.</b>	
<b>Physical Development &amp; Health (PDH)</b> 24. Puts on shoes correctly, without assistance. 25. Ties own shoes, without assistance.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Decides, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals).</b>	
<b>Physical Development &amp; Health (PDH)</b> 14. Requests or initiates hand washing when needed (e.g., before eating). 27. Initiates a trip to the bathroom, without being prompted.	<b>Physical Development &amp; Health</b> 76. Requests or initiates hand washing when needed (e.g., before eating).
<b>Chooses to rest, when tired.</b>	
<b>Physical Development &amp; Health (PDH)</b> 31. Has calm and settled rest periods.	
<b>Cares for toileting needs other than wiping.</b>	
<b>Physical Development &amp; Health (PDH)</b> 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.	<b>Physical Development &amp; Health</b> 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.
<b>Independently completes toileting activities, including wiping and flushing the toilet.</b>	
<b>Physical Development &amp; Health (PDH)</b> 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently. 29. Disposes of toilet paper/paper towels appropriately.	<b>Physical Development &amp; Health</b> 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.
<b>23. Children demonstrate personal health and hygiene skills.</b>	
<b>Takes care of own toileting needs.</b>	
<b>Physical Development &amp; Health (PDH)</b> 26. Uses bathroom, without assistance. 27. Initiates a trip to the bathroom, without being prompted. 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently. 29. Disposes of toilet paper/paper towels appropriately. 30. Remains dry and unsoiled between bathroom trips.	<b>Physical Development &amp; Health</b> 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.
<b>Washes and dries hands before eating and after toileting, without assistance.</b>	
<b>Physical Development &amp; Health (PDH)</b> 7. Insists on washing and drying own hands. 14. Requests or initiates hand washing when needed (e.g., before eating).	<b>Physical Development &amp; Health</b> 76. Requests or initiates hand washing when needed (e.g., before eating).
<b>Cooperates and assists caregiver with tooth brushing.</b>	
<b>Physical Development &amp; Health (PDH)</b> 8. Brushes teeth with help. 32. Cooperates by opening mouth for a quick visual exam.	
<b>Covers mouth and nose when coughing and sneezing with elbow or tissue.</b>	
<b>Physical Development &amp; Health (PDH)</b> 11. Covers mouth with hand/tissue when coughing or sneezing.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Uses tissue to wipe own nose and throws tissue in wastebasket.</b>	
<b>Physical Development &amp; Health (PDH)</b> 10. Disposes of tissues appropriately in a container. 13. Uses tissues properly to blow/wipe nose, without assistance.	
<b>Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance).</b>	
<b>Physical Development &amp; Health (PDH)</b> 33. Properly uses corrective and assistive visual devices consistently (e.g., glasses). 34. Uses assistive audiological devices, such as hearing aids, if appropriate. 44. Tells why people need to go to the doctor and dentist.	
<b>NUTRITION AND FEEDING</b>	
<b>24. Children eat a variety of nutritious foods.</b>	
<b>Uses spoon and fork, but continues to use fingers for efficiency.</b>	
<b>Physical Development &amp; Health (PDH)</b> 65. Begins to use a fork.	
<b>Begins to have accuracy with a knife for spreading soft foods such as butter or jelly.</b>	
<b>Physical Development &amp; Health (PDH)</b> 66. Eats with a fork and a spoon, or other appropriate utensils.	
<b>Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals.</b>	
<b>Social &amp; Emotional Development (SED)</b> 12. Follows established rules and routines in the classroom.	
<b>Passes food at the table and takes appropriate-sized portions, or participates in other culturally-specific family serving styles.</b>	
<b>Physical Development &amp; Health (PDH)</b> 4. Serves self an appropriate amount of food.	
<b>Begins to identify sources of food.</b>	
<b>Physical Development &amp; Health (PDH)</b> 5. Identifies examples of foods that are healthy.	<b>Physical Development &amp; Health</b> 75. Identifies examples of foods that are healthy.
<b>SAFETY</b>	
<b>25. Children demonstrate knowledge about and avoid harmful objects and situations.</b>	
<b>Communicates to peers and adults when seeing dangerous behaviors (throwing rocks on the playground).</b>	
<b>Physical Development &amp; Health (PDH)</b> 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> 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>Carries scissors and pencils with points down to avoid accidents.</b>	
<b>Physical Development &amp; Health (PDH)</b> 37. Follows outdoor and indoor play rules, without prompts.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Looks both ways before crossing street or road, and knows to cross with adult assistance.</b>	
<b>Physical Development &amp; Health (PDH)</b> 37. Follows outdoor and indoor play rules, without prompts. 39. Describes basic traffic safety rules, without assistance.	
<b>Recognizes danger and poison symbols and avoids those objects or areas.</b>	
<b>Physical Development &amp; Health (PDH)</b> 40. Identifies nonedible/poisonous substances, without assistance.	
<b>26. Children demonstrate awareness and understanding of safety rules.</b>	
<b>Understands and anticipates the consequences of not following rules.</b>	
<b>Social &amp; Emotional Development (SED)</b> 45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.	
<b>Identifies safety signs posted indoors and outdoors.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 31. Reads a printed label or a sign on a familiar object, some of the time.	
<b>Follows emergency drill instructions (fire, earthquake, bomb, lockdown).</b>	
<b>Physical Development &amp; Health (PDH)</b> 36. Follows fire safety/fire drill rules, without assistance.	<b>Physical Development &amp; Health</b> 79. Follows fire safety/fire drill rules, without assistance.
<b>Follows basic safety rules, with assistance (bus, bicycle, boat, plane, playground, crossing the street, stranger awareness, using sidewalk).</b>	
<b>Physical Development &amp; Health (PDH)</b> 37. Follows outdoor and indoor play rules, without prompts. 39. Describes basic traffic safety rules, without assistance.	
<b>Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting.</b>	
<b>Physical Development &amp; Health (PDH)</b> 37. Follows outdoor and indoor play rules, without prompts. 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).

## Domain: Social and Emotional Development, 36 to 60 Months

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>SUB-DOMAIN: SOCIAL DEVELOPMENT</b>	
<b>Goal: 27. Children trust, interact with, and seek assistance from adults.</b>	
<b>Indicator: In familiar settings, separates, with assistance from significant adults, without undue anxiety (younger child may need extra help).</b>	
<b>Social &amp; Emotional Development (SED)</b> 29. Accepts arrival and departure transitions as routine parts of the day.	
<b>Approaches adults for assistance and offers to assist adults.</b>	
<b>Social &amp; Emotional Development (SED)</b> 14. Comfortably accepts guidance and directions from a familiar adult. 25. Is helpful to an adult when prompted.	
<b>Plays independently, but seeks comfort from familiar adults when distressed.</b>	
<b>Social &amp; Emotional Development (SED)</b> 16. Seeks support from familiar adults to resolve conflicts with peers.	
<b>Asks questions of adults, as needed, to obtain information.</b>	
<b>Logic &amp; Reasoning (LR)</b> 15. Seeks assistance from an adult when attempting to solve a problem.	
<b>Language Development (LD)</b> 16. Asks questions to obtain information or assistance.	
<b>Brings simple problem situations to adult's attention.</b>	
<b>Social &amp; Emotional Development (SED)</b> 16. Seeks support from familiar adults to resolve conflicts with peers.	
<b>Works independently and asks for help only when necessary.</b>	
<b>Social &amp; Emotional Development (SED)</b> 26. Gets materials needed for an activity, without prompts. 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).	<b>Social &amp; Emotional Development</b> 69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).
<b>Works cooperatively with an adult to plan and organize activities and solve problems.</b>	
<b>Approaches to Learning (AL)</b> 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>Logic &amp; Reasoning (LR)</b> 15. Seeks assistance from an adult when attempting to solve a problem.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>28. Children develop friendships with peers.</b>	
<b>Plays beside and interacts with peers.</b>	
<b>Social &amp; Emotional Development (SED)</b> 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play.	
<b>Plays beside and interacts with peers, continued.</b>	
<b>Social &amp; Emotional Development (SED)</b> 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others. 28. Establishes proximity to peers during an unstructured child-directed activity.  <b>Approaches to Learning (AL)</b> 29. Maintains proximity to peers during an unstructured child-directed activity.	<b>Social &amp; Emotional Development</b> 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
<b>Sometimes share toys with other children as they play.</b>	
<b>Approaches to Learning (AL)</b> 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object.	<b>Approaches to Learning</b> 63. Takes turns playing with a toy or object.
<b>Engages with other children in play involving a common idea (dramatic play, block building).</b>	
<b>Approaches to Learning (AL)</b> 28. Establishes proximity to peers during an unstructured child-directed activity. 29. Maintains proximity to peers during an unstructured child-directed activity.	
<b>Begins to show preference for particular playmate.</b>	
<b>Social &amp; Emotional Development (SED)</b> 36. Says, signs, or gestures the names of friends.	
<b>Tries a variety of strategies to engage a peer.</b>	
<b>Social &amp; Emotional Development (SED)</b> 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play. 43. Chooses to express self to others safely/respectfully in difficult situations.	
<b>Has at least one other friend.</b>	
<b>Social &amp; Emotional Development (SED)</b> 36. Says, signs, or gestures the names of friends.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Initiates conversations with other children; asks questions and responds.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  32. Initiates greeting of familiar peers.  37. Chooses to express self to others safely/respectfully in calm situations.</p> <p><b>Logic &amp; Reasoning (LR)</b>  16. Seeks assistance from peers when attempting to solve a problem.</p>	<p><b>Social &amp; Emotional Development</b>  37. Chooses to express self to others safely/respectfully in calm situations.</p>
<b>Makes decisions with other children, with adult prompts as needed (making rules).</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.  23. Uses negotiation to reach a solution.</p> <p><b>Social Studies Knowledge &amp; Skills (SSK)</b>  6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).</p>	
<b>Can wait briefly for a turn when playing with other children.</b>	
<p><b>Approaches to Learning (AL)</b>  24. Takes turns playing with a toy or object.  27. Says, signs, or gestures when it is her/his turn in a game or activity.</p>	<p><b>Approaches to Learning</b>  63. Says, signs, or gestures when it is her/his turn in a game or activity.</p>
<b>Leads or participates in planning cooperative play with others.</b>	
<p><b>Approaches to Learning (AL)</b>  28. Establishes proximity to peers during an unstructured child-directed activity.  29. Maintains proximity to peers during an unstructured child-directed activity.  30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p>	
<b>29. Children demonstrate positive negotiation skills.</b>	
<b>Understands the concept of "mine" and "his/hers."</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p>	
<b>Approaches other children positively.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  31. Responds appropriately to greeting by familiar peers.  32. Initiates greeting of familiar peers.  33. Verbally or nonverbally invites a peer to play.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  16. Seeks support from familiar adults to resolve conflicts with peers.  19. Expresses wants and needs in conflict situations.  21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p><b>Social Studies Knowledge &amp; Skills (SSK)</b>  6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).</p>	
<b>6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).</b>	
<p><b>Approaches to Learning (AL)</b>  23. Shares part or all of something with a peer.  24. Takes turns playing with a toy or object.</p> <p><b>Social &amp; Emotional Development (SED)</b>  21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p>	<p><b>Approaches to Learning</b>  63. Takes turns playing with a toy or object.</p>
<b>Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.  22. Shows the ability to compromise in conflict resolution.</p> <p><b>Social Studies Knowledge &amp; Skills (SSK)</b>  6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).</p>	<p><b>Social &amp; Emotional Development</b>  70. Shows the ability to compromise in conflict resolution.</p>
<b>Seeks out adult when needing help to solve a conflict</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  16. Seeks support from familiar adults to resolve conflicts with peers.</p>	
<b>Considers the need or interest of another child and accepts or suggests mutually acceptable solutions.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  41. Recognizes the impact of his/her actions on others' feelings.</p> <p><b>Approaches to Learning (AL)</b>  26. Voluntarily helps a peer.  27. Says, signs, or gestures when it is her/his turn in a game or activity.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>30. Children demonstrate awareness of behavior and its effects on others.</b>	
<b>Demonstrates understanding of the consequences of own actions on others (“If I share my toy, they will be happy.”).</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 41. Recognizes the impact of his/her actions on others' feelings.</p> <p><b>Social Studies Knowledge &amp; Skills (SSK)</b> 8. Demonstrates awareness of the outcomes of one's own choices.</p>	
<b>Shows sympathy and/or empathy for physically hurt or emotionally upset child.</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 46. Expresses empathy or caring for others by consoling, comforting, or helping.</p> <p><b>Social Studies Knowledge &amp; Skills (SSK)</b> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p><b>Cognition &amp; General Knowledge</b> 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>
<b>Understands the reasons for rules and routines within the group and accepts them.</b>	
<p><b>Physical Development &amp; Health (PDH)</b> 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).</p>	<p><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).</p>
<b>Begins to accept the consequences of behavior.</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.</p>	
<b>Logically connects actions and reactions.</b>	
<p><b>Logic &amp; Reasoning (LR)</b> 29. States the cause of an effect (e.g., what caused the tricycle to stop).</p> <p><b>Social &amp; Emotional Development (SED)</b> 41. Recognizes the impact of his/her actions on others' feelings. 45. Usually recognizes that inappropriate behavior leads to consequences.</p>	
<b>31. Children participate positively in group activities.</b>	
<b>Identifies self as a member of a group (refers to our family, our school, our team, our tribe).</b>	
<p><b>Social Studies Knowledge &amp; Skills (SSK)</b> 2. Identifies family members and relationship to each.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Uses play to explore, practice, and understand social roles.</b>	
<p><b>Logic &amp; Reasoning (LR)</b> 9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p> <p><b>Creative Arts (CA)</b> 34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>	<p><b>Approaches to Learning</b> 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>
<b>Joins a group of other children playing, with adult prompts, as needed.</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p>	<p><b>Social &amp; Emotional Development</b> 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p>
<b>Understands and complies with group rules.</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 35. Plays without disrupting or destroying the work of others.</p> <p><b>Social Studies Knowledge &amp; Skills (SSK)</b> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p><b>Social &amp; Emotional Development</b> 71. Plays without disrupting or destroying the work of others.</p> <p><b>Cognition &amp; General Knowledge</b> 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>
<b>32. Children demonstrate sympathy and empathy.</b>	
<b>Demonstrates awareness of feelings during pretend play (soothes a crying doll).</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 9. Acts out different roles (e.g., child, adult) in dramatic play situations. 14. Practices building relationships with other children (offering direction, help).</p>	
<b>Comforts peers when they are hurt or upset, with adult assistance.</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 46. Expresses empathy or caring for others by consoling, comforting, or helping.</p>	
<b>Names emotions of self and others (happy, sad).</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).</p>	
<b>Realizes and expresses how another child might feel (e.g., "Tanya is crying, I think she is sad.").</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.</p>	
<b>Increasingly shares with others, helps others, and "cares" for baby siblings.</b>	
<p><b>Social &amp; Emotional Development (SED)</b> 46. Expresses empathy or caring for others by consoling, comforting, or helping.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Will initiate interactions with others.</b>	
<b>Social &amp; Emotional Development (SED)</b> 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play.	
<b>Begins to understand that others may have some feelings, by the end of the period</b>	
<b>Social &amp; Emotional Development (SED)</b> 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.	
<b>34. Children adapt to diverse settings.</b>	
<b>Explores objects and materials and interacts with others in a variety of new settings.</b>	
<b>Approaches to Learning (AL)</b> 3. Combines materials, objects, equipment in new ways to produce multiple uses.	<b>Approaches to Learning</b> 61. Combines materials, objects, equipment in new ways to produce multiple uses.
<b>Adjusts behavior in different settings (home, playground).</b>	
<b>Social &amp; Emotional Development (SED)</b> 12. Follows established rules and routines in the classroom. 13. Makes transitions between activities with minimal assistance. 29. Accepts arrival and departure transitions as routine parts of the day.	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom.
<b>Adjusts to transitions from one activity/setting to the next during the day.</b>	
<b>Social &amp; Emotional Development (SED)</b> 12. Follows established rules and routines in the classroom. 13. Makes transitions between activities with minimal assistance.	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom.
<b>35. Children recognize, appreciate, and respect similarities and differences in people.</b>	
<b>Compares similarities or differences of others (height, hair color) in his/her circle of contact.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	
<b>Develops awareness, knowledge, and appreciation of own gender and cultural identity.</b>	
<b>Social &amp; Emotional Development (SED)</b> 3. Knows his/her gender. 5. Describes his/her physical attributes (what I look like).	
<b>Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</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.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 43. Shows respect for members of different cultures. 44. Shows respect for varying family structures.	
<b>EMOTIONAL DEVELOPMENT</b>	
<b>36. Children perceive themselves as unique individuals.</b>	
<b>Demonstrates awareness of their abilities, characteristics, and preferences.</b>	
<b>Social &amp; Emotional Development (SED)</b> 4. Knows his/her gender. 5. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 6. Describes his/her physical attributes (what I look like). 7. Talks about his/her interests (what I like to do).	
<b>Chooses individual activities (doing puzzles, painting).</b>	
<b>Social &amp; Emotional Development (SED)</b> 7. Talks about his/her interests (what I like to do).  <b>Approaches to Learning (AL)</b> 5. Selects activities that are within her/his capabilities, most of the time. 6. Initiates preferred purposeful activities when playing in interest centers.	
<b>Expresses self in different roles during pretend play.</b>	
<b>Logic &amp; Reasoning (LR)</b> 4. Assigns parts to self and peers to act out scene. 9. Acts out different roles (e.g., child, adult) in dramatic play situations. 12. Acknowledges a difference between pretend game and the reality of the classroom.	<b>Cognition &amp; General Knowledge</b> 16. Acknowledges a difference between pretend game and the reality of the classroom.
<b>Can express feelings about separating from primary caregiver.</b>	
<b>Social &amp; Emotional Development (SED)</b> 29. Accepts arrival and departure transitions as routine parts of the day. 43. Chooses to express self to others safely/respectfully in difficult situations.	
<b>Compares self with others.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	
<b>Describes family members and begins to understand their relationship to one another.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</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).	<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).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Exerts will and preferences.</b>	
<b>Social &amp; Emotional Development (SED)</b> 6. Talks about his/her interests (what I like to do). 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).	
<b>37. Children demonstrate belief in their abilities.</b>	
<b>Expresses delight with mastery of a skill (e.g., "I did it myself!").</b>	
<b>Social &amp; Emotional Development (SED)</b> 8. Talks positively about a recent accomplishment.	
<b>Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" A child in leg braces has a big smile on their face when using a walker by themselves.).</b>	
<b>Social &amp; Emotional Development (SED)</b> 8. Talks positively about a recent accomplishment.	
<b>Expresses own ideas and opinions.</b>	
<b>Social &amp; Emotional Development (SED)</b> 7. Talks about his/her interests (what I like to do). 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> 72. Chooses to express self to others safely/ respectfully in calm situations.
<b>May argue with caregiver about what they are supposed to do.</b>	
<b>Social &amp; Emotional Development (SED)</b> 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center).	
<b>Will use private or inner speech to help remember rules and standards for behavior.</b>	
<b>Social &amp; Emotional Development (SED)</b> 9. Engages in reassuring self-talk or changing goals when frustrated or frightened.	
<b>Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake.</b>	
<b>Social &amp; Emotional Development (SED)</b> 44. Recognizes inappropriate behavioral choices of self most of the time. 45. Usually recognizes that inappropriate behavior leads to consequences.	
<b>Are more consistent in sharing and view it as an obligation.</b>	
<b>Approaches to Learning (AL)</b> 22. Shares part or all of something with an adult. 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object.	<b>Approaches to Learning</b> 63. Takes turns playing with a toy or object.
<b>38. Children regulate their feelings and impulses.</b>	
<b>Expresses strong emotions constructively, at times and with assistance.</b>	
<b>Social &amp; Emotional Development (SED)</b> 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Calms self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset).</b>	
<b>Social &amp; Emotional Development (SED)</b> 28. Comforts self by engaging in calming/soothing activities some of the time.	
<b>Sometimes waits for turn and shows patience during group activities.</b>	
<b>Approaches to Learning (AL)</b> 24. Takes turns playing with a toy or object.	<b>Approaches to Learning</b> 63. Takes turns playing with a toy or object.
<b>Sticks with difficult tasks without becoming overly frustrated.</b>	
<b>Approaches to Learning (AL)</b> 15. Persists with a difficult or non-preferred activity.	
<b>Participates easily in routine activities (meal time, snack time, bedtime).</b>	
<b>Social &amp; Emotional Development (SED)</b> 26. Gets materials needed for an activity, without prompts. 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center). 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).	<b>Social &amp; Emotional Development</b> 69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).
<b>Follows simple rules without reminders (handles toys with care).</b>	
<b>Social &amp; Emotional Development (SED)</b> 26. Gets materials needed for an activity, without prompts.  <b>Social Studies Knowledge &amp; Skills (SSK)</b> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	<b>Cognition &amp; General Knowledge</b> 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
<b>Demonstrates increasing ability to use materials purposefully, safely, and respectfully.</b>	
<b>Social &amp; Emotional Development (SED)</b> 12. Follows established rules and routines in the classroom. 35. Plays without disrupting or destroying the work of others.	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom. 71. Plays without disrupting or destroying the work of others.
<b>Predicts what comes next in the day, when there is an established and consistent schedule.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 36. Identifies events that might occur in the future.	<b>Cognition &amp; General Knowledge</b> 30. Begins to use or respond to the language of time such as related to daily routines or schedules.
<b>Names and talks about own emotions.</b>	
<b>Social &amp; Emotional Development (SED)</b> 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).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Uses pretend play to understand and respond to emotions.</b>	
<b>Creative Arts (CA)</b> 30. Uses dramatic play to express feelings (e.g., fear). 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. 36. Uses dramatic play to ask questions to gain new knowledge from others.	
<b>Associates emotions with words, and facial and body expressions.</b>	
<b>Social &amp; Emotional Development (SED)</b> 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.	
<b>Uses drawing, painting, and clay to express emotions.</b>	
<b>Creative Arts (CA)</b> 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 28. Uses a variety of colors to create moods or feelings in artwork.	