

Galileo® G3 Assessment Scales Alignment with Your State Standards Kentucky



Assessment
Technology
Incorporated

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This document references the Kentucky's Early Childhood Standards.

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*Assessment Technology, Incorporated, Publishers
Tucson, Arizona, U.S.A.*

*Printed in the United States of America.
V2-070213*

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Galileo® G3 Assessment Scales Alignment with Your State Standards

The state standards provide early childhood programs with important guidance for the provision of learning opportunities and the alignment of assessment activities to inform and facilitate developmentally appropriate practice leading to children's success at birth, now, and in the future as they make the transition to the early grades. These standards can be used by programs in a number of ways to guide everyday local decision-making and action leading to positive outcomes for children, including:

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

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

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

Alignment with Your State Standards

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

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

TABLE 1
Galileo G3 Assessment Scales

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

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

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

comprising the 11 domain areas. These knowledge areas make it possible for preschool programs to effectively assess the broad range and depth of knowledge and skills acquired by young children during the early years of learning, including capabilities important for school readiness. The knowledge areas within the Galileo G3 Nature and Science Assessment Scale, for example, are indicated in Table 2.

TABLE 2

Galileo® G3 Nature and Science Assessment Scale Knowledge Areas

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

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

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

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

The state standards provide important information about key knowledge, behaviors, and skills acquired by young children and serve as a useful guide for the provision of learning opportunities and the choice of assessment instruments to assess children’s progress. In this regard, the *Galileo G3 Assessment Scales* make it possible for early childhood programs to implement a research-based, standards-aligned, comprehensive and developmentally appropriate approach to the provision of learning opportunities and the assessment of young children. As just one example of this capability, each Galileo knowledge area is comprised of a full range of capabilities forming empirically validated developmental sequences. These empirically validated sequences make it

possible for early childhood programs to effectively and confidently use the results of assessment to provide developmentally appropriate learning opportunities to children based on individual abilities, strengths, interests, and needs. Moreover, the *Galileo G3 Assessment Scales* can be effectively utilized to measure growth over an extended period of time and to document program impact on children’s learning. The *Galileo G3 Assessment Scales* on the following pages are comprised of in-depth, comprehensive, and empirically validated developmental sequences for Galileo knowledge areas and capabilities, reflecting the state standards.

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Kentucky Early Learning Standards Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Arts and Humanities

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 1: PARTICIPATES AND SHOWS INTEREST IN A VARIETY OF VISUAL ART, DANCE, MUSIC, AND DRAMA EXPERIENCES.	
BENCHMARK 1.1: DEVELOPS SKILLS IN AND APPRECIATION OF VISUAL ARTS.	
Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials technology, etc.).	
<p>Creative Arts 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials . 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 25. Uses various tools to create art projects (e.g., rollers, string, straws). 26. Recombines and experiments with art materials to see what happens. 28. Uses a variety of colors to create moods or feelings in artwork.</p> <p>Technology 23. Is able to use a computer to create artwork with assistance.</p>	
Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.	
<p>Creative Arts 18. Draws representations of human and animal figures. 20. Draws recognizable environmental objects (e.g., house, trees, ball).</p>	<p>Approaches to Learning 65. Draws representations of human and animal figures.</p>
Observes and responds to artwork produced by other individuals and/or cultures. (no matching goals)	
BENCHMARK 1.2: DEVELOPS SKILLS IN AND APPRECIATION OF DANCE.	
Explores various ways of moving with or without music.	
<p>Creative Arts 4. Uses movement to express what is being felt/heard in various songs or tunes. 9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p>	<p>Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Performs simple patterns of dance while exploring with the element of beat.	
Creative Arts 4. Uses movement to express what is being felt/heard in various songs or tunes. 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.
Describes movement after participating in or watching others perform games or songs. (no matching goals)	
Responds to dance performance produced by other individuals and/or cultures. (no matching goals)	
BENCHMARK 1.3: DEVELOPS SKILLS IN AND APPRECIATION OF MUSIC.	
Explores various forms of musical expression through his/her senses.	
Creative Arts 1. Shows an interest in using musical instruments to produce sounds. 2. Shows an interest in listening to short musical selections. 3. Sings or hums familiar songs or tunes. 4. Uses movement to express what is being felt/heard in various songs or tunes. 5. Talks about the kinds of music enjoyed (e.g., favorites). 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).	Approaches to Learning 66. Sings or hums familiar songs or tunes. 67. Uses movement to express what is being felt/heard in various songs or tunes.
Uses fingerplays and/or songs to experiment with beat and time.	
Creative Arts 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	
Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).	
Creative Arts 5. Talks about the kinds of music enjoyed (e.g., favorites).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
BENCHMARK 1.4: DEVELOPS SKILLS IN AND APPRECIATION OF DRAMA.	
Uses a variety of actions or sounds to explore drama.	
<p>Creative Arts</p> <p>30. Uses dramatic play to express feelings (e.g., fear).</p> <p>31. Acts out a real or make-believe character during dramatic play.</p> <p>32. Acts out stories or situations during a dramatic play activity.</p> <p>33. Describes the story or situation that will occur during dramatic play.</p> <p>34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p> <p>36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	<p>Approaches to Learning</p> <p>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>
Performs simple elements of drama (e.g. audience, actors, stage, etc.).	
<p>Creative Arts</p> <p>31. Acts out a real or make-believe character during dramatic play.</p> <p>32. Acts out stories or situations during a dramatic play activity.</p> <p>33. Describes the story or situation that will occur during dramatic play.</p>	
Attends and responds to drama performed by other individuals and/or cultures. (matching goals)	

English/Language Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 1: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE COMMUNICATION PROCESS.	
BENCHMARK 1.1: USES NON-VERBAL COMMUNICATION FOR A VARIETY OF PURPOSES.	
Identifies or chooses object or person by pointing, physically touching or moving toward another.	
<p>Language 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	
Uses gestures and/or movements to initiate interactions or to get needs met.	
<p>Language 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	
Uses symbols or pictures as representation for oral language.	
<p>Literacy 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others. 44. Communicates by writing complete words.</p> <p>Technology 15. Types random letters on a computer keyboard. 16. Uses a mouse or finger pad to move a cursor around the screen. 20. Writes messages with invented spelling on a keyboard to keypad. 24. Is able to use a computer to create written communications with assistance. 25. Types own name on a keyboard or keypad without assistance.</p>	<p>Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.</p>
BENCHMARK 1.2: USES LANGUAGE (VERBAL, SIGNED, SYMBOLIC) FOR A VARIETY OF PURPOSES.	
Initiates communication to have needs met.	
<p>Language 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	
Responds meaningfully in conversations and discussions with peers and adults.	
<p>Language 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Asks many why, when, and where questions.	
Language 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.	
Language 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.	
Language 21. Changes inflection during a conversation to communicate meaning.	
BENCHMARK 1.3: COMMUNICATES WITH INCREASING CLARITY AND USE OF CONVENTIONAL GRAMMAR.	
Speaks clearly enough to be understood by most listeners. (no matching goals)	
Uses simple sentences to express self, but may not always use correct grammar.	
Language 23. Combines words to create meaningful short sentences.	
Uses more complex sentences, but grammar is still sometimes incorrect.	
Language 30. Uses compound sentences (e.g., sentences joined by and, but, or).	
Uses complex sentences with correct grammar.	
Language 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). 30. Uses compound sentences (e.g., sentences joined by and, but, or).	
Develops increasingly abstract use of language.	
Language 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
ENGLISH/LANGUAGE ARTS STANDARD 2: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE LISTENING AND OBSERVING PROCESSES.	
BENCHMARK 2.1: ENGAGES IN ACTIVE LISTENING IN A VARIETY OF SITUATIONS.	
Attends to adult or peer who is speaking/signing.	
Language 1. Listens attentively to a conversation, story, poem, or song.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Follows simple directions.	
Language 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
Gains information through listening experiences.	
Language 1. Listens attentively to a conversation, story, poem, or song.	
Uses listening to interpret and apply meaning.	
Language 1. Listens attentively to a conversation, story, poem, or song. 7. Understands nouns commonly found in books for young children. 8. Understands action words (e.g., give, run). 9. Understands negative words (e.g., not, no). 10. Understands positional words (e.g., top, bottom, on, in). 11. Understands pronouns (e.g., she, he, it). 12. Understands words that describe the qualities of objects (e.g., color, soft, cold). 13. Understands past and future tense (e.g., went, will).	Language & Literacy 34. Understands nouns commonly found in books for young children. 35. Understands action words (e.g., give, run). 36. Understands positional words (e.g., top, bottom, on, in).
BENCHMARK 2.2: OBSERVES TO GAIN INFORMATION AND UNDERSTANDING.	
Uses many senses to explore and interpret the environment.	
Nature & Science 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
Makes comparisons through everyday experiences and play.	
Nature & Science 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).	Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Makes predictions concerning everyday experiences and play.	
<p>Nature & Science</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>Cognition & General Knowledge</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>
Draws conclusions from everyday experiences and play.	
<p>Nature & Science</p> <p>47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p> <p>49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>50. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>51. Attempts to explain why living things change (e.g., leaves turn brown).</p> <p>52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>	<p>Cognition & General Knowledge</p> <p>22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>23. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>
STANDARD 3: DEMONSTRATES GENERAL SKILLS AND STRATEGIES OF THE READING PROCESS.	
BENCHMARK 3.1: LISTENS TO AND/OR RESPONDS TO READING MATERIALS WITH INTEREST AND ENJOYMENT.	
Participates actively in story time.	
<p>Language</p> <p>1. Listens attentively to a conversation, story, poem, or song.</p> <p>4. Asks questions and/or makes comments about a story, poem, or song.</p> <p>5. Retells a familiar story, poem or song in his/her own words.</p> <p>Literacy</p> <p>20. Initiates conversation with a peer or an adult about a story, book or poem.</p>	<p>Language & Literacy</p> <p>32. Asks questions and/or makes comments about a story, poem, or song.</p> <p>33. Retells a familiar story, poem or song in his/her own words.</p>
Chooses reading activities.	
<p>Literacy</p> <p>13. Selects books, sometimes, over other activities when given a choice.</p> <p>14. Request rereading of favorite book.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Responds to reading activities with interest and enjoyment.	
<p>Literacy</p> <p>15. Makes connections between her/his own experiences and those presented in books/stories.</p> <p>16. Handles books and other reading material with care.</p> <p>17. Views reading materials one page at a time (front to back), most of the time.</p> <p>18. Engages in pretend reading with other children, doll, or toy animal.</p> <p>19. Requests a favorite book by title, author, or illustrator.</p> <p>20. Initiates conversation with a peer or an adult about a story, book or poem.</p>	<p>Language & Literacy</p> <p>44. Requests a favorite book by title, author, or illustrator.</p>
BENCHMARK 3.2: SHOWS INTEREST AND UNDERSTANDING OF THE BASIS CONCEPTS AND CONVENTIONS OF PRINT .	
Handles books correctly, showing increasing skills in print directionality.	
<p>Literacy</p> <p>16. Handles books and other reading material with care.</p>	
Understands that print has meaning.	
<p>Literacy</p> <p>23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>	
BENCHMARK 3.3: DEMONSTRATES KNOWLEDGE OF THE ALPHABET.	
Recognizes some letters of the alphabet.	
<p>Literacy</p> <p>45. Identifies all the letters in her/his name.</p> <p>46. Names 1 or more letters.</p> <p>47. Points to and names the first letter in familiar words.</p> <p>48. Names 10 or more letters.</p>	<p>Language & Literacy</p> <p>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p> <p>58. Names 10 or more letters.</p>
Recognizes some letters and words in print.	
<p>Literacy</p> <p>45. Identifies all the letters in her/his name.</p> <p>47. Points to and names the first letter in familiar words.</p> <p>Technology</p> <p>17. Recognizes familiar words on a computer screen (e.g., a file saved with child's name).</p>	<p>Language & Literacy</p> <p>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p>
Identifies some known letters of the alphabet in familiar and unfamiliar words.	
<p>Literacy</p> <p>45. Identifies all the letters in her/his name.</p> <p>47. Points to and names the first letter in familiar words.</p>	<p>Language & Literacy</p> <p>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
BENCHMARK 3.4: DEMONSTRATES EMERGENT PHONEMIC/PHONOLOGICAL AWARENESS.	
Recognizes rhyming words.	
Literacy 4. Recognizes rhymes in poems, readings, or conversation, most of the time.	Language & Literacy 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
Recognizes sounds that match.	
Literacy 1. Recognizes rhymes in poems, readings, or conversation, most of the time.	Language & Literacy 37. Recognizes rhymes in poems, readings, or conversation, most of the time.
Produces a rhyming word.	
Literacy 6. Creates rhyming words in play activities.	
Discriminates separate syllables in words.	
Literacy 3. Says both syllables of a two-syllable word, with distinct separation.	Language & Literacy 38. Says both syllables of a two-syllable word, with distinct separation.
Makes some letter-sound connections.	
Literacy 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	
Identifies some beginning sounds.	
Literacy 2. Distinguishes between some beginning consonant sounds in spoken language.	
BENCHMARK 3.5: DRAWS MEANING FROM PICTURES, PRINT, AND TEXT.	
Names features of a picture. (no matching goal)	
Uses illustrations to tell major events of a story.	
Literacy 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues.	Language & Literacy 43. Predicts story events using picture or verbal cues.
Understands that text has a specific meaning.	
Literacy 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.	Language & Literacy 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.
BENCHMARK 3.6: TELLS AND RETELLS A STORY.	
Imitates act of reading in play.	
Literacy 18. Engages in pretend reading with other children, doll, or toy animal.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Acts out main events of a familiar story.	
Language 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	
Uses pictures and illustrations to tell and retell a story.	
Language 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue. 32. Draws pictures or uses dramatic play or music to tell a story. 33. Makes up a story from beginning, to middle, to end.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
Uses prior experience to help make sense of stories.	
Literacy 15. Makes connections between her/his own experiences and those presented in books/stories.	
Retells a story including many details and draws connections between story events.	
Language 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
STANDARD 4: DEMONSTRATES COMPETENCE IN THE BEGINNING SKILLS AND STRATEGIES OF THE WRITING PROCESS.	
BENCHMARK 4.1: UNDERSTANDS THAT THE PURPOSE OF WRITING IS COMMUNICATION.	
Understands that an oral message can be represented by written language.	
Literacy 22. Recognizes that a spoken word/speech can be written and read.	Language & Literacy 46. Recognizes that a spoken word/speech can be written and read.
Understands there is a way to write that conveys meaning.	
Literacy 44. Communicates by writing complete words.	
Understands that once an oral message is written it reads the same way every time.	
Literacy 22. Recognizes that a spoken word/speech can be written and read.	Language & Literacy 46. Recognizes that a spoken word/speech can be written and read.
BENCHMARK 4.2: PRODUCES MARKS, PICTURES, AND SYMBOLS THAT REPRESENT PRINT AND IDEAS.	
Labels pictures or produces simple texts using scribble writing.	
Literacy 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
Labels pictures or produces simple texts using letter-like forms.	
Literacy 35. Communicates by scribbling and with some letter-like shapes.	Language & Literacy 53. Communicates by scribbling and with some letter-like shapes.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Uses scribble writing or letter-like forms to represent words or ideas.	
Literacy 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 44. Communicates by writing complete words.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
Writes recognizable letters.	
Literacy 41. Writes some letters.	
Writes familiar words.	
Literacy 44. Communicates by writing complete words.	
BENCHMARK 4.3: EXPLORES THE PHYSICAL ASPECT OF WRITING.	
Uses tools for writing and drawing.	
Literacy 39. Uses a variety of writing tools and materials to communicate with others.	
Experiments with grasp when using a variety of writing tools. (no matching goals)	
Adjusts body position when writing. (no matching goals)	
Adjusts paper position when writing. (no matching goals)	
Shows some evidence of directionality (top to bottom, left to right).	
Literacy 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right.	Language & Literacy 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right.

Health/Mental Wellness

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 1: DEMONSTRATES HEALTH/MENTAL WELLNESS IN INDIVIDUAL AND COOPERATIVE SOCIAL ENVIRONMENTS.	
BENCHMARK 1.1: DEMONSTRATES INDEPENDENT BEHAVIOR.	
Follows routines independently.	
Social & Emotional Development 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).	Social & Emotional Development 69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).
Takes care of personal health/safety needs with adult support as needed.	
Physical Development & Health 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 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. 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).	Physical Development & Health 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently. 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).
Identifies healthy food choices.	
Physical Development & Health 5. Identifies examples of foods that are healthy.	Physical Development & Health 75. Identifies examples of foods that are healthy.
Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.).	
Social & Emotional Development 1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender. 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 5. Describes his/her physical attributes (what I look like).	
Uses materials in a self-directed manner.	
Social & Emotional Development 15. Uses classroom materials safely and for their intended purpose.	
BENCHMARK 1.2: SHOWS SOCIAL COOPERATION.	
Plays alongside rather than with other children.	
Social & Emotional Development 35. Plays without disrupting or destroying the work of others.	Social & Emotional Development 71. Plays without disrupting or destroying the work of others.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Plays in groups or pairs based on similar interest.	
Social & Emotional Development 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.	Social & Emotional Development 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
Makes and maintains a friendship with at least one other child. (no matching goal)	
Participates in everyday classroom activities, may need adult direction.	
Social & Emotional Development 12. Follows established rules and routines in the classroom. 13. Makes transitions between activities with minimal assistance. 14. Comfortably accepts guidance and directions from a familiar adult. 15. Uses classroom materials safely and for their intended purpose.	Social & Emotional Development 68. Follows established rules and routines in the classroom.
Works in small group situations with teacher support.	
Social & Emotional Development 39. Sustains a cooperative participation with others. Technology 31. Uses an age appropriate software program with a partner or in a small group.	
Manages transitions.	
Social & Emotional Development 13. Makes transitions between activities with minimal assistance.	
Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.	
Social & Emotional Development 45. Usually recognizes that inappropriate behavior leads to consequences.	
Accepts the consequences of one's own actions.	
Social & Emotional Development 47. Accepts the consequences for own inappropriate behavior most of the time.	
Can identify feelings, likes and dislikes, but may not be able to explain why.	
Social & Emotional Development 6. Talks about his/her interests (what I like to do).	
Communicates emotions to peers in an appropriate manner.	
Social & Emotional Development 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations.	Social & Emotional Development 72. Chooses to express self to others safely/respectfully in calm situations.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
BENCHMARK 1.3: APPLIES SOCIAL PROBLEM SOLVING SKILLS.	
Uses simple strategies to appropriately solve problems by self and within a group.	
<p>Social & Emotional Development</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>17. Moves around another child that is in her/his way (e.g., going up a slide).</p> <p>18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p> <p>19. Expresses wants and needs in conflict situations.</p> <p>20. Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p>22. Shows the ability to compromise in conflict resolution.</p> <p>23. Uses negotiation to reach a solution.</p> <p>24. Maintains a negotiated plan.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p>Social & Emotional Development</p> <p>70. Shows the ability to compromise in conflict resolution.</p>
Uses multiple strategies to solve problems.	
<p>Social & Emotional Development</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>17. Moves around another child that is in her/his way (e.g., going up a slide).</p> <p>18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p> <p>19. Expresses wants and needs in conflict situations.</p> <p>20. Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p>22. Shows the ability to compromise in conflict resolution.</p> <p>23. Uses negotiation to reach a solution.</p> <p>24. Maintains a negotiated plan.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p>Social & Emotional Development</p> <p>70. Shows the ability to compromise in conflict resolution.</p>
Provides simple but acceptable reasons for ideas in solving problems.	
<p>Social & Emotional Development</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Asks for help from other sources when solving social and/or cognitive problems.	
<p>Social & Emotional Development 16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>Logic & Reasoning 15. Seeks assistance from an adult when attempting to solve a problem.</p>	
BENCHMARK 1.4: SHOWS A SENSE OF PURPOSE (FUTURE-HOPEFULNESS)	
Accepts setbacks without giving up.	
<p>Approaches to Learning 11. Maintains concentration in an activity despite distractions or interruptions. 14. Corrects her/his own mistakes, some of the time. 15. Persists with a difficult or non-preferred activity.</p>	
Attends to task.	
<p>Approaches to Learning 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.</p>	
Sets short term goals.	
<p>Approaches to Learning 18. Sets a goal prior to beginning of an activity or a project. 20. Sets a goal, and with adult help, plans a small number of steps to achieve it.</p>	<p>Approaches to Learning 59. Sets a goal, and with adult help, plans a small number of steps to achieve it.</p>
Projects self into the future.	
<p>Social Studies 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").</p>	
Demonstrates self-confidence through interactions. (no matching goals)	

Mathematics

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
MATH STANDARD 1: DEMONSTRATES GENERAL SKILLS AND USES CONCEPTS OF MATHEMATICS.	
BENCHMARK 1.1: DEMONSTRATES AN UNDERSTANDING OF NUMBERS AND COUNTING.	
Imitates rote counting using the names of the numbers.	
Early Math 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
Counts in sequence to 5 and beyond.	
Early Math 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
Arranges sets of objects in one-to-one correspondence.	
Early Math 1. Uses one-to-one correspondence when counting objects.	
Understands that a single object is always “one” regardless of size, shape, other attributes.	
Early Math 1. Uses one-to-one correspondence when counting objects.	
Counts concrete objects to 5 and beyond.	
Early Math 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
Uses math language to express quantity in everyday experiences.	
Early Math 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
Compares concrete quantities to determine which has more.	
Early Math 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Recognizes that a set of objects remains the same amount if physically rearranged. (no matching goal)	
Realizes that the last number counted is the total amount of objects.	
Early Math 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
Recognizes some numerals and associates number concepts with print materials in a meaningful way.	
Early Math 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	
Names and writes some numerals.	
Early Math 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.	Cognition & General Knowledge 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.
BENCHMARK 1.2: RECOGNIZES AND DESCRIBES SHAPES AND SPATIAL RELATIONSHIPS.	
Recognizes some basic shapes.	
Early Math 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board.	
Creates and duplicates shapes.	
Early Math 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
Completes simple puzzles.	
Logic & Reasoning 30. Uses trial and error to solve a problem or puzzle. 31. Puts a simple puzzle together, without assistance. 32. Uses solution from a basic puzzle to solve a more difficult puzzle.	
Identifies shapes.	
Early Math 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Recognizes parts of a whole.	
Early Math 21. Shows where to divide a whole object to make two halves. 22. Exchanges two halves for a whole. 23. Separates a group of objects in half.	
Recognizes the position of objects.	
Early Math 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	
Uses words that indicate directionality, order and position of objects.	
Early Math 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	
BENCHMARK 1.3: USES THE ATTRIBUTES OF OBJECTS FOR COMPARISON AND PATTERNING.	
Matches objects.	
Early Math 24. Matches objects to an example.	
Sorts objects by one or more attributes.	
Early Math 25. Sorts diverse objects based on a physical attribute (e.g., shape). 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape). 27. Sorts diverse objects based on multiple attributes (e.g., size and shape).	Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).
Describes objects by one or more attributes.	
Early Math 25. Sorts diverse objects based on a physical attribute (e.g., shape). 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape). 27. Sorts diverse objects based on multiple attributes (e.g., size and shape).	Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Recognizes, duplicates, and extends simple patterns.	
<p>Early Math</p> <p>38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).</p> <p>39. Repeats an alternating visual pattern (e.g., red/green/red/green).</p> <p>40. Repeats an alternating auditory pattern (e.g., loud/soft claps).</p> <p>41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).</p> <p>42. Creates an alternating visual pattern using art or play materials.</p> <p>43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
Creates original patterns.	
<p>Early Math</p> <p>42. Creates an alternating visual pattern using art or play materials.</p>	
BENCHMARK 1.4: USE NONSTANDARD AND/OR STANDARD UNITS TO MEASURE AND DESCRIBE.	
Compares and orders by size.	
<p>Early Math</p> <p>28. Identifies the shorter or taller of two persons or things.</p> <p>29. Identifies the shortest or tallest in a group.</p> <p>30. Arranges objects in order by size.</p> <p>31 Places an object in its proper position in a group ordered by size.</p>	
Uses tools to explore measuring.	
<p>Early Math</p> <p>44. Uses non-standard unit (e.g., cut-out paper squares) to measure area.</p> <p>45. Uses non-standard units (e.g., paper cups) to measure volume.</p> <p>46. Uses non-standard units (e.g., paper clips) to measure length.</p> <p>47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p>Cognition & General Knowledge</p> <p>12. Uses non-standard units (e.g., paper clips) to measure length.</p>
Explores, compares, and describes length, weight or volume using nonstandard units.	
<p>Early Math</p> <p>44. Uses non-standard unit (e.g., cut-out paper squares) to measure area.</p> <p>45. Uses non-standard units (e.g., paper cups) to measure volume.</p> <p>46. Uses non-standard units (e.g., paper clips) to measure length.</p>	<p>Cognition & General Knowledge</p> <p>12. Uses non-standard units (e.g., paper clips) to measure length.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Explores, compares, and describes length, weight, or volume using standard units.	
Early Math 46. Uses non-standard units (e.g., paper clips) to measure length.	
Shows awareness of simple time concepts.	
Social Studies 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 36. Identifies events that might occur in the future. 37. Labels days by function (e.g., school day, field trip day). 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media. 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").	Cognition & General Knowledge 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.
Categorizes and sequences time intervals and uses language associated with time in everyday situations.	
Social Studies 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. 37. Labels days by function (e.g., school day, field trip day). 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.	Cognition & General Knowledge 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.

Physical Development (Physical Education)

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PHYSICAL EDUCATION STANDARD 1: DEMONSTRATES BASIC GROSS AND FINE MOTOR DEVELOPMENT.	
BENCHMARK 1.1: PERFORMS A VARIETY OF LOCOMOTOR SKILLS WITH CONTROL AND BALANCE.	
Demonstrates body spatial awareness in relationship to stationary objects.	
Physical Development & Health 47. Moves around obstacles with balance and direction.	
Walks with skill.	
Physical Development & Health 45. Walks to a destination without help. 49. Walks along a line on the floor, most of the time. 51. Walks along a wide beam, most of the time.	
Runs with skill.	
Physical Development & Health 48. Stops and turns while running.	
Climbs, jumps, and/or hops with increased coordination, balance, and control.	
Physical Development & Health 46. Jumps in place and off low objects, such as a step. 50. Climbs up and down stairs. 52. Climbs a short ladder (e.g., on playground toys). 53. Jumps forward several times, maintaining balance most of the time. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance.	Physical Development & Health 83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys).
Experiments with galloping and skipping.	
Physical Development & Health 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.	Physical Development & Health 85. Skips with direction and control, most of the time.
Uses quick stops or changes in direction to avoid contact with moving objects or other people.	
Physical Development & Health 47. Moves around obstacles with balance and direction. 48. Stops and turns while running.	
BENCHMARK 1.2: PERFORMS A VARIETY OF NON-LOCOMOTOR SKILLS WITH CONTROL AND BALANCE.	
Executes movements that require a stable base.	
Physical Development & Health 54. Balances on one foot for five seconds.	
Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.	
Physical Development & Health 54. Balances on one foot for five seconds.	
BENCHMARK 1.3: COMBINES A SEQUENCE OF SEVERAL MOTOR SKILLS WITH CONTROL AND BALANCE.	
Walks up and down stairs with alternating steps.	
Physical Development & Health 50. Climbs up and down stairs.	Physical Development & Health 83. Climbs up and down stairs.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Explores a variety of movements.	
<p>Physical Development & Health</p> <p>45. Walks to a destination without help. 46. Jumps in place and off low objects, such as a step. 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 49. Walks along a line on the floor, most of the time. 50. Climbs up and down stairs. 51. Walks along a wide beam, most of the time. 52. Climbs a short ladder (e.g., on playground toys). 53. Jumps forward several times, maintaining balance most of the time. 54. Balances on one foot for five seconds. 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.</p>	<p>Physical Development & Health</p> <p>83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys). 85. Skips with direction and control, most of the time.</p>
BENCHMARK 1.4: PERFORMS FINE MOTOR TASKS USING EYE-HAND COORDINATION.	
Explores and manipulates objects in a variety of ways.	
<p>Physical Development & Health</p> <p>60. Throws a ball a short distance with accuracy, most of the time. 61. Kicks a ball a short distance with accuracy, most of the time. 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time. 63. Dribbles a large ball several times with both hands. 64. Dribbles a large ball several times with one hand.</p>	
Uses tools appropriately.	
<p>Nature & Science</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Exhibits increasing strength and control.	
<p>Physical Development & Health</p> <p>45. Walks to a destination without help. 46. Jumps in place and off low objects, such as a step. 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 49. Walks along a line on the floor, most of the time. 50. Climbs up and down stairs. 51. Walks along a wide beam, most of the time. 52. Climbs a short ladder (e.g., on playground toys). 53. Jumps forward several times, maintaining balance most of the time. 54. Balances on one foot for five seconds. 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.</p>	<p>Physical Development & Health</p> <p>83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys). 85. Skips with direction and control, most of the time.</p>
Performs tasks using more refined and dexterous motions.	
<p>Physical Development & Health</p> <p>65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils. 67. Correctly holds a pencil or crayon. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape.</p>	<p>Physical Development & Health</p> <p>86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape.</p>

Science

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SCIENCE STANDARD 1: DEMONSTRATES SCIENTIFIC WAYS OF THINKING AND WORKING (WITH WONDER AND CURIOSITY).	
BENCHMARK 1.1: EXPLORES FEATURES OF ENVIRONMENT THROUGH MANIPULATION.	
Uses all five senses to examine objects with attention to detail.	
Nature & Science 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	Cognition & General Knowledge 13. Uses senses (e.g., touch, smell) to learn about the natural and physical world.
Describes objects in the environment using properties of objects.	
Nature & Science 13. Draws/talks about physical changes observed in objects (e.g., ice melting). 53. Describes the functions of objects (e.g., containers hold things). Language 25. Uses descriptive words with objects (e.g. pretty flowers).	
Describes objects in terms of similarities or differences.	
Language 25. Uses descriptive words with objects (e.g. pretty flowers).	
BENCHMARK 1.2: INVESTIGATES SIMPLE SCIENTIFIC CONCEPTS.	
Asks simple scientific questions.	
Nature & Science 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.	Cognition & General Knowledge 25. Asks "What will happen if" questions to help predict a future event.
Observes and/or manipulates objects and events to answer simple scientific questions.	
Nature & Science 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).	
Identifies objects that influence or affect other objects.	
Nature & Science 39. Predicts that the steeper the incline, the faster an object will move. 53. Describes the functions of objects (e.g., containers hold things).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
BENCHMARK 1.3: USES A VARIETY OF TOOLS TO EXPLORE THE ENVIRONMENT.	
Uses non-standard tools to explore the environment.	
<p>Nature & Science 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p> <p>Early Math 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length.</p>	<p>Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length. 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
Uses standard tools to explore the environment.	
<p>Nature & Science 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p> <p>Early Math 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p>Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
BENCHMARK 1.4: COLLECTS, DESCRIBES, AND/OR RECORDS INFORMATION THROUGH A VARIETY OF MEANS.	
Collects items with similar properties.	
<p>Nature & Science 22. Classifies objects by their state (e.g., liquid, solid, gas). 23. Classifies objects into living and non-living categories. 24. Classifies objects based on whether they are found in nature or made by people. 25. Classifies objects based on their physical composition (e.g., metal, rock, soil). 26. Classifies objects based on whether or not they require electricity/battery.</p>	<p>Cognition & General Knowledge 17. Classifies objects into living and non-living categories.</p>
Describes objects in terms of its properties.	
<p>Language 25. Uses descriptive words with objects (e.g. pretty flowers).</p>	
Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.	
<p>Nature & Science 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
BENCHMARK 1.5: MAKES AND VERIFIES PREDICTIONS BASED ON PAST EXPERIENCES.	
Asks questions and/or uses other resources to confirm observations.	
<p>Nature & Science 42. Confirms observations with another child/adult. 43. Repeats a procedure/action several times to confirm outcomes/patterns. 48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>Technology 33. Uses a computer or laptop to answer a simple question or do research with assistance.</p>	
Makes reasonable explanations using resources, experiments, etc. independently.	
<p>Nature & Science 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). 51. Attempts to explain why living things change (e.g., leaves turn brown). 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>	<p>Cognition & General Knowledge 22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 23. Provides two explanations for why an event/outcome occurred (e.g., birds left). 24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>
Draws conclusions based on proved/disproved prediction.	
<p>Nature & Science 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p>	

Social Studies

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SOCIAL STUDIES STANDARD 1: DEMONSTRATES BASIC UNDERSTANDING OF THE WORLD IN WHICH HE/SHE LIVES.	
BENCHMARK 1.1: DIFFERENTIATES BETWEEN EVENTS THAT HAPPEN IN THE PAST, PRESENT, AND FUTURE.	
Recognizes the beginning and end of an event.	
<p>Social Studies 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>	
Recalls information about the immediate past.	
<p>Social Studies 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>	
Develops awareness that events occurred before the child’s birth. (no matching goals)	
Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.	
<p>Social Studies 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>	
Describes or represents a limited series of events in the correct sequence.	
<p>Social Studies 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>	
Experiments with general terms related to the elements of time.	
<p>Social Studies 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. 37. Labels days by function (e.g., school day, field trip day).</p>	<p>Cognition & General Knowledge 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Makes predictions about what may occur.	
<p>Social Studies 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").</p> <p>Nature & Science 27. Predicts what might come next in a life cycle sequence (e.g., seed to plant). 28. Predicts that a plant will die if it does not receive water. 29. Predicts that an animal will seek shelter in bad weather. 30. Predicts that a plant will die if it does not receive sufficient light. 31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species). 32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife. 33. Predicts that plants may be destroyed when an animal population increases. 34. Predicts that it is likely to rain when dark clouds come. 35. Predicts which way a scale will tip when a weight is added to one side. 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed). 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts). 38. Predicts changes in objects when liquid is added (e.g., sand, paper). 39. Predicts that the steeper the incline, the faster an object will move.</p>	<p>Cognition & General Knowledge 18. Predicts what might come next in a life cycle sequence (e.g., seed to plant). 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).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
BENCHMARK 1.2: USES ENVIRONMENTAL CLUES AND TOOLS TO UNDERSTAND SURROUNDINGS.	
Distinguishes through demonstration and/or description characteristics of the physical environment.	
<p>Nature & Science</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>19. Classifies animals into groups by the way they move (e.g., flying, running).</p> <p>20. Classifies animals into those that are domestic and those that are wild.</p> <p>21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).</p> <p>22. Classifies objects by their state (e.g., liquid, solid, gas).</p> <p>23. Classifies objects into living and non-living categories.</p> <p>24. Classifies objects based on whether they are found in nature or made by people.</p> <p>25. Classifies objects based on their physical composition (e.g., metal, rock, soil).</p> <p>26. Classifies objects based on whether or not they require electricity/battery.</p>	<p>Cognition & General Knowledge</p> <p>17. Classifies objects into living and non-living categories.</p>
Distinguishes different environments by the people or signs that are a part of that environment.	
<p>Social Studies</p> <p>11. Identifies landmarks to describe location of residence or school (e.g., school is by the store).</p> <p>12. Differentiates the United States flag from other flags by pointing.</p> <p>17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).</p>	
Recognizes and uses a variety of objects and materials that represent the environment.	
<p>Social Studies</p> <p>16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.</p> <p>17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.	
Social Studies 17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs). 18. Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.	
BENCHMARK 1.3: SHOWS AN AWARENESS OF FUNDAMENTAL ECONOMIC CONCEPTS.	
Recognizes the relationship between supply and demand. (no matching goals)	
Recognizes and uses objects for barter or trade. (no matching goals)	
Recognizes the use of money as a means of exchange. (no matching goals)	
BENCHMARK 1.4: RECOGNIZES AND/OR FOLLOWS RULES WITHIN THE HOME, SCHOOL, AND COMMUNITY.	
Identifies examples of authority.	
Social Studies 9. Describes or illustrates the roles/responsibilities of community workers. Physical Development & Health 35. Understands that parents and teachers are helpful resources.	Cognition & General Knowledge 27. Describes or illustrates the roles/responsibilities of community workers.
Follows routines with little supervision.	
Physical Development & Health 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts.	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance.
Recognizes there are different rules for different places.	
Physical Development & Health 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts.	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance.
Understands there are consequences for actions.	
Social & Emotional Development 41. Recognizes the impact of his/her actions on others' feelings. 45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Follows rules applicable to the situation with little supervision.	
<p>Physical Development & Health 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts.</p> <p>Social & Emotional Development 12. Follows established rules and routines in the classroom.</p>	<p>Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance.</p> <p>Physical Development & Health 68. Follows established rules and routines in the classroom.</p>
BENCHMARK 1.5: DEMONSTRATES UNDERSTANDING OF THE ROLES AND RELATIONSHIPS WITHIN HIS/HER FAMILY AND/OR COMMUNITY.	
Recognizes the roles within his/her home.	
<p>Social Studies 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).</p>	<p>Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).</p>
Knows place in family structure.	
<p>Social Studies 2. Identifies family members and relationship to each.</p>	
Uses familiar relationships to make sense of the world.	
<p>Social Studies 1. Shares personal family stories and traditions.</p>	
BENCHMARK 1.6 KNOWS THAT DIVERSITY EXISTS IN THE WORLD.	
Describes self and/or compares own descriptions with others' descriptions.	
<p>Social Studies 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).</p> <p>Social & Emotional Development 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 5. Describes his/her physical attributes (what I look like). 7. Says positive things about his/her appearance.</p>	
Identifies and recognizes gender.	
<p>Social Studies 41. Shows recognition of and respect for differences between genders.</p> <p>Social & Emotional Development 3. Knows his/her gender.</p>	
Recognizes that people differ in language, dress, food, etc.	
<p>Social Studies 43. Shows respect for members of different cultures.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Recognizes and identifies differences in personal characteristics and family makeup.	
Social Studies 42. Shows respect for those with special needs. 44. Shows respect for varying family structures.	
Recognizes that different people have different roles and jobs in the community.	
Social Studies 9. Describes or illustrates the roles/responsibilities of community workers.	Cognition & General Knowledge 27. Describes or illustrates the roles/responsibilities of community workers.
Recognizes and accepts similarities and differences.	
Social Studies 41. Shows recognition of and respect for differences between genders. 42. Shows respect for those with special needs. 43. Shows respect for members of different cultures. 44. Shows respect for varying family structures. 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	