

Galileo G3 Assessment Scales Alignment with Your State Standards Massachusetts



Assessment
Technology
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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

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

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

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 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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Massachusetts Guidelines for Preschool Learning Experiences Alignment to Galileo 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Guiding Preschool Learning in English Language Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
LANGUAGE	
1. Observe and use appropriate ways of interacting in a group (taking turns in talking; listening to peers; waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways).	
<p>Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.</p> <p>Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p>Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.</p>
2. Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.	
<p>Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 15. Uses appropriate words or gestures to share information or experiences. 16. Asks questions to obtain information or assistance. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.</p>	<p>Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.</p>
3. Communicate personal experiences or interests.	
<p>Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4. Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.	
<p>Language Development (LD)</p> <p>14. Repeats or tries different words/sentences to get another child or adult to respond.</p> <p>15. Uses appropriate words or gestures to share information or experiences.</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p> <p>24. Uses negative words (e.g., not, no).</p> <p>25. Uses descriptive words with objects (e.g. pretty flowers).</p> <p>27. Uses pronouns to refer to people and things (e.g., she, he, it).</p> <p>28. Uses past and future tenses (e.g., went, will).</p> <p>29. Uses possessive endings (e.g., Jose's, Emma's).</p> <p>30. Uses compound sentences (e.g., sentences joined by and, but, or).</p>	
READING & LITERATURE	
6. Listen to a wide variety of age appropriate literature read aloud	
<p>Literacy Knowledge & Skills (LK)</p> <p>13. Selects books, sometimes, over other activities when given a choice.</p> <p>15. Makes connections between her/his own experiences and those presented in books/stories.</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>
7. Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.	
<p>Literacy Knowledge & Skills (LK)</p> <p>22. Recognizes that a spoken word/speech can be written and read.</p> <p>41. Writes some letters.</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>46. Recognizes that a spoken word/speech can be written and read.</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>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
8. Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.	
<p>Literacy Knowledge & Skills (LK)</p> <ol style="list-style-type: none"> 1. Recognizes matching and dissimilar sounds of consonants and vowels. 2. Distinguishes between some beginning consonant sounds in spoken language. 3. Says both syllables of a two-syllable word, with distinct separation. 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 5. Distinguishes between some ending consonant sounds in spoken language. 6. Creates rhyming words in play activities. 7. Distinguishes between some vowel sounds in spoken language. 8. Puts sounds together to make short words (e.g., k-a-t, cat). 9. Segments short words into their component sounds (e.g., trick, t-r-i-k). 	<p>Language & Literacy</p> <ol style="list-style-type: none"> 37. Recognizes matching and dissimilar sounds of consonants and vowels. 38. Says both syllables of a two-syllable word, with distinct separation. 39. Recognizes rhymes in poems, readings, or conversation, most of the time. 40. Puts sounds together to make short words (e.g., k-a-t, cat). 41. Segments short words into their component sounds (e.g., trick, t-r-i-k).
9. Link letters with sounds in play activities	
<p>Literacy Knowledge & Skills (LK)</p> <ol style="list-style-type: none"> 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters. 	
10. Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.	
<p>Literacy Knowledge & Skills (LK)</p> <ol style="list-style-type: none"> 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. 12. Makes guesses about why things happen or change in a story. 15. Makes connections between her/his own experiences and those presented in books/stories. 20. Initiates conversation with a peer or an adult about a story, book or poem. 28. Predicts what word might come next in a familiar story, some of the time. 	<p>Language & Literacy</p> <ol style="list-style-type: none"> 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
13. Relate themes and information in books to personal experiences.	
<p>Literacy Knowledge & Skills (LK)</p> <ol style="list-style-type: none"> 15. Makes connections between her/his own experiences and those presented in books/stories. 	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
14. Recognize and supply rhythm and rhyme in poetry.	
Literacy Knowledge & Skills (LK) 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities.	
15. Listen to, recognize, and use a broad vocabulary of sensory words.	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
COMPOSITION	
16. Use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
17. Add details or make changes to published or class-made stories.	
Language Development (LD) 33. Makes up a story from beginning, to middle, to end.	
18. Use emergent writing skills to make letters in many settings and for many purposes.	
Literacy Knowledge & Skills (LK) 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. 42. Writes using inventive spelling. 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.
19. Arrange events in order when dictating a story.	
Language Development (LD) 32. Draws pictures or uses dramatic play or music to tell a story. 33. Makes up a story from beginning, to middle, to end.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
20. Generate questions and gather information to answer their questions in various ways.	
<p>Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 16. Asks questions to obtain information or assistance.</p> <p>Science Knowledge & Skills (SK) 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>Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.</p>

Guiding Preschool Learning in Mathematics

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
NUMBER SENSE	
2. Connect many kinds/quantities of concrete objects and actions to numbers.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>2. Counts to find how many are in a group up to 5.</p> <p>3. Counts forward from a number > 1 to find how many are in a group.</p> <p>4. Counts to find how many are in a group up to 10.</p> <p>5. Counts to find out how many are in a group greater than 10.</p> <p>6. Counts backward to find how many are left.</p> <p>11. Separates a group into two sets and identifies the number of items in both sets.</p> <p>15. Adds one to a small group, when asked.</p> <p>16. Indicates that a small group has more after some have been added.</p> <p>17. Adds two small groups by combining the groups and counting all the objects.</p> <p>18. Indicates that a small group has less after taking some away.</p> <p>19. Indicates that one was taken away from a small group.</p> <p>20. Indicates how many are left after taking one from a small group.</p>	<p>Cognition & General Knowledge</p> <p>1. Counts to find how many are in a group up to 5.</p> <p>2. Counts forward from a number > 1 to find how many are in a group.</p> <p>3. Counts to find how many are in a group up to 10.</p> <p>7. Separates a group into two sets and identifies the number of items in both sets.</p> <p>8. Adds two small groups by combining the groups and counting all the objects.</p> <p>9. Indicates how many are left after taking one from a small group.</p>
3. Use positional language and ordinal numbers (first, second, third) in everyday activities.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>32. Understands object directionality concepts (e.g., right, left, up, down).</p> <p>33. Understands object position concepts (e.g., under, top, bottom, inside, behind).</p>	
4. Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).	
<p>Mathematics Knowledge & Skills (MK)</p> <p>10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p>	
5. Observe and manipulate concrete examples of whole and half.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>21. Shows where to divide a whole object to make two halves.</p> <p>22. Exchanges two halves for a whole.</p> <p>23. Separates a group of objects in half.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PATTERNS & RELATIONS	
7. Explore and describe a wide variety of concrete objects by their attributes.	
<p>Mathematics Knowledge & Skills (MK) 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>Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
8. Sort, categorize, or classify objects by more than one attribute.	
<p>Mathematics Knowledge & Skills (MK) 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>Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
9. Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials.	
<p>Mathematics Knowledge & Skills (MK) 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). 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. 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
SHAPES & SPATIAL SENSE	
10. Investigate and identify materials of various shapes, using appropriate language.	
<p>Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 37. Identifies the sides and corners in a shape.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
11. Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects.	
Mathematics Knowledge & Skills (MK) 24. Matches objects to an example. 31. Places an object in its proper position in a group ordered by size. 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length.	Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.
12. Listen to and use comparative words to describe the relationships of objects to one another.	
Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
MEASUREMENT	
14. Use nonstandard units to measure length, weight, and amount of content in familiar objects.	
Mathematics Knowledge & Skills (MK) 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length.	Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.
DATA COLLECTION & ANALYSIS	
15. Organize and draw conclusions from facts they have collected.	
Science Knowledge & Skills (SK) 44. Describes her/his data to other peers/adults. 46. Presents observations in a variety of ways (e.g., drawings, charts, maps). 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).

Guiding Preschool Learning in Science and Technology/Engineering

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
INQUIRY SKILLS	
1. Ask and seek out answers to questions about objects and events with the assistance of interested adults.	
<p>Science Knowledge & Skills (SK)</p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p> <p>2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).</p> <p>40. Participates in simple investigations to answer questions.</p> <p>41. Uses observation as a way to gather data about an object or an event.</p> <p>42. Confirms observations with another child/adult.</p> <p>43. Repeats a procedure/action several times to confirm outcomes/patterns.</p> <p>45. Uses more than one approach to gather data/answer a question (e.g., book, adult).</p> <p>53. Describes the functions of objects (e.g., containers hold things).</p> <p>54. Asks "Why" questions to learn more about a current/past event.</p> <p>55. Asks "What will happen if" questions to help predict a future event.</p> <p>56. Asks "How" objects and events are different/same.</p>	<p>Cognition & General Knowledge</p> <p>25. Asks "What will happen if" questions to help predict a future event.</p>
2. Make predictions about changes in materials or objects based on past experience.	
<p>Science Knowledge & Skills (SK)</p> <p>47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p>	
3. Identify and use simple tools appropriately to extend observations.	
<p>Science Knowledge & Skills (SK)</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge</p> <p>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
4. Record observations and share ideas through simple forms of representation such as drawings.	
<p>Science Knowledge & Skills (SK)</p> <p>44. Describes her/his data to other peers/adults.</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
EARTH AND SPACE SCIENCES	
5. Compare and contrast natural materials such as water, rocks, soil, and living organisms using descriptive language.	
Science Knowledge & Skills (SK) 9. Draws/talks about what living things need to survive (e.g., plants need water). 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). 15. Associates objects/events with different temperatures (e.g., ice-low temp.). 17. Distinguishes plants from animals. 18. Distinguishes between land and water animals.	
7. Identify the characteristics of local weather based on first-hand observations.	
Science Knowledge & Skills (SK) 12. Draws/talks about different weather conditions (e.g., sunny, rainy).	
8. Explore sunlight and shadows and describe the effects of the sun or sunlight.	
Science Knowledge & Skills (SK) 12. Draws/talks about different weather conditions (e.g., sunny, rainy).	
9. Observe and describe or represent scientific phenomena meaningful to children’s lives that have a repeating pattern (e.g., day and night).	
Science Knowledge & Skills (SK) 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).	
LIFE SCIENCES	
10. Observe and identify the characteristics and needs of living things: humans, animals, and plants.	
Science Knowledge & Skills (SK) 9. Draws/talks about what living things need to survive (e.g., plants need water).	
11. Investigate, describe, and compare the characteristics that differentiate living from non-living things.	
Science Knowledge & Skills (SK) 5. Talks about characteristics of living things (e.g., leaf is soft). 23. Classifies objects into living and non-living categories.	Cognition & General Knowledge 17. Classifies objects into living and non-living categories.
12. Observe and describe plants, insects, and animals as they go through predictable life cycles.	
Science Knowledge & Skills (SK) 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
13. Observe and describe ways in which many plants and animals closely resemble their parents in observed appearance.	
Science Knowledge & Skills (SK) 7. Draws/talks about changes in her/himself over time.	
LIVING THINGS & THEIR ENVIRONMENT	
15. Use their senses of sight, hearing, touch, smell, and taste to explore their environment using sensory vocabulary.	
Science Knowledge & Skills (SK) 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
16. Observe and describe seasonal changes in plants, animals and their personal lives.	
Science Knowledge & Skills (SK) 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal. 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).	
17. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light.	
Science Knowledge & Skills (SK) 8. Describes/draws the type of shelter used by familiar animals. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).	
THE PHYSICAL SCIENCES	
18. Manipulate a wide variety of familiar and unfamiliar objects to observe, describe, and compare their properties using appropriate language.	
Science Knowledge & Skills (SK) 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). 53. Describes the functions of objects (e.g., containers hold things).	Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
19. Explore, describe, and compare the properties of liquids and solids found in children’s daily environment.	
Science Knowledge & Skills (SK) 22. Classifies objects by their state (e.g., liquid, solid, gas). 38. Predicts changes in objects when liquid is added (e.g., sand, paper).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
20. Investigate and describe or demonstrate various ways that objects can move.	
Science Knowledge & Skills (SK) 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed). 39. Predicts that the steeper the incline, the faster an object will move.	Cognition & General Knowledge 20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
21. Explore and describe various actions that can change an object’s motion such as pulling, pushing, twisting, rolling, and throwing.	
Science Knowledge & Skills (SK) 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed). 39. Predicts that the steeper the incline, the faster an object will move.	Cognition & General Knowledge 20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
TECHNOLOGY & ENGINEERING	
23. Explore and describe a wide variety of natural and man-made materials through sensory experiences.	
Science Knowledge & Skills (SK) 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world. 13. Draws/talks about physical changes observed in objects (e.g., ice melting). 24. Classifies objects based on whether they are found in nature or made by people.	
24. Demonstrate and explain the safe and proper use of tools and materials.	
Science Knowledge & Skills (SK) 53. Describes the functions of objects (e.g., containers hold things).	Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
25. Explore and identify simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences.	
Science Knowledge & Skills (SK) 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 41. Uses observation as a way to gather data about an object or an event.	
26. Observe and describe ways that animals, birds, and insects use various parts of their bodies to accomplish certain tasks and compare them to ways people would accomplish a similar task.	
Science Knowledge & Skills (SK) 48. Shares ideas/thoughts when observing the natural world/physical phenomena.	

Guiding Preschool Learning in History and Social Science

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1. Discuss and identify the order of daily routines.	
Social Studies Knowledge & Skills (SSK) 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).	Cognition & General Knowledge 30. Begins to use or respond to the language of time such as related to daily routines or schedules.
2. Discuss and use vocabulary related to time in relevant activities.	
Social Studies Knowledge & Skills (SSK) 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.	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.
3. Identify and describe cause and effect as they relate to personal experiences and age-appropriate stories.	
Logic & Reasoning (LR) 29. States the cause of an effect (e.g., what caused the tricycle to stop).	
4. Engage in activities that build understanding of words for location and direction.	
Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up, down).	
5. Construct and describe simple maps of their immediate neighborhood.	
Social Studies Knowledge & Skills (SSK) 14. Demonstrates and uses terms related to location, direction, and distance. 15. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision. 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.	Cognition & General Knowledge 28. Demonstrates and uses terms related to location, direction, and distance.
9. Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.	
Social Studies Knowledge & Skills (SSK) 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
10. Observe and discuss the various kinds of work people do outside and inside their homes.	
Social Studies Knowledge & Skills (SSK) 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p>13. Observe or listen to important American symbols including the American flag and its colors and shapes the melody of the national anthem; the picture and name of the current President, and the words of the Pledge of Allegiance.</p>	
<p>Social Studies Knowledge & Skills (SSK) 12. Differentiates the United States flag from other flags by pointing.</p>	

Guiding Preschool Learning in Health Education

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PHYSICAL DEVELOPMENT	
2. Build body awareness, strength, and coordination through locomotion activities.	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball). 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. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.	Physical Development & Health 50. Climbs up and down stairs. 52. Climbs a short ladder (e.g., on playground toys). 58. Skips with direction and control, most of the time.
4. Build awareness of directionality and position in space.	
Physical Development & Health (PDH) 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 55. Pedals a tricycle, steers and makes turns around obstacles and corners.	
5. Use both sides of the body to strengthen bilateral coordination.	
Physical Development & Health (PDH) 63. Dribbles a large ball several times with both hands.	
7. Build upper body strength and stability to gain controlled movement of shoulders.	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).	
9. Use thumb/forefinger in pincer grasp.	
Physical Development & Health (PDH) 71. Strings large beads on a piece of yarn.	
10. Use a variety of tools and materials to build grasp-and-release skill.	
Physical Development & Health (PDH) 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape.	Physical Development & Health 87. Uses scissors to cut out a pre-formed simple shape.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
11. Build finger dexterity.	
<p>Physical Development & Health (PDH) 67. Correctly holds a pencil or crayon. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape. 71. Strings large beads on a piece of yarn. 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>	<p>Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape. 88. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>
12. Use eye-hand coordination, visual perception and tracking, and visual motor skills in play activities.	
<p>Physical Development & Health (PDH) 71. Strings large beads on a piece of yarn. 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>	<p>Physical Development & Health 88. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>
13. Discuss nutritious meals and snacks and the difference between junk food and healthy food.	
<p>Physical Development & Health (PDH) 3. Independently selects and eats a variety of food types. 5. Identifies examples of foods that are healthy.</p>	<p>Physical Development & Health 74. Independently selects and eats a variety of food types. 75. Identifies examples of foods that are healthy.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
14. Practice personal hygiene and safety measures.	
<p>Physical Development & Health (PDH)</p> <p>6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 12. Brushes teeth in a correct fashion, without assistance. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 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.</p>	<p>Physical Development & Health</p> <p>76. Requests or initiates hand washing when needed (e.g., before eating). 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p>
SOCIAL & EMOTIONAL HEALTH	
16. Recognize and describe or represent emotions such as happiness, surprise, anger, fear, sadness.	
<p>Social & Emotional Development (SED)</p> <p>10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</p>	
17. Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.	
<p>Social & Emotional Development (SED)</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing. 45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.</p>	
18. Talk about how people can be helpful/ hurtful to one another.	
<p>Social & Emotional Development (SED)</p> <p>41. Recognizes the impact of his/her actions on others' feelings.</p> <p>Social Studies Knowledge & Skills (SSK)</p> <p>4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p>Cognition & General Knowledge</p> <p>31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
19. Practice independence and self-help skills.	
Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently.	
20. Describe members of their family and discuss what parents do for their children to keep them safe and healthy.	
Social Studies Knowledge & Skills (SSK) 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). Physical Development & Health (PDH) 35. Understands that parents and teachers are helpful resources.	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
SAFETY & HEALTH CARE	
21. Discuss strategies to prevent injury and illness, control the spread of disease, and promote cleanliness.	
Physical Development & Health (PDH) 11. Covers mouth with hand/tissue when coughing or sneezing. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating). 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance.
23. Discuss tooth care and dental health including brushing, flossing, and healthy foods.	
Physical Development & Health (PDH) 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 12. Brushes teeth in a correct fashion, without assistance. 44. Tells why people need to go to the doctor and dentist.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
24. Discuss rules for safety in a variety of settings including fire safety, weapons safety, bus safety, seat belt use, playground safety, as well as safety at home and in the community.	
Physical Development & Health (PDH) 36. Follows fire safety/fire drill rules, without assistance. 39. Describes basic traffic safety rules, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance. 81. Identifies potentially dangerous situations/activities, without assistance.
27. Identify and distinguish between substances that are safe to be taken by mouth.	
Physical Development & Health (PDH) 41. Identifies potentially dangerous situations/activities, without assistance.	Physical Development & Health 81. Identifies potentially dangerous situations/activities, without assistance.
29. Talk about some basic ways they can keep their environment clean or take care of it.	
Social Studies Knowledge & Skills (SSK) 33. Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).	

Guiding Preschool Learning in the Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
MOVEMENT & DANCE	
1. Explore activities and vocabulary related to movement, balance, strength, and flexibility.	
Creative Arts (CA) 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.
2. Respond to a variety of musical rhythms through body movement.	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball). 17. Identifies a variety of games/exercises that help enhance fitness. 18. Talks about ways exercise keeps us healthy, with assistance.	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).
3. Participate in simple sequences of movements and dance to various kinds of music.	
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	
4. Express themselves freely through movement.	
Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes.	
5. Use props to explore space and movement.	
Logic & Reasoning (LR) 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).	Cognition & General Knowledge 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).
6. Act out ways that movement and dance can show feelings or convey meaning.	
Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes.	
MUSIC	
8. Sing a variety of songs within children’s vocal range, independently and with others.	
Creative Arts (CA) 3. Sings or hums familiar songs or tunes.	Cognition & General Knowledge 66. Sings or hums familiar songs or tunes.
9. Sing expressively.	
Creative Arts (CA) 3. Sings or hums familiar songs or tunes.	Cognition & General Knowledge 66. Sings or hums familiar songs or tunes.
10. Sing songs with repetitive phrases and rhythmic patterns.	
Creative Arts (CA) 3. Sings or hums familiar songs or tunes.	Cognition & General Knowledge 66. Sings or hums familiar songs or tunes.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
11. Listen to various kinds of instrumental music and explore a variety of melody and rhythmic instruments.	
Creative Arts (CA) 1. Shows an interest in using musical instruments to produce sounds. 2. Shows an interest in listening to short musical selections.	
12. Play instruments using different beats, tempos, dynamics, and interpretation.	
Creative Arts (CA) 1. Shows an interest in using musical instruments to produce sounds. 10. Invents songs or tunes using voice or musical instruments. 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).	
13. Listen to, imitate, and improvise sounds, patterns, or songs.	
Creative Arts (CA) 2. Shows an interest in listening to short musical selections. 10. Invents songs or tunes using voice or musical instruments. 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds). 14. Matches pitch and tempo during a singing activity most of the time.	
THEATRE ARTS	
15. Use dramatic play, costumes, and props to pretend to be someone else.	
Creative Arts (CA) 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. Logic & Reasoning (LR) 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).	Cognition & General Knowledge 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).
16. Create characters through physical movement, gesture, sound, speech, and facial expressions.	
Creative Arts (CA) 31. Acts out a real or make-believe character during dramatic play.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
17. Create scenarios, props, and settings	
Creative Arts (CA) 32. Acts out stories or situations during a dramatic play activity. 33. Describes the story or situation that will occur during dramatic play.	
VISUAL ARTS	
18. Explore a variety of age-appropriate materials and media to create two and three-dimensional artwork.	
Creative Arts (CA) 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 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).	
19. Observe the safe and appropriate use and care of art materials.	
Creative Arts (CA) 16. Takes care of art materials/supplies (e.g., washes brushes, covers paint).	
20. Explore and experiment with wet and dry media in a variety of colors including black and white.	
Creative Arts (CA) 17. Creates collages with various materials and textures (e.g., fabrics, pictures).	
21. Explore how color can convey mood and emotion.	
Creative Arts (CA) 28. Uses a variety of colors to create moods or feelings in artwork.	
23. Experiment with the use of texture in artwork.	
Creative Arts (CA) 17. Creates collages with various materials and textures (e.g., fabrics, pictures).	
24. Use basic shapes and forms of different sizes to create artwork.	
Creative Arts (CA) 19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials . 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).	
26. Create artwork from memory or imagination.	
Creative Arts (CA) 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).	
27. Choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it.	
Creative Arts (CA) 24. Describes a self-made art project (tells what it is about) to a child or adult.	

