

Galileo® G3 Assessment Scales Alignment with Your State Standards Minnesota 3- to 5-Years-Old



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This document references the EARLY CHILDHOOD INDICATORS OF PROGRESS: Minnesota's Early Learning Standards, 2005.

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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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Minnesota Early Childhood Indicators of Progress for Children Ages 3-5 Alignment to Galileo® 3-5 Years G3 Assessment Scales & Galileo School Readiness Scale

Social and Emotional Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
EMOTIONAL DEVELOPMENT	
1. Demonstrate increasing competency in recognizing and describing own emotions	
Social & Emotional Development 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).	
2. Demonstrate increasing use of words instead of actions to express emotions	
Social & Emotional Development 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.	
3. Begin to understand and respond to others' emotions	
Social & Emotional Development 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 41. Recognizes the impact of his/her actions on others' feelings. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	
4. Begin to show self-regulation to handle emotions appropriately	
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.
5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)	
Logic & Reasoning 14. Practices building relationships with other children (offering direction, help). Creative Arts 30. Uses dramatic play to express feelings (e.g., fear).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
6. Respond to praise, limits, and correction	
Social & Emotional Development 14. Comfortably accepts guidance and directions from a familiar adult. 47. Accepts the consequences for own inappropriate behavior most of the time.	
SELF-CONCEPT	
1. Begin to experiment with own potential and show confidence in own abilities	
Social & Emotional Development 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 8. Talks positively about a recent accomplishment.	
2. Demonstrate increasing self- direction and independence	
Approaches to Learning 2. Participates in an increasing variety of experiences independently.	
3. Develop an awareness of self as having certain abilities, characteristics, and preferences	
Social & Emotional Development 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 8. Talks positively about a recent accomplishment.	
4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity	
Social & Emotional Development 3. Knows his/her gender. Social Studies 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 43. Shows respect for members of different cultures.	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
SOCIAL COMPETENCE AND RELATIONSHIPS	
1. Interact easily with one or more children	
Approaches to Learning 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object. 26. Voluntarily helps a peer. 27. Says, signs, or gestures when it is her/his turn in a game or activity. 28. Establishes proximity to peers during an unstructured child-directed activity. 29. Maintains proximity to peers during an unstructured child-directed activity. 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.	Approaches to Learning 63. Takes turns playing with a toy or object.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. Interact easily with familiar adults	
Approaches to Learning 22. Shares part or all of something with an adult. 25. Is helpful to an adult when prompted.	
3. Approach others with expectations of positive interactions	
Social & Emotional Development 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.	Social & Emotional Development 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
4. Begin to participate successfully as a member of a group	
Social & Emotional Development 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. 39. Sustains a cooperative participation with others. 41. Recognizes the impact of his/her actions on others' feelings. Approaches to Learning 27. Says, signs, or gestures when it is her/his turn in a game or activity.	
5. Use play to explore, practice, and understand social roles and relationships	
Creative Arts 34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks). 35. Practices "working out" new situations (e.g., going to doctor, new baby, trip). 36. Uses dramatic play to ask questions to gain new knowledge from others.	Approaches to Learning 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).
6. Begin to understand others' rights and privileges	
Social & Emotional Development 42. Respects the rights of others.	
7. Sustain interaction by cooperating, helping, sharing, and expressing interest	
Social & Emotional Development 39. Sustains a cooperative participation with others. Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval	
<p>Social & Emotional Development 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>Physical Development & Health 35. Understands that parents and teachers are helpful resources.</p>	
9. Use words and other constructive strategies to resolve conflicts	
<p>Social & Emotional Development 16. Seeks support from familiar adults to resolve conflicts with peers. 19. Expresses wants and needs in conflict situations. 20. Says, signs, or gestures to a child who is being offensive to stop the behavior. 21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing. 22. Shows the ability to compromise in conflict resolution. 23. Uses negotiation to reach a solution. 24. Maintains a negotiated plan. 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p>Social & Emotional Development 70. Shows the ability to compromise in conflict resolution.</p>

Approaches to Learning

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CURIOSITY	
1. Show eagerness and a sense of wonder as a learner	
<p>Approaches to Learning</p> <ol style="list-style-type: none"> 1. Explores most areas of the classroom. 2. Participates in an increasing variety of experiences independently. 3. Combines materials, objects, equipment in new ways to produce multiple uses. 4. Selects activities or objects from a choice of at least two in a daily routine. 5. Selects activities that are within her/his capabilities, most of the time. 6. Initiates preferred purposeful activities when playing in interest centers. 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). 	<p>Approaches to Learning</p> <ol style="list-style-type: none"> 61. Combines materials, objects, equipment in new ways to produce multiple uses. 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).
2. Show interest in discovering and learning new things	
<p>Approaches to Learning</p> <ol style="list-style-type: none"> 2. Participates in an increasing variety of experiences independently. 3. Combines materials, objects, equipment in new ways to produce multiple uses. 10. Experiments with a variety of strategies to solve a problem or complete a task. 	<p>Approaches to Learning</p> <ol style="list-style-type: none"> 61. Combines materials, objects, equipment in new ways to produce multiple uses.
RISK-TAKING	
1. Choose new as well as a variety of familiar activities	
<p>Approaches to Learning</p> <ol style="list-style-type: none"> 4. Selects activities or objects from a choice of at least two in a daily routine. 5. Selects activities that are within her/his capabilities, most of the time. 6. Initiates preferred purposeful activities when playing in interest centers. 	
2. Use a variety of strategies to solve Problems	
<p>Approaches to Learning</p> <ol style="list-style-type: none"> 9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). 10. Experiments with a variety of strategies to solve a problem or complete a task. 	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
IMAGINATION AND INVENTION	
1. Approach tasks and experiences with flexibility, imagination, and inventiveness	
<p>Approaches to Learning 3. Combines materials, objects, equipment in new ways to produce multiple uses. 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).</p>	<p>Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.</p>
2. Use new ways or novel strategies to solve problems or explore objects	
<p>Approaches to Learning 3. Combines materials, objects, equipment in new ways to produce multiple uses.</p>	<p>Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.</p>
3. Try out various pretend roles in play or with make-believe objects	
<p>Approaches to Learning 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).</p>	
PERSISTENCE	
1. Work at a task despite distractions or interruptions	
<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. 15. Persists with a difficult or non-preferred activity.</p>	
2. Seek and/or accept help or information when needed	
<p>Approaches to Learning 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). 20. Sets a goal, and with adult help, plans a small number of steps to achieve it. 21. Revises, with adult help, a plan that has not produced the intended result.</p>	<p>Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). 59. Sets a goal, and with adult help, plans a small number of steps to achieve it. 60. Revises, with adult help, a plan that has not produced the intended result.</p>
3. Demonstrate ability to complete a task or stay engaged in an experience	
<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. 15. Persists with a difficult or non-preferred activity.</p>	
REFLECTION AND INTERPRETATION	
1. Think about events and experiences and apply this knowledge to new situations	
<p>Nature & Science 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. Generate ideas, suggestions, and/or make predictions	
<p>Nature & Science</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</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>

Language and Literacy Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
LISTENING	
1. Understand non-verbal and verbal cues	
<p>Language</p> <p>2. Follows a simple one-step direction.</p> <p>7. Understands nouns commonly found in books for young children.</p> <p>8. Understands action words (e.g., give, run).</p> <p>9. Understands negative words (e.g., not, no).</p> <p>10. Understands positional words (e.g., top, bottom, on, in).</p> <p>11. Understands pronouns (e.g., she, he, it).</p> <p>12. Understands words that describe the qualities of objects (e.g., color, soft, cold).</p> <p>13. Understands past and future tense (e.g., went, will).</p>	<p>Language & Literacy</p> <p>34. Understands nouns commonly found in books for young children.</p> <p>35. Understands action words (e.g., give, run).</p> <p>36. Understands positional words (e.g., top, bottom, on, in).</p>
2. Listen with understanding to stories, directions, and conversations	
<p>Language</p> <p>1. Listens attentively to a conversation, story, poem, or song.</p> <p>19. Responds to comments or questions from others during a conversation.</p>	
3. Follow directions that involve a two or three-step sequence of actions	
<p>Language</p> <p>3. Follows a small set of step-by-step directions, without prompts.</p>	
4. Listen to and recognize different sounds in rhymes and familiar words	
<p>Literacy</p> <p>4. Recognizes rhymes in poems, readings, or conversation, most of the time.</p>	<p>Language & Literacy</p> <p>39. Recognizes rhymes in poems, readings, or conversation, most of the time.</p>
SPEAKING	
1. Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words	
<p>Language</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	
2. Communicate information using home language and/or English	
<p>Language</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3. Speak clearly enough to be understood in home language and/or English (no matching goal)	
4. Use language for a variety of Purposes	
<p>Language</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p> <p>23. Combines words to create meaningful short sentences.</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>	
5. Use increasingly complex and varied vocabulary and language	
<p>Language</p> <p>22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).23. Combines words to create meaningful short sentences.</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>	
6. Initiate, ask questions, and respond in conversation with others	
<p>Language</p> <p>16. Asks questions to obtain information or assistance.</p> <p>19. Responds to comments or questions from others during a conversation.</p> <p>20. Adjusts conversation to changes in topic.</p> <p>21. Changes inflection during a conversation to communicate meaning.</p>	
EMERGENT READING	
1. Initiate stories and respond to stories told or read aloud	
<p>Literacy</p> <p>20. Initiates conversation with a peer or an adult about a story, book or poem.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.Represent stories told or read aloud through various media or during play	
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.
3.Guess what will happen next in a story using pictures as a guide	
Literacy 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.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
4.Retell information from a story	
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.
5.Show beginning understanding of concepts about print	
Language 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right.	Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 46. Recognizes that a spoken word/speech can be written and read. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right.
6.Recognize and name some letters of the alphabet, especially those in own name	
Language 45. Identifies all the letters in her/his name. 46. Names 1 or more letters. 47. Points to and names the first letter in familiar words. 48. Names 10 or more letters.	Language & Literacy 56. Identifies all the letters in her/his name. 57. Points to and names the first letter in familiar words. 58. Names 10 or more letters.
7.Begin to associate sounds with words or letters	
Language 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
EMERGENT WRITING	
1. Understand that writing is a way of Communicating	
<p>Literacy</p> <p>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>Language & Literacy</p> <p>52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.</p>
2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas	
<p>Literacy</p> <p>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.</p>	<p>Language & Literacy</p> <p>52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.</p>
3. Engage in writing using letter-like symbols to make letters or words	
<p>Literacy</p> <p>35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 44. Communicates by writing complete words.</p>	<p>Language & Literacy</p> <p>53. Communicates by scribbling and with some letter-like shapes.</p>
4. Begin to copy or write own name	
<p>Literacy</p> <p>40. Copies her/his name from a sample. 43. Write her/his name, without assistance.</p>	

Creativity and the Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CREATING	
1. Use a variety of media and materials for exploration and creative expression	
<p>Creative Arts</p> <p>17. Creates collages with various materials and textures (e.g., fabrics, pictures).</p> <p>19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials .</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p> <p>25. Uses various tools to create art projects (e.g., rollers, string, straws).</p> <p>26. Recombines and experiments with art materials to see what happens.</p>	
2. Participate in art and music experiences	
<p>Creative Arts</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p>	
3. Participate in creative movement, drama, and dance	
<p>Creative Arts</p> <p>4. Uses movement to express what is being felt/heard in various songs or tunes.</p> <p>9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p> <p>14. Matches pitch and tempo during a singing activity most of the time.</p>	<p>Approaches to Learning</p> <p>67. Uses movement to express what is being felt/heard in various songs or tunes.</p>
RESPONDING	
1. Show others and/or talk about what they have made or done	
<p>Creative Arts</p> <p>24. Describes a self-made art project (tells what it is about) to a child or adult.</p>	
2. Show interest and respect for the creative work of self and others	
<p>Social & Emotional Development</p> <p>35. Plays without disrupting or destroying the work of others.</p>	<p>Social & Emotional Development</p> <p>71. Plays without disrupting or destroying the work of others.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
EVALUATING	
1. Share experiences, ideas, and thoughts about art and creative expression	
Creative Arts 5. Talks about the kinds of music enjoyed (e.g., favorites). 27. Describes the steps/plan for constructing a self-initiated art project.	
2. Share opinions about likes and dislikes in art and creative expression	
Creative Arts 5. Talks about the kinds of music enjoyed (e.g., favorites).	

Cognitive Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
MATHEMATICAL AND LOGICAL THINKING	
NUMBER CONCEPTS AND OPERATIONS	
1. Demonstrate increasing interest in and awareness of numbers and counting	
Early Math 1. Uses one-to-one correspondence when counting objects. 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10. 6. Counts backward to find how many are left.	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.
2. Demonstrate understanding of one-to-one correspondence between objects and number	
Early Math 1. Uses one-to-one correspondence when counting objects.	
3. Demonstrate ability to count in sequence	
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.
4. Demonstrate ability to state the number that comes next up to 9 or 10	
Early Math 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 3. Counts to find how many are in a group up to 10.
5. Demonstrate beginning ability to combine and separate numbers of objects	
Early Math 15. Adds one to a small group, when asked. 16. Indicates that a small group has more after some have been added. 17. Adds two small groups by combining the groups and counting all the objects. 18. Indicates that a small group has less after taking some away. 19. Indicates that one was taken away from a small group. 20. Indicates how many are left after taking one from a small group.	Cognition & General Knowledge 8. Adds two small groups by combining the groups and counting all the objects. 9. Indicates how many are left after taking one from a small group.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PATTERNS AND RELATIONSHIPS	
6. Recognize and duplicate simple Patterns	
<p>Early Math 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). 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
7. Sort objects into subgroups by one or two characteristics	
<p>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).</p>	<p>Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
8. Order or sequence several objects on the basis of one characteristic	
<p>Early Math 25. Sorts diverse objects based on a physical attribute (e.g., shape).</p>	<p>Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
SPATIAL RELATIONSHIPS/GEOMETRY	
9. Identify and name common shapes	
<p>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. 36. Creates new shapes from familiar shapes by folding, cutting, or twisting. 37. Identifies the sides and corners in a shape.</p>	
10. Use words that show understanding of order and position of objects	
<p>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).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
MEASUREMENT	
11. Recognize objects can be measured by height, length, weight, and time	
<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>
12. Make comparisons between at least two groups of objects	
<p>Nature & Science</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>
MATHEMATICAL REASONING	
13. Use simple strategies to solve mathematical problems	
<p>Logic & Reasoning</p> <p>15. Seeks assistance from an adult when attempting to solve a problem.</p> <p>16. Seeks assistance from peers when attempting to solve a problem.</p> <p>17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p> <p>18. Uses concrete materials to solve a problem (e.g., blocks to count).</p> <p>19. Tries out new ideas to see if they will work.</p> <p>20. Suggests an alternative solution to solve a problem, without assistance.</p> <p>21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p> <p>22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).</p>	<p>Cognition & General Knowledge</p> <p>14. Uses concrete materials to solve a problem (e.g., blocks to count).</p>
SCIENTIFIC THINKING AND PROBLEM-SOLVING	
OBSERVING	
1. Use senses to explore materials and the environment	
<p>Nature & Science</p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. Identify and/or describe objects by physical characteristics	
<p>Nature & Science</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>
QUESTIONING	
3. Express wonder about the natural world	
<p>Nature & Science</p> <p>2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).</p> <p>4. Describes what an animal is doing as it is being observed.</p> <p>5. Talks about characteristics of living things (e.g., leaf is soft).</p> <p>6. Describes the typical behaviors/habits of a familiar animal.</p> <p>8. Describes/draws the type of shelter used by familiar animals.</p> <p>9. Draws/talks about what living things need to survive (e.g., plants need water).</p> <p>10. Draws/talks about observed life cycle changes in a familiar plant.</p> <p>11. Draws/talks about observed life cycle changes in a familiar animal.</p> <p>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>15. Associates objects/events with different temperatures (e.g., ice-low temp.).</p> <p>16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p>	

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4. Ask questions and seek answers through active exploration	
<p>Nature & Science 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).</p>	
5. Make predictions about objects and natural events	
<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>	
INVESTIGATING	
6. Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment	
<p>Nature & Science 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7. Make comparisons between objects that have been collected or observed	
<p>Nature & Science</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</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>52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p> <p>53. Describes the functions of objects (e.g., containers hold things).</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>
SOCIAL SYSTEMS UNDERSTANDING	
HUMAN RELATIONSHIPS	
1. Recognize and appreciate similarities and differences between self and others from diverse backgrounds	
<p>Social Studies</p> <p>41. Shows recognition of and respect for differences between genders.</p> <p>42. Shows respect for those with special needs.</p> <p>43. Shows respect for members of different cultures.</p> <p>44. Shows respect for varying family structures.</p>	
2. Understand various family roles, jobs, rules, and relationships	
<p>Social Studies</p> <p>2. Identifies family members and relationship to each.</p> <p>3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).</p>	<p>Cognition & General Knowledge</p> <p>26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).</p>
3. Participate in activities to help others in the community	
<p>Social Studies</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>
UNDERSTANDING THE WORLD	
4. Recognize and describe the roles of workers in the community	
<p>Social Studies</p> <p>9. Describes or illustrates the roles/responsibilities of community workers.</p>	<p>Cognition & General Knowledge</p> <p>27. Describes or illustrates the roles/responsibilities of community workers.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5. Share responsibility in taking care of their environment	
<p>Social Studies</p> <p>27. Throws trash in garbage can.</p> <p>28. Points out recycling container in the classroom.</p> <p>29. Tells what goes into the recycling container in the classroom.</p> <p>30. Makes use of used materials when possible (e.g., scratch paper, uses both front and back of paper).</p> <p>31. Describes what recycling is.</p> <p>32. Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).</p> <p>33. Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).</p>	
6. Begin to recall recent and past events	
<p>Social Studies</p> <p>1. Shares personal family stories and traditions.</p> <p>38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.</p> <p>39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>	
7. Identify characteristics of the places where they live and play within their community	
<p>Social Studies</p> <p>19. Identifies road by pointing.</p> <p>20. Identifies school building by pointing.</p> <p>21. Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).</p> <p>22. Identifies trees and flowers in real world or in pictures.</p> <p>23. Identifies land formations around school yard (e.g., mountains, hills).</p> <p>24. Names animals that live in neighborhood (e.g., birds, ants, raccoons, coyotes, snakes).</p> <p>25. Identifies that animals live in plants (e.g., birds nest in trees or cacti).</p> <p>26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
8. Begin to understand the uses of media and technology and how they affect their lives	
<p>Technology</p> <p>4. Identifies the basic uses of different technology devices when asked by an adult.</p> <p>8. Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program).</p> <p>9. Provides examples of how technology can be used in daily life (e.g., using internet to find information).</p> <p>10. Suggests the use of a technology device to complete a task.</p> <p>11. Makes connections between technology-based materials and familiar storybooks (e.g., recognizes a rabbit on the computer screen and talks about a familiar storybook about a rabbit).</p>	

Physical and Motor Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
GROSS MOTOR DEVELOPMENT	
1. Develop large muscle control and coordination	
<p>Physical Development & Health</p> <p>45. Walks to a destination without help.</p> <p>46. Jumps in place and off low objects, such as a step.</p> <p>47. Moves around obstacles with balance and direction.</p> <p>48. Stops and turns while running.</p> <p>49. Walks along a line on the floor, most of the time.</p> <p>50. Climbs up and down stairs.</p> <p>51. Walks along a wide beam, most of the time.</p> <p>52. Climbs a short ladder (e.g., on playground toys).</p> <p>53. Jumps forward several times, maintaining balance most of the time.</p> <p>55. Pedals a tricycle, steers and makes turns around obstacles and corners.</p> <p>56. Hops with direction and control, most of the time.</p> <p>57. Jumps backward without losing balance.</p> <p>58. Skips with direction and control, most of the time.</p> <p>59. Gallops maintaining direction and control, most of the time.</p> <p>60. Throws a ball a short distance with accuracy, most of the time.</p> <p>61. Kicks a ball a short distance with accuracy, most of the time.</p> <p>62. Catches a ball thrown underhand from 3 to 5 feet, most of the time.</p> <p>63. Dribbles a large ball several times with both hands.</p> <p>64. Dribbles a large ball several times with one hand.</p>	<p>Physical Development & Health</p> <p>83. Climbs up and down stairs.</p> <p>84. Climbs a short ladder (e.g., on playground toys).</p> <p>85. Skips with direction and control, most of the time.</p>
2. Develop body strength, balance, flexibility, and stamina	
<p>Physical Development & Health</p> <p>15. Exercises large muscles (e.g., running, swinging, hopping, throwing).</p> <p>16. Participates actively in outdoor group games (e.g., kickball).</p> <p>54. Balances on one foot for five seconds.</p>	<p>Physical Development & Health</p> <p>77. Participates actively in outdoor group games (e.g., kickball).</p>
3. Use a variety of equipment for physical development	
<p>Physical Development & Health</p> <p>16. Participates actively in outdoor group games (e.g., kickball).</p> <p>50. Climbs up and down stairs.</p> <p>51. Walks along a wide beam, most of the time.</p> <p>52. Climbs a short ladder (e.g., on playground toys).</p> <p>55. Pedals a tricycle, steers and makes turns around obstacles and corners.</p>	<p>Physical Development & Health</p> <p>77. Participates actively in outdoor group games (e.g., kickball).</p> <p>83. Climbs up and down stairs.</p> <p>84. Climbs a short ladder (e.g., on playground toys).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4. Develop ability to move their body in space with coordination	
<p>Physical Development & Health 45. Walks to a destination without help. 48. Stops and turns while running. 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.</p>	<p>Physical Development & Health 85. Skips with direction and control, most of the time.</p>
FINE MOTOR DEVELOPMENT	
1. Develop small muscle control and coordination	
<p>Physical Development & Health 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils. 67. Correctly holds a pencil or crayon. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape. 71. Strings large beads on a piece of yarn. 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>	<p>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>
2. Use eye-hand coordination to perform a variety of tasks	
<p>Physical Development & Health 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>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)	
Physical Development & Health 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils. 67. Correctly holds a pencil or crayon. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape. 71. Strings large beads on a piece of yarn. 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	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.
PHYSICAL HEALTH AND WELL-BEING	
1. Participate in a variety of physical activities to enhance personal health and physical fitness	
Physical Development & Health 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).
2. Follow basic health and safety rules	
Physical Development & Health 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts. 39. Describes basic traffic safety rules, without assistance. 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance. 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
3 Recognize and eat a variety of nutritious foods	
Physical Development & Health 3. Independently selects and eats a variety of food types. 5 Identifies examples of foods that are healthy.	Physical Development & Health 74. Independently selects and eats a variety of food types. 75. Identifies examples of foods that are healthy.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4. Demonstrate increasing independence with basic self-care skills	
<p>Physical Development & Health</p> <ul style="list-style-type: none"> 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 12. Brushes teeth in a correct fashion, without assistance. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 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>Physical Development & Health</p> <ul style="list-style-type: none"> 76. Requests or initiates hand washing when needed (e.g., before eating). 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.