

Galileo G3 Assessment Scales Alignment with Your State Standards Missouri



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The MO crosswalk is ready to go as a .pdf. This document references the Missouri Early Learning Standards released published to the Missouri Department of Elementary & Secondary Education website, updated January 2009.

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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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Missouri Pre-Kindergarten Content Standards Alignment to Galileo 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Standard: Standards for Literacy

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: SYMBOLIC DEVELOPMENT	
Objective: Represents Feelings and ideas in a variety of ways.	
a. Represents feelings and ideas through pretend play.	
Creative Arts (CA) 30. Uses dramatic play to express feelings (e.g., fear). 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity.	
b. Represents feelings and ideas through movement.	
Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.
c. Represents feelings and ideas through music.	
Creative Arts (CA) 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).	
d. Represents feelings and ideas through art and construction.	
Creative Arts (CA) 18. Draws representations of human and animal figures. 24. Describes a self-made art project (tells what it is about) to a child or adult.	Approaches to Learning 65. Draws representations of human and animal figures.
CONCEPT: SPEAKING/EXPRESSIVE LANGUAGE	
Objective: Uses language to communicate	
a. Communicates in home language and is understood by others.	
Language Development (LD) 23. Combines words to create meaningful short sentences.	
b. Initiates and responds appropriately in conversation and discussions with adults and children.	
Language Development (LD) 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.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Objective: Uses expanded vocabulary	
a. Uses language to pretend or create.	
Language Development (LD) 31. Recalls story events using some spoken dialogue. 33. Makes up a story from beginning, to middle, to end.	
b. Uses complete sentences of varying length.	
Language Development (LD) 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). 23. Combines words to create meaningful short sentences.	
CONCEPT: LISTENING/RECEPTIVE LANGUAGE	
Objective: Listens for different purposes	
a. Follows simple directions.	
Language Development (LD) 2. Follows a simple one-step direction.	
b. Listens responsively to books and stories	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song. Literacy Knowledge & Skills (LK) 14. Request rereading of favorite book. 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.	
c. Listens to and engages in conversations with others.	
Language Development (LD) 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. Literacy Knowledge & Skills (LK) 20. Initiates conversation with a peer or an adult about a story, book or poem.	
d. Responds to questions.	
Language Development (LD) 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 19. Responds to comments or questions from others during a conversation.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: READING	
Objective: Applies early reading skills	
a. Shows interest in reading and books	
Literacy Knowledge & Skills (LK) 13. Selects books, sometimes, over other activities when given a choice. 14. Request rereading of favorite book. 19. Requests a favorite book by title, author, or illustrator.	Language & Literacy 44. Requests a favorite book by title, author, or illustrator.
b. Exhibits book-handling skills.	
Literacy Knowledge & Skills (LK) 16. Handles books and other reading material with care.	
c. Pretends to read easy or predictable books or tries to read along during his/her favorite part of story.	
Literacy Knowledge & Skills (LK) 18. Engages in pretend reading with other children, doll, or toy animal.	
d. Comprehends and responds to text.	
Literacy Knowledge & Skills (LK) 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.	
e. Develops a sense of story.	
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories.	
Objective: Uses concepts of print	
a. Reads environmental print and symbols.	
Literacy Knowledge & Skills (LK) 31. Reads a printed label or a sign on a familiar object, some of the time.	Language & Literacy 50. Reads a printed label or a sign on a familiar object, some of the time.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
b. Identifies some alphabet letters.	
<p>Literacy Knowledge & Skills (LK) 27. Recognizes his/her name in print. 41. Writes some letters. 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. 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.</p>	<p>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.</p>
c. Recognizes that print represents spoken words.	
<p>Literacy Knowledge & Skills (LK) 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).</p>	<p>Language & Literacy 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).</p>
Objective: Attends to sounds in language (Phonological Awareness)	
a. Repeats rhymes, simple songs, poems and finger plays.	
<p>Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words.</p>	<p>Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.</p>
b. Participates in word games.	
<p>Literacy Knowledge & Skills (LK) 6. Creates rhyming words in play activities.</p>	
c. Discriminates some sounds in words.	
<p>Literacy Knowledge & Skills (LK) 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. 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>	<p>Language & Literacy 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).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: WRITING	
Objective: Uses writing as a means of expression/communication	
a. Experiments with writing tools and materials.	
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. 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.
b. Uses scribbles, shapes, pictures and letters to write.	
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. 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.
c. Tells others about intended meaning of drawings and writings.	
Creative Arts (CA) 24. Describes a self-made art project (tells what it is about) to a child or adult.	Language & Literacy 48. Describes a self-made art project (tells what it is about) to a child or adult.
d. Uses a variety of resources to facilitate writing.	
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. 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.

Standard: Standards for Science

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: PHYSICAL SCIENCE	
Objective: Explores physical properties of objects and materials.	
a. Shows interest in the physical world.	
<p>Science Knowledge & Skills (SK)</p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</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>	
b. Uses one or more senses to observe the physical world.	
<p>Science Knowledge & Skills (SK)</p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p>	
c. Experiments with simple tools.	
<p>Science Knowledge & Skills (SK)</p> <p>2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).</p>	
Objective: Investigates properties of objects and materials.	
a. Asks questions about objects and materials.	
<p>Science Knowledge & Skills (SK)</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>
b. Experiments with objects and materials to gather information and observe reactions.	
<p>Science Knowledge & Skills (SK)</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>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
c. Shows knowledge of physical properties of objects.	
<p>Science Knowledge & Skills (SK) 22. Classifies objects by their state (e.g., liquid, solid, gas). 23. Classifies objects into living and non-living categories. 24. Classifies objects based on whether they are found in nature or made by people. 25. Classifies objects based on their physical composition (e.g., metal, rock, soil). 26. Classifies objects based on whether or not they require electricity/battery.</p>	<p>Cognition & General Knowledge 17. Classifies objects into living and non-living categories.</p>
Objective: Solves problems involving physical properties of objects and materials.	
b. Experiments with objects to produce desired effects.	
<p>Science Knowledge & Skills (SK) 40. Participates in simple investigations to answer questions.</p>	
c. Makes predictions based on experiences with objects and materials.	
<p>Science Knowledge & Skills (SK) 35. Predicts which way a scale will tip when a weight is added to one side. 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed). 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts). 38. Predicts changes in objects when liquid is added (e.g., sand, paper). 39. Predicts that the steeper the incline, the faster an object will move.</p>	<p>Cognition & General Knowledge 19. Predicts which way a scale will tip when a weight is added to one side. 20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p>
Objective: Represents observations of the physical world in a variety of ways.	
a. Represents observations through pretend play.	
<p>Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>
b. Represents observations through music and movement.	
<p>Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>
c. Represents observations through art and construction.	
<p>Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
d. Talks about the physical world.	
<p>Science Knowledge & Skills (SK) 12. Draws/talks about different weather conditions (e.g., sunny, rainy). 13. Draws/talks about physical changes observed in objects (e.g., ice melting). 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night). 15. Associates objects/events with different temperatures (e.g., ice-low temp.). 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).</p>	
CONCEPT: LIFE SCIENCE	
Objective: Explores characteristics of living things.	
a. Shows interest in plant and animal changes.	
<p>Science Knowledge & Skills (SK) 17. Distinguishes plants from animals.</p>	
b. Uses one or more senses to observe the natural world.	
<p>Science Knowledge & Skills (SK) 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p>	
Objective: Investigates characteristics of living things.	
a. Asks questions about the natural world.	
<p>Science Knowledge & Skills (SK) 54. Asks "Why" questions to learn more about a current/past event. 55. Asks "What will happen if" questions to help predict a future event. 56. Asks "How" objects and events are different/same.</p>	<p>Cognition & General Knowledge 25. Asks "What will happen if" questions to help predict a future event.</p>
b. Collects information to learn about living things.	
<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. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
c. Shows knowledge of the characteristics of living things.	
<p>17. Distinguishes plants from animals.</p> <p>18. Distinguishes between land and water animals.</p> <p>19. Classifies animals into groups by the way they move (e.g., flying, running).</p> <p>20. Classifies animals into those that are domestic and those that are wild.</p> <p>21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).</p> <p>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p>	<p>Cognition & General Knowledge</p> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p>
Objective: Solves problems related to living things.	
a. Identifies problems involving living things.	
<p>Science Knowledge & Skills (SK)</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
b. Recognizes that living things have needs.	
<p>Science Knowledge & Skills (SK)</p> <p>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p>	<p>Cognition & General Knowledge</p> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p>
c. Makes predictions based on experiences with living things.	
<p>Science Knowledge & Skills (SK)</p> <p>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p>	<p>Cognition & General Knowledge</p> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p>
Objective: Represents observations about living things in a variety of ways.	
a. Represents observations through pretend play.	
<p>Science Knowledge & Skills (SK)</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge</p> <p>21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>
b. Represents observations through music and movement.	
<p>Science Knowledge & Skills (SK)</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge</p> <p>21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
c. Represents observations through art and construction.	
Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).
d. Talks about plants and animals.	
Science Knowledge & Skills (SK) 48. Shares ideas/thoughts when observing the natural world/physical phenomena. 51. Attempts to explain why living things change (e.g., leaves turn brown).	
CONCEPT: EARTH AND SPACE	
Objective: Explores properties of earth and space.	
a. Shows interest in earth and space.	
Science Knowledge & Skills (SK) 40. Participates in simple investigations to answer questions. 48. Shares ideas/thoughts when observing the natural world/physical phenomena.	
b. Uses one or more senses to observe earth and space.	
Science Knowledge & Skills (SK) 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
c. Uses simple tools to explore earth and space.	
Science Knowledge & Skills (SK) 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).	Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
Objective: Investigates properties of earth and space.	
a. Asks questions about earth and space.	
Science Knowledge & Skills (SK) 54. Asks "Why" questions to learn more about a current/past event. 55. Asks "What will happen if" questions to help predict a future event. 56. Asks "How" objects and events are different/same.	Cognition & General Knowledge 25. Asks "What will happen if" questions to help predict a future event.
b. Conducts experiments to gain knowledge of earth and space.	
Science Knowledge & Skills (SK) 40. Participates in simple investigations to answer questions. 43. Repeats a procedure/action several times to confirm outcomes/patterns. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
c. Shows knowledge of changes in earth and space.	
Science Knowledge & Skills (SK) 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night). 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).	
Objective: Solves problems involving earth and space.	
a. Identifies problems involving earth and space.	
Science Knowledge & Skills (SK) 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.	
b. Makes predictions based on experiences with earth and space.	
Science Knowledge & Skills (SK) 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	
Objective: Represents observations about earth and space in a variety of ways.	
a. Represents observations through pretend play.	
Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).
b. Represents observations through music and movement.	
Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).
c. Represents observations through art and construction.	
Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).
d. Talks about earth and space.	
Science Knowledge & Skills (SK) 48. Shares ideas/thoughts when observing the natural world/physical phenomena.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: NUMBERS AND OPERATIONS	
Objective: Uses number to show quantity	
a. Shows interest in counting and quantity.	
Mathematics Knowledge & Skills (MK) 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.
b. Develops an increasing ability to rote count in sequence.	
Mathematics Knowledge & Skills (MK) 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.	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.
c. Counts objects with understanding.	
Mathematics Knowledge & Skills (MK) 1. Uses one-to-one correspondence when counting objects.	
Objective: Uses language to represent number of objects.	
a. Uses language to compare number (e.g., more/less, greater/fewer, equal to).	
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).	
b. Combines and names how many.	
Mathematics Knowledge & Skills (MK) 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.
c. Separates and names how many.	
Mathematics Knowledge & Skills (MK) 11. Separates a group into two sets and identifies the number of items in both sets.	Cognition & General Knowledge 7. Separates a group into two sets and identifies the number of items in both sets.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
d. Explores everyday fractions.	
Mathematics Knowledge & Skills (MK) 21. Shows where to divide a whole object to make two halves. 22. Exchanges two halves for a whole. 23. Separates a group of objects in half.	
Objective: Solves problems using number.	
a. Names how many there are in a group (up to five objects).	
Mathematics Knowledge & Skills (MK) 2. Counts to find how many are in a group up to 5.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5.
b. Uses one-to-one correspondence when counting objects.	
Mathematics Knowledge & Skills (MK) 1. Uses one-to-one correspondence when counting objects.	
Objective: Uses numerical representation.	
a. Uses drawings to represent number.	
Literacy Knowledge & Skills (LK) 36. Draws figures and shapes to convey meanings.	
b. Identifies numerals in everyday situations.	
Mathematics Knowledge & Skills (MK) 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	
c. Uses ordinal numbers (i.e., first, second, last).	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences.	
d. Writes some numerals.	
Mathematics Knowledge & Skills (MK) 7. Writes numerals to indicate 6 or less objects. 8. Writes numerals to indicate between 7 and 10 objects. 9. Writes numerals to indicate between 11 and 20 objects.	Cognition & General Knowledge 4. Writes numerals to indicate 6 or less objects. 5. Writes numerals to indicate between 7 and 10 objects. 6. Writes numerals to indicate between 11 and 20 objects.
CONCEPT: GEOMETRY AND SPATIAL SENSE	
Objective: Investigates positions and locations.	
a. Takes objects apart and puts them together.	
Science Knowledge & Skills (SK) 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
b. Uses actions and words to indicate position and location.	
Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	
c. Uses actions and words to indicate movement and orientation.	
Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	
Objective: Explores shapes in the environment.	
a. Investigates and talks about the characteristics of shapes.	
Mathematics Knowledge & Skills (MK) 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.	
b. Creates and duplicates three dimensional and two-dimensional shapes using a variety of materials	
Mathematics Knowledge & Skills (MK) 35. Places a circle, square, or triangle appropriately on a foam board. 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
c. Identifies and names some shapes.	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.	
d. Indicates if shapes are alike or different using one or more characteristics	
Logic & Reasoning (LR) 23. Identifies which object does not belong in a group. 24. Describes the similarities/differences between two events (e.g., day/night). 25. Provides rationale for sorting objects into specific groups (e.g., all flat).	Cognition & General Knowledge 11. Provides rationale for sorting objects into specific groups (e.g., all flat).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: PATTERNS AND RELATIONSHIPS	
Objective: Recognizes relationships in the environment.	
a. Matches, sorts and regroups objects according to one or more characteristics.	
Logic & Reasoning (LR) 25. Provides rationale for sorting objects into specific groups (e.g., all flat).	Cognition & General Knowledge 11. Provides rationale for sorting objects into specific groups (e.g., all flat).
b. Orders things according to relative differences.	
Mathematics Knowledge & Skills (MK) 30. Arranges objects in order by size. 31. Places an object in its proper position in a group ordered by size.	
Objective: Uses patterns in the environment.	
a. Recognizes patterns.	
Mathematics Knowledge & Skills (MK) 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).	
b. Duplicates and extends patterns.	
Mathematics Knowledge & Skills (MK) 42. Creates an alternating visual pattern using art or play materials.	
c. Creates patterns.	
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). 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).	
CONCEPT: MEASUREMENT	
Objective: Makes comparisons.	
a. Compares objects using measurable features.	
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).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
b. Describes measurement.	
<p>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. 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p>Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.</p>
c. Orders three or more objects according to length or size differences.	
<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>
d. Uses language associated with time in everyday situations.	
<p>Social Studies Knowledge & Skills (SSK) 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).</p>	
e. Anticipates, remembers and predicts a sequence of events.	
<p>Social Studies Knowledge & Skills (SSK) 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 36. Identifies events that might occur in the future.</p>	
Objective: Uses measurement.	
a. Explores ways to measure.	
<p>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. 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p>Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
b. Measures using objects.	
<p>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. 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p>Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.</p>
CONCEPT: EXPLORING DATA (PROBABILITY)	
Objective: Collects, organizes and displays information. (Charting and Graphing)	
a. Asks questions to gather information.	
<p>Language Development (LD) 16. Asks questions to obtain information or assistance.</p>	
b. Sorts and classifies objects into groups.	
<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>
c. Explains how the grouping was done.	
<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>
d. Uses charts and graphs to evaluate information.	
<p>Science Knowledge & Skills (SK) 45. Uses more than one approach to gather data/answer a question (e.g., book, adult). 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>

Standard: Social and Emotional Development and Approaches to Learning

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: KNOWLEDGE OF SELF	
Objective: Exhibits self-awareness.	
a. Shows respect for self.	
Social & Emotional Development (SED) 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 7. Says positive things about his/her appearance. 8. Talks positively about a recent accomplishment. 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy). 19. Expresses wants and needs in conflict situations.	
b. Develops personal preferences.	
Social & Emotional Development (SED) 6. Talks about his/her interests (what I like to do).	
c. Knows personal information.	
Social & Emotional Development (SED) 1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender.	
Objective: Develops self-control.	
a. Follows simple rules.	
Social & Emotional Development (SED) 12. Follows established rules and routines in the classroom.	Social & Emotional Development 68. Follows established rules and routines in the classroom.
b. Accepts transitions and follows daily routines.	
Social & Emotional Development (SED) 13. Makes transitions between activities with minimal assistance. 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center). 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).	Social & Emotional Development 69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).
c. Expresses feelings through appropriate gestures, actions and language.	
Social & Emotional Development (SED) 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 19. Expresses wants and needs in conflict situations.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Objective: Develops personal responsibility.	
a. Cares for personal and group possessions.	
Social & Emotional Development (SED) 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy). 35. Plays without disrupting or destroying the work of others. 42. Respects the rights of others.	Social & Emotional Development 71. Plays without disrupting or destroying the work of others.
b. Begins to accept the consequences of his or her own actions.	
Social & Emotional Development (SED) 41. Recognizes the impact of his/her actions on others' feelings. 45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.	
CONCEPT: KNOWLEDGE OF OTHERS	
Objective: Builds relationships of mutual trust and respect with others.	
a. Respects the rights of others.	
Social & Emotional Development (SED) 42. Respects the rights of others.	
b. Respects adult leadership.	
Social & Emotional Development (SED) 14. Comfortably accepts guidance and directions from a familiar adult.	
c. Seeks comfort and security from significant adults.	
Social & Emotional Development (SED) 14. Comfortably accepts guidance and directions from a familiar adult.	
d. Develops friendships.	
Social & Emotional Development (SED) 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.	Social & Emotional Development 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
e. Uses courteous words and actions.	
Social & Emotional Development (SED) 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
f. Respects similarities and differences among people.	
Social Studies Knowledge & Skills (SSK) 41. Shows recognition of and respect for differences between genders. 42. Shows respect for those with special needs. 43. Shows respect for members of different cultures. 44. Shows respect for varying family structures.	
Objective: Works cooperatively with children and adults.	
a. Participates successfully as a member of a group.	
Social & Emotional Development (SED) 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.	Social & Emotional Development 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
b. Shares experiences and ideas with others.	
Social Studies Knowledge & Skills (SSK) 1. Shares personal family stories and traditions. Social & Emotional Development (SED) 6. Talks about his/her interests (what I like to do). 8. Talks positively about a recent accomplishment.	
c. Begins to examine a situation from another person's perspective.	
Social & Emotional Development (SED) 41. Recognizes the impact of his/her actions on others' feelings. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	
d. Resolves conflicts with others.	
Social & Emotional Development (SED) 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).	Social & Emotional Development 70. Shows the ability to compromise in conflict resolution

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: APPROACHES TO LEARNING	
Objective: Shows curiosity.	
a. Expresses interest in people.	
Approaches to Learning (AL) 25. Is helpful to an adult when prompted. 26. Voluntarily helps a peer.	
b. Shows interest in learning new things and trying new experiences.	
Approaches to Learning (AL) 1. Explores most areas of the classroom. 6. Initiates preferred purposeful activities when playing in interest centers. 10. Experiments with a variety of strategies to solve a problem or complete a task.	
c. Asks questions.	
Approaches to Learning (AL) 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).
Objective: Takes initiative.	
a. Initiates interactions with others.	
Social & Emotional Development (SED) 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.
b. Makes decisions independently.	
Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently. 17. While playing, says what s/he wants to accomplish, when asked. 18. Sets a goal prior to beginning of an activity or a project.	
c. Develops independence during activities, routines and play.	
Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently.	
Objective: Exhibits creativity.	
a. Tries new ways of doing things.	
Approaches to Learning (AL) 10. Experiments with a variety of strategies to solve a problem or complete a task. Science Knowledge & Skills (SK) 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
b. Uses imagination to generate a variety of ideas	
<p>Logic & Reasoning (LR) 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane). Approaches to Learning (AL) 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>Cognition & General Knowledge 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p>
Objective: Shows confidence.	
a. Expresses his or her own ideas and opinions.	
<p>Science Knowledge & Skills (SK) 48. Shares ideas/thoughts when observing the natural world/physical phenomena. Social & Emotional Development (SED) 6. Talks about his/her interests (what I like to do).</p>	
b. Views self as competent and has a positive self-image.	
<p>Social & Emotional Development (SED) 6. Talks about his/her interests (what I like to do). 7. Says positive things about his/her appearance. 8. Talks positively about a recent accomplishment.</p>	
Objective: Displays persistence.	
a. Sustains attention to a task or activity appropriate for his age.	
<p>Approaches to Learning (AL) 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time. 13. Completes a simple self-selected activity or task.</p>	
b. Pursues challenges.	
<p>Approaches to Learning (AL) 15. Persists with a difficult or non-preferred activity.</p>	
c. Copes with frustration.	
<p>Social & Emotional Development (SED) 9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Objective: Uses problem-solving skills.	
b. Tries to solve problems.	
<p>Approaches to Learning (AL) 9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). 10. Experiments with a variety of strategies to solve a problem or complete a task.</p>	
c. Works with others to solve problems.	
<p>Approaches to Learning (AL) 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p> <p>Logic & Reasoning (LR) 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.</p>	

Standard: Physical Development, Health and Safety

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: PHYSICAL DEVELOPMENT	
Objective: Uses gross motor skills with purpose and coordination.	
a. Moves from one point to another.	
<p>Physical Development & Health (PDH) 45. Walks to a destination without help. 47. Moves around obstacles with balance and direction. 50. Climbs up and down stairs. 56. Hops with direction and control, most of the time.</p>	<p>Physical Development & Health 83. Climbs up and down stairs.</p>
b. Controls body movements.	
<p>Physical Development & Health (PDH) 45. Walks to a destination without help. 47. Moves around obstacles with balance and direction. 50. Climbs up and down stairs. 51. Walks along a wide beam, most of the time. 53. Jumps forward several times, maintaining balance most of the time. 54. Balances on one foot for five seconds. 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 83. Climbs up and down stairs. 85. Skips with direction and control, most of the time.</p>
c. Uses large muscle movements to manipulate objects.	
<p>Physical Development & Health (PDH) 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 60. Throws a ball a short distance with accuracy, most of the time. 61. Kicks a ball a short distance with accuracy, most of the time. 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time. 63. Dribbles a large ball several times with both hands. 64. Dribbles a large ball several times with one hand.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Objective: Uses fine motor skills with purpose and control.	
a. Performs fine motor tasks.	
Physical Development & Health (PDH) 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.	Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape.
b. Uses fingers and hands to accomplish fine motor tasks.	
Physical Development & Health (PDH) 71. Strings large beads on a piece of yarn. 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	Physical Development & Health 88. Uses computer keyboard/mouse for writing/drawing, without assistance.
c. Uses tools in a functional manner.	
Physical Development & Health (PDH) 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.	Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape.
Objective: Responds to sensory input to function in the environment.	
a. Exhibits sensory awareness.	
Science Knowledge & Skills (SK) 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
b. Exhibits body awareness.	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
c. Exhibits spatial awareness.	
Physical Development & Health (PDH) 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 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 84. Climbs a short ladder (e.g., on playground toys). 85. Skips with direction and control, most of the time.
d. Exhibits temporal awareness.	
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	
CONCEPT: HEALTH	
Objective: Practices healthy behaviors.	
a. Shows independence in personal hygiene.	
Physical Development & Health (PDH) 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 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).	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating).
b. Chooses to participate in daily physical activity.	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).
c. Exhibits body strength and endurance.	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CONCEPT: SAFETY	
Objective: Practices safe behaviors.	
a. Listens to and follows adult directions during emergencies.	
Physical Development & Health (PDH) 36. Follows fire safety/fire drill rules, without assistance.	Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance.
b. Follows vehicle, street and public safety rules.	
Physical Development & Health (PDH) 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). 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands). 44. Tells why people need to go to the doctor and dentist.	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).
b. Recognizes Personal Danger.	
Physical Development & Health (PDH) 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 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance.
d. Knows how and when to seek help.	
Physical Development & Health (PDH) 35. Understands that parents and teachers are helpful resources.	