

Galileo G3 Assessment Scales Alignment with Your State Standards Montana



Assessment
Technology
Incorporated

Assessment Technology, Incorporated

6700 E. Speedway Boulevard
Tucson, Arizona 85710

Phone: 520.323.9033 • Fax: 520.323.9139

Copyright © Assessment Technology, Incorporated 2012. All rights reserved.

This document references the 2004 Montana's Early Learning Guidelines.

Copyright © 2012 by Assessment Technology, Incorporated

All rights reserved. No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission from the publisher.

Assessment Technology, Incorporated, Publishers

Tucson, Arizona, U.S.A.

Printed in the United States of America.

VI-091112

Table of Contents

Table of Contents.....	i
Galileo G-3 Assessment Scales Alignment with Your State Olds.....	1
Standard: Creative Arts.....	5
Standard: Language and Literacy.....	9
Standard: Mathematics and Numeracy.....	12
Standard: Physical Development and Health.....	16
Standard: Science.....	18
Standard: Social and Emotional Development.....	20
Standard: Social Studies.....	22

This page intentionally left blank.

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.

This page intentionally left blank.

Montana's Early Learning Guidelines Aligned to the Galileo 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Standard: Creative Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CREATIVE ARTS GUIDELINE 1: ART APPRECIATION	
Goal: Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences.	
<p>Creative Arts (CA) 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 24. Describes a self-made art project (tells what it is about) to a child or adult. 28. Uses a variety of colors to create moods or feelings in artwork.</p>	
CREATIVE ARTS GUIDELINE 2: ART PRODUCTION	
Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences.	
<p>Creative Arts (CA) 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 18. Draws representations of human and animal figures. 19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials . 20. Draws recognizable environmental objects (e.g., house, trees, ball). 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 23. Draws some details in representations of animals, people, or objects. 25. Uses various tools to create art projects (e.g., rollers, string, straws). 26. Recombines and experiments with art materials to see what happens.</p>	<p>Approaches to Learning 65. Draws representations of human and animal figures.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CREATIVE ARTS GUIDELINE 3: ART ELEMENTS	
Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.	
<p>Creative Arts (CA)</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>25. Uses various tools to create art projects (e.g., rollers, string, straws).</p>	
CREATIVE ARTS GUIDELINE 4: MUSIC APPRECIATION	
Children show enjoyment of music through facial expressions, vocalizations, and various movements.	
<p>Creative Arts (CA)</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>2. Shows an interest in listening to short musical selections.</p> <p>3. Sings or hums familiar songs or tunes.</p> <p>4. Uses movement to express what is being felt/heard in various songs or tunes.</p> <p>5. Talks about the kinds of music enjoyed (e.g., favorites).</p> <p>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</p> <p>9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p> <p>10. Invents songs or tunes using voice or musical instruments.</p> <p>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p> <p>12. Identifies differences in tempo, tone, and volume, most of the time.</p> <p>13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).</p> <p>14. Matches pitch and tempo during a singing activity most of the time.</p>	<p>Approaches to Learning</p> <p>66. Sings or hums familiar songs or tunes.</p> <p>67. Uses movement to express what is being felt/heard in various songs or tunes.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CREATIVE ARTS GUIDELINE 5: MUSIC PRODUCTION	
Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.	
<p>Creative Arts (CA)</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>3. Sings or hums familiar songs or tunes.</p> <p>4. Uses movement to express what is being felt/heard in various songs or tunes.</p> <p>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</p> <p>9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p> <p>10. Invents songs or tunes using voice or musical instruments.</p> <p>14. Matches pitch and tempo during a singing activity most of the time.</p>	<p>Approaches to Learning</p> <p>66. Sings or hums familiar songs or tunes.</p> <p>67. Uses movement to express what is being felt/heard in various songs or tunes.</p>
CREATIVE ARTS GUIDELINE 6: MUSIC ELEMENTS	
Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string).	
<p>Creative Arts (CA)</p> <p>7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.).</p> <p>8. Matches the type of sound to a particular instrument.</p> <p>12. Identifies differences in tempo, tone, and volume, most of the time.</p> <p>14. Matches pitch and tempo during a singing activity most of the time.</p>	
CREATIVE ARTS GUIDELINE 7: DRAMA APPRECIATION	
Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences. Young children enjoy telling stories through action, dialogue or both.	
<p>Creative Arts (CA)</p> <p>30. Uses dramatic play to express feelings (e.g., fear).</p> <p>31. Acts out a real or make-believe character during dramatic play.</p> <p>32. Acts out stories or situations during a dramatic play activity.</p> <p>33. Describes the story or situation that will occur during dramatic play.</p> <p>34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p> <p>36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	<p>Approaches to Learning</p> <p>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CREATIVE ARTS GUIDELINE 8: DRAMA PRODUCTION	
Children create and direct complex scenarios based on individual and group experiences. Children create situations, arrange environments to bring their drama to life, assume roles, direct others and accept direction from others.	
<p>Creative Arts (CA) 35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p> <p>Logic and Reasoning (LR) 1. Decides on a scene to act out. 2. Mimics a movie, book, or past experience. 4. Assigns parts to self and peers to act out scene. 7. Talks to peers in pretend character.</p>	
CREATIVE ARTS GUIDELINE 9: DRAMA ELEMENTS	
Children role play stories in books, poems and simple imaginary themes using elements of drama including character, place, theme or idea.	
<p>Creative Arts (CA) 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. 34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>Logic and Reasoning (LR) 2. Mimics a movie, book, or past experience.</p>	<p>Approaches to Learning 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>

Standard: Language and Literacy

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
LANGUAGE AND LITERACY GUIDELINE 1: RECEPTIVE LANGUAGE	
Goal: Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.	
<p>Language Development (LD)</p> <ol style="list-style-type: none"> 1. Listens attentively to a conversation, story, poem, or song. 4. Asks questions and/or makes comments about a story, poem, or song. 7. Understands nouns commonly found in books for young children. 8. Understands action words (e.g., give, run). 9. Understands negative words (e.g., not, no). 10. Understands positional words (e.g., top, bottom, on, in). 11. Understands pronouns (e.g., she, he, it). 12. Understands words that describe the qualities of objects (e.g., color, soft, cold). 13. Understands past and future tense (e.g., went, will). 15. Uses appropriate words or gestures to share information or experiences. 16. Asks questions to obtain information or assistance. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 23. Combines words to create meaningful short sentences. 24. Uses negative words (e.g., not, no). 25. Uses descriptive words with objects (e.g. pretty flowers). 26. Takes apart and puts together compound words. 27. Uses pronouns to refer to people and things (e.g., she, he, it). 28. Uses past and future tenses (e.g., went, will). 29. Uses possessive endings (e.g., Jose's, Emma's). 30. Uses compound sentences (e.g., sentences joined by and, but, or). 31. Recalls story events using some spoken dialogue. 	<p>Language & Literacy</p> <ol style="list-style-type: none"> 32. Asks questions and/or makes comments about a story, poem, or song. 34. Understands nouns commonly found in books for young children. 35. Understands action words (e.g., give, run). 36. Understands positional words (e.g., top, bottom, on, in).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
LANGUAGE AND LITERACY GUIDELINE 2: EXPRESSIVE LANGUAGE	
Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.	
<p>Language Development (LD)</p> <p>4. Asks questions and/or makes comments about a story, poem, or song.</p> <p>5. Retells a familiar story, poem or song in his/her own words.</p> <p>15. Uses appropriate words or gestures to share information or experiences.</p> <p>16. Asks questions to obtain information or assistance.</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p> <p>24. Uses negative words (e.g., not, no).</p> <p>25. Uses descriptive words with objects (e.g. pretty flowers).</p> <p>27. Uses pronouns to refer to people and things (e.g., she, he, it).</p> <p>28. Uses past and future tenses (e.g., went, will).</p> <p>29. Uses possessive endings (e.g., Jose's, Emma's).</p> <p>30. Uses compound sentences (e.g., sentences joined by and, but, or).</p>	<p>Language & Literacy</p> <p>32. Asks questions and/or makes comments about a story, poem, or song.</p> <p>33. Retells a familiar story, poem or song in his/her own words.</p>
LANGUAGE AND LITERACY GUIDELINE 3: PHONOLOGICAL AWARENESS	
Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.	
<p>Literacy Knowledge & Skills (LK)</p> <p>1. Recognizes matching and dissimilar sounds of consonants and vowels.</p> <p>2. Distinguishes between some beginning consonant sounds in spoken language.</p> <p>7. Distinguishes between some vowel sounds in spoken language.</p> <p>8. Puts sounds together to make short words (e.g., k-a-t, cat).</p> <p>9. 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
LANGUAGE AND LITERACY GUIDELINE 4: PRINT AWARENESS	
Children acquire an understanding that print carries a message through symbols and words. Children learn to make the connection between sounds and letters (the alphabetic principle).	
<p>Literacy Knowledge & Skills (LK)</p> <p>8. Puts sounds together to make short words (e.g., k-a-t, cat).</p> <p>9. Segments short words into their component sounds (e.g., trick, t-r-i-k).</p> <p>22. Recognizes that a spoken word/speech can be written and read.</p> <p>23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p> <p>45. Identifies all the letters in her/his name.</p> <p>46. Names 1 or more letters.</p> <p>47. Points to and names the first letter in familiar words.</p> <p>48. Names 10 or more letters.</p> <p>49. Identifies 1 or more sounds to corresponding letters.</p> <p>50. Identifies 10 or more sounds to corresponding letters.</p>	<p>Language & Literacy</p> <p>40. Puts sounds together to make short words (e.g., k-a-t, cat).</p> <p>41. Segments short words into their component sounds (e.g., trick, t-r-i-k).</p> <p>46. Recognizes that a spoken word/speech can be written and read.</p> <p>47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p> <p>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p> <p>58. Names 10 or more letters.</p>
LANGUAGE AND LITERACY GUIDELINE 5: PRINT DEVELOPMENT	
Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are: writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.	
<p>Literacy Knowledge & Skills (LK)</p> <p>34. Uses scribble on paper to communicate a message.</p> <p>35. Communicates by scribbling and with some letter-like shapes.</p> <p>36. Draws figures and shapes to convey meanings.</p> <p>37. Draws horizontal and vertical lines.</p> <p>38. Holds pencil with thumb and forefinger.</p> <p>39. Uses a variety of writing tools and materials to communicate with others.</p> <p>40. Copies her/his name from a sample.</p> <p>41. Writes some letters.</p> <p>42. Writes using inventive spelling.</p> <p>43. Write her/his name, without assistance.</p> <p>44. Communicates by writing complete words.</p>	<p>Language & Literacy</p> <p>52. Uses scribble on paper to communicate a message.</p> <p>53. Communicates by scribbling and with some letter-like shapes.</p> <p>54. Copies her/his name from a sample.</p> <p>55. Write her/his name, without assistance.</p>

Standard: Mathematics and Numeracy

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
MATHEMATICS AND NUMERACY GUIDELINE 1: NUMERACY RELATIONSHIPS	
Goal: Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).	
<p>Mathematics Knowledge & Skills (MK)</p> <ol style="list-style-type: none"> 1. Uses one-to-one correspondence when counting objects. 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. 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 11. Separates a group into two sets and identifies the number of items in both sets. 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20. 	<p>Cognition & General Knowledge</p> <ol style="list-style-type: none"> 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. 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
MATHEMATICS & NUMERACY GUIDELINE 2: CLASSIFICATION & COMPARISON	
Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.	
<p>Mathematics Knowledge & Skills (MK)</p> <ol style="list-style-type: none"> 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. 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. 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. 24. Matches objects to an example. 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>Logic and Reasoning (LR)</p> <ol style="list-style-type: none"> 25. Provides rationale for sorting objects into specific groups (e.g., all flat). 	<p>Cognition & General Knowledge</p> <ol style="list-style-type: none"> 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. 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. 10. Sorts diverse objects based on a physical attribute (e.g., shape). 11. Provides rationale for sorting objects into specific groups (e.g., all flat).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
MATHEMATICS AND NUMERACY GUIDELINE 3: PATTERN RECOGNITION AND REPRODUCTION	
Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.	
<p>Mathematics Knowledge & Skills (MK) 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 39. Repeats an alternating visual pattern (e.g., red/green/red/green). 40. Repeats an alternating auditory pattern (e.g., loud/soft claps). 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 42. Creates an alternating visual pattern using art or play materials. 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
MATHEMATICS AND NUMERACY GUIDELINE 4: GEOMETRIC SHAPES AND DIRECTIONAL WORDS	
Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within their physical environment.	
<p>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). 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>	
MATHEMATICS AND NUMERACY GUIDELINE 5: MEASUREMENT RELATIONSHIPS	
Children begin to use measurement instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance, weight, area, and time to real life situations in order to construct concepts of 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>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
MATHEMATICS AND NUMERACY GUIDELINE 6: PROBLEM SOLVING	
Children build a foundation for solving problems by formulating questions and possible solutions individually and with others based on their observations and experiences.	
<p>Logic and Reasoning (LR)</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>

Standard: Physical Development and Health

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PHYSICAL DEVELOPMENT AND HEALTH GUIDELINE 1: PERSONAL HEALTH AND SAFETY	
Goal: While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.	
<p>Physical Development & Health (PDH)</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>17. Identifies a variety of games/exercises that help enhance fitness.</p> <p>18. Talks about ways exercise keeps us healthy, with assistance.</p>	<p>Physical Development & Health</p> <p>77. Participates actively in outdoor group games (e.g., kickball).</p>
PHYSICAL DEVELOPMENT AND HEALTH GUIDELINE 2: GROSS/FINE MOTOR AND SENSORY DEVELOPMENT	
Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.	
<p>Physical Development & Health (PDH)</p> <p>15. Exercises large muscles (e.g., running, swinging, hopping, throwing).</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>54. Balances on one foot for five seconds.</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>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PHYSICAL DEVELOPMENT AND HEALTH GUIDELINE 3: MOVEMENT CONCEPTS	
<p style="text-align: center;">Young children begin to develop movement and sensory vocabulary and use it accurately. Young children apply movement concepts to motor skills by responding appropriately to:</p> <ul style="list-style-type: none"> • direction (front/back, side/side, left/right), • personal and general space, • effort and force (hard/soft), • speed and flow (fast/slow) and • sensory experiences (rough/smooth, hot/cold). 	
<p>Language Development (LD) 8. Understands action words (e.g., give, run). 10. Understands positional words (e.g., top, bottom, on, in). 12. Understands words that describe the qualities of objects (e.g., color, soft, cold).</p>	<p>Language & Literacy 35. Understands action words (e.g., give, run). 36. Understands positional words (e.g., top, bottom, on, in).</p>
PHYSICAL DEVELOPMENT AND HEALTH GUIDELINE 4: SELF-EXPRESSION IN MOTOR AND SENSORY EXPERIENCES	
<p style="text-align: center;">Young children seek out and participate in challenging physical activities, including sensory experiences that support their growth in self-expression and social interactions with others.</p>	
<p>Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).</p>	<p>Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).</p>
PHYSICAL DEVELOPMENT AND HEALTH GUIDELINE 5: RESPECT FOR DIFFERENCES	
<p style="text-align: center;">Young children begin to demonstrate an understanding and respect for differences among people during physical activities.</p>	
<p>Social Studies Knowledge & Skills (SSK) 41. Shows recognition of and respect for differences between genders. 42. Shows respect for those with special needs.</p>	

Standard: Science

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SCIENCE GUIDELINE 1: FORMULATION OF QUESTIONS	
Goal: Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests.	
<p>Science Knowledge & Skills (SK)</p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</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>
SCIENCE GUIDELINE 2: PREDICTION	
Children will learn to predict answers and form hypotheses, the second step in the scientific method.	
<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>34. Predicts that it is likely to rain when dark clouds come.</p> <p>35. Predicts which way a scale will tip when a weight is added to one side.</p> <p>36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p>	<p>Cognition & General Knowledge</p> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>19. Predicts which way a scale will tip when a weight is added to one side.</p> <p>20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SCIENCE GUIDELINE 3: EXPERIMENTATION	
Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.	
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).	
SCIENCE GUIDELINE 4: OBSERVATION AND RECORDING	
Children will learn to observe and record findings, the fourth step in the scientific method.	
Science Knowledge & Skills (SK) 41. Uses observation as a way to gather data about an object or an event. 42. Confirms observations with another child/adult.	
SCIENCE GUIDELINE 5: FORMATION OF CONCLUSIONS	
Children will learn to form conclusions, the fifth step in the scientific method.	
Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps). 48. Shares ideas/thoughts when observing the natural world/physical phenomena. 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). 51. Attempts to explain why living things change (e.g., leaves turn brown). 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).	Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps). 22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 23. Provides two explanations for why an event/outcome occurred (e.g., birds left). 24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).
SCIENCE GUIDELINE 6: COMMUNICATION OF RESULTS	
Children will learn to communicate final results, the sixth step in the scientific method.	
Science Knowledge & Skills (SK) 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	

Standard: Social-Emotional Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SOCIAL-EMOTIONAL DEVELOPMENT GUIDELINE 1: SENSE OF SELF	
Goal: Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.	
<p>Social & Emotional Development (SED)</p> <ol style="list-style-type: none"> 1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender. 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 5. Describes his/her physical attributes (what I look like). 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. 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone). 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. 28. Comforts self by engaging in calming/soothing activities some of the time. 	
SOCIAL-EMOTIONAL DEVELOPMENT GUIDELINE 2: SELF-REGULATION	
Children learn to identify and express their feelings in nonhurtful ways, recognize the impact their behavior has on others, and practice self-control.	
<p>Social & Emotional Development (SED)</p> <ol style="list-style-type: none"> 17. Moves around another child that is in her/his way (e.g., going up a slide). 19. Expresses wants and needs in conflict situations. 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>Social & Emotional Development</p> <ol style="list-style-type: none"> 70. Shows the ability to compromise in conflict resolution.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SOCIAL-EMOTIONAL DEVELOPMENT GUIDELINE 3: A CARING COMMUNITY	
Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings.	
<p>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. 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. 42. Respects the rights of others. 46. Expresses empathy or caring for others by consoling, comforting, or helping.</p>	
SOCIAL-EMOTIONAL DEVELOPMENT GUIDELINE 4: A PRO-SOCIAL ENVIRONMENT	
Children follow routines with increasing independence and handle variations without discomfort. They make their preferences known in increasingly mature ways and respond to adult guidance appropriately. Children begin to make friends and build relationships with both peers and adults.	
<p>Social & Emotional Development (SED) 12. Follows established rules and routines in the classroom. 13. Makes transitions between activities with minimal assistance. 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers. 19. Expresses wants and needs in conflict situations.</p>	<p>Social & Emotional Development 68. Follows established rules and routines in the classroom.</p>

Standard: Social Studies

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SOCIAL STUDIES GUIDELINE 1: AWARENESS OF TIME	
Goal: Young children begin to understand the concept of time, including past, present, and future. They are able to recognize recurring experiences that are part of the daily routine.	
<p>Social Studies Knowledge & Skills (SSK) 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 36. Identifies events that might occur in the future. 37. Labels days by function (e.g., school day, field trip day). 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media. 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").</p>	<p>Cognition & General Knowledge 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.</p>
SOCIAL STUDIES GUIDELINE 2: ROLES, RIGHTS, AND RESPONSIBILITIES	
Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.	
<p>Social Studies Knowledge & Skills (SSK) 7. Demonstrates increasing ability to follow through on plans. 8. Demonstrates awareness of the outcomes of one's own choices.</p> <p>Physical Development & Health (PDH) 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</p> <p>Social & Emotional Development (SED) 12. Follows established rules and routines in the classroom.</p>	<p>Social & Emotional Development 68. Follows established rules and routines in the classroom.</p> <p>Physical Development & Health 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SOCIAL STUDIES GUIDELINE 3: PLACES, REGIONS, AND SPATIAL AWARENESS	
Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by, and the effect they have upon, the world around them.	
<p>Social Studies Knowledge & Skills (SSK)</p> <p>11. Identifies landmarks to describe location of residence or school (e.g., school is by the store).</p> <p>13. Signs, gestures, or talks about neighborhood resources (library, post office).</p> <p>14. Demonstrates and uses terms related to location, direction, and distance.</p> <p>15. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision.</p> <p>16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.</p> <p>17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).</p> <p>18. Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.</p> <p>21. Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).</p>	<p>Cognition & General Knowledge</p> <p>28. Demonstrates and uses terms related to location, direction, and distance.</p>
SOCIAL STUDIES GUIDELINE 4: THE PHYSICAL WORLD	
As young children explore the environment, they become aware of how people and the earth interact. By 4 and 5 years of age, children begin to understand how people use natural resources and change the earth for their own benefit. They develop an awareness of how to care for their physical environment and why it is important.	
<p>Social Studies Knowledge & Skills (SSK)</p> <p>26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).</p>	
SOCIAL STUDIES GUIDELINE 5: RECOGNITION OF DIVERSITY	
Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.	
<p>Social Studies Knowledge & Skills (SSK)</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> <p>45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SOCIAL STUDIES GUIDELINE 6: COMMUNITY AWARENESS	
Young children began to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.	
<p>Social Studies Knowledge & Skills (SSK)</p> <p>9. Describes or illustrates the roles/responsibilities of community workers.</p> <p>10. Tells why cars and people need to stop at red lights.</p> <p>11. Identifies landmarks to describe location of residence or school (e.g., school is by the store).</p> <p>12. Differentiates the United States flag from other flags by pointing.</p> <p>13. Signs, gestures, or talks about neighborhood resources (library, post office).</p>	<p>Cognition & General Knowledge</p> <p>27. Describes or illustrates the roles/responsibilities of community workers.</p>