

Galileo® G3 Assessment Scales Alignment with Your State Standards New Jersey



Assessment
Technology
Incorporated

Assessment Technology, Incorporated

6700 E. Speedway Boulevard
Tucson, Arizona 85710

Phone: 520.323.9033 • Fax: 520.323.9139

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Galileo® G3 Assessment Scales Alignment with Your State Standards

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

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

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

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

Alignment with Your State Standards

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

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

TABLE 1
Galileo G3 Assessment Scales

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

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

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

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

TABLE 2

Galileo® G3 Nature and Science Assessment Scale Knowledge Areas

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

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

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

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

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

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

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New Jersey Preschool Learning Standards Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Social/Emotional Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 0.1: CHILDREN DEMONSTRATE SELF-CONFIDENCE.	
0.1.1 Express individuality by making independent decisions about which materials to use. 0.1.P.A.1	
<p>Social & Emotional Development 26. Gets materials needed for an activity, without prompts.</p> <p>Creative Arts 22. Selects materials that will be needed for a self-initiated art project.</p>	
0.1.2 Express ideas for activities and initiate discussions. 0.1.P.A.2	
<p>Language 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p> <p>Literacy 20. Initiates conversation with a peer or an adult about a story, book or poem.</p>	
0.1.3 Actively engage in activities and interactions with teachers and peers. 0.1.P.A.3	
<p>Logic & Reasoning 14. Practices building relationships with other children (offering direction, help). 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.</p> <p>Social & Emotional Development 16. Seeks support from familiar adults to resolve conflicts with peers. 26. Gets materials needed for an activity, without prompts.</p>	
0.1.4 Discuss their own actions and efforts. 0.1.P.A.4	
<p>Social & Emotional Development 8. Talks positively about a recent accomplishment.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 0.2: CHILDREN DEMONSTRATE SELF-DIRECTION.	
0.2.1 Make independent choices and plans from a broad range of diverse interest centers. 0.2.P.A.1	
Approaches to Learning 4. Selects activities or objects from a choice of at least two in a daily routine. 5. Selects activities that are within her/his capabilities, most of the time. 6. Initiates preferred purposeful activities when playing in interest centers.	
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings). 0.2.P.A.2	
Physical Development & Health 2. Feeds his/herself without help. 9. Begins to independently brush his/her teeth with supervision. 12. Brushes teeth in a correct fashion, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 26. Uses bathroom, without assistance.	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating).
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next. 0.2.P.A.3	
Social & Emotional Development 13. Makes transitions between activities with minimal assistance.	
0.2.4 Attend to tasks for a period of time. 0.2.P.A.4	
Approaches to Learning 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.	
STANDARD 0.3: CHILDREN IDENTIFY AND EXPRESS FEELINGS.	
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. 0.3.P.A.1	
Social & Emotional Development 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).	
0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad). 0.3.P.A.2	
Social & Emotional Development 46. Expresses empathy or caring for others by consoling, comforting, or helping.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities). 0.3.P.A.3	
Social & Emotional Development 9. Engages in reassuring self-talk or changing goals when frustrated or frightened.	
STANDARD 0.4: CHILDREN EXHIBIT POSITIVE INTERACTIONS WITH OTHER CHILDREN AND ADULTS.	
0.4.1 Engage appropriately with peers and teachers in classroom activities. 0.4.P.A.1	
Logic & Reasoning 14. Practices building relationships with other children (offering direction, help). 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.	
0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands). 0.4.P.A.2	
Logic & Reasoning 14. Practices building relationships with other children (offering direction, help).	
0.4.3 Say “thank you,” “please,” and “excuse me.” 0.4.P.A.3	
Language 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”). 0.4.P.A.4	
Social & Emotional Development 42. Respects the rights of others.	
0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”). 0.4.P.A.5	
Social & Emotional Development 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.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions). 0.4.P.A.6	
Social & Emotional Development 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.
STANDARD 0.5: CHILDREN EXHIBIT PRO-SOCIAL BEHAVIORS.	
0.5.1 Play independently and cooperatively in pairs and small groups. 0.5.P.A.1	
Social & Emotional Development 39. Sustains a cooperative participation with others.	
0.5.2 Engage in pretend play. 0.5.P.A.2	
Logic & Reasoning 9. Acts out different roles (e.g., child, adult) in dramatic play situations. 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).	Cognition & General Knowledge 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play. 0.5.P.A.3	
Social & Emotional Development 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.
0.5.4 Take turns. 0.5.P.A.4	
Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
0.5.5 Demonstrate understanding the concept of sharing by attempting to share. 0.5.P.A.5	
Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

VISUAL & PERFORMING ARTS

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 1.1: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF CREATIVE MOVEMENT AND DANCE.	
1.1.1 Move the body in a variety of ways, with and without music. 1.3.P.A.1	
Creative Arts 4. Uses movement to express what is being felt/heard in various songs or tunes. 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement. 1.3.P.A.2	
Creative Arts 9. Synchronizes movements to different patterns of beat/tempo, most of the time. 12. Identifies differences in tempo, tone, and volume, most of the time.	
1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres. 1.3.P.A.5	
Creative Arts 4. Uses movement to express what is being felt/heard in various songs or tunes. 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.
1.1.6 Use movement/dance to convey meaning around a theme or to show feelings. 1.3.P.A.6	
Creative Arts 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.
1.1.7 Describe feelings and reactions in response to a creative movement/dance performance. 1.4.P.A.1	
Creative Arts 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.
STANDARD 1.2: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF MUSIC.	
1.2.1 Sing a variety of songs with expression, independently and with others. 1.3.P.B.1	
Creative Arts 3. Sings or hums familiar songs or tunes. 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 10. Invents songs or tunes using voice or musical instruments. 14. Matches pitch and tempo during a singing activity most of the time.	Approaches to Learning 66. Sings or hums familiar songs or tunes.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations. 1.3.P.B.2	
Creative Arts 10. Invents songs or tunes using voice or musical instruments. 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).	
1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns. 1.3.P.B.3	
Creative Arts 3. Sings or hums familiar songs or tunes. 14. Matches pitch and tempo during a singing activity most of the time.	Approaches to Learning 66. Sings or hums familiar songs or tunes.
1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs. 1.3.P.B.4	
Creative Arts 3. Sings or hums familiar songs or tunes. 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). 14. Matches pitch and tempo during a singing activity most of the time.	Approaches to Learning 66. Sings or hums familiar songs or tunes.
1.2.7 Describe feelings and reactions in response to diverse musical genres and styles. 1.4.P.A.2	
Creative Arts 5. Talks about the kinds of music enjoyed (e.g., favorites).	
STANDARD 1.3: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF DRAMATIC PLAY AND STORYTELLING.	
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic). 1.3.P.C.1	
Creative Arts 31. Acts out a real or make-believe character during dramatic play. 35. Practices "working out" new situations (e.g., going to doctor, new baby, trip). Logic & Reasoning 9. Acts out different roles (e.g., child, adult) in dramatic play situations.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out. 1.3.P.C.2	
Creative Arts 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. 36. Uses dramatic play to ask questions to gain new knowledge from others.	
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props. 1.3.P.C.3	
Creative Arts 32. Acts out stories or situations during a dramatic play activity. Logic & Reasoning 1. Decides on a scene to act out. 3. Uses objects to represent characters (e.g., stuffed animal as the dad). 4. Assigns parts to self and peers to act out scene. 7. Talks to peers in pretend character. 8. Reacts to peers remaining in pretend character. 9. Acts out different roles (e.g., child, adult) in dramatic play situations. 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). 12. Acknowledges a difference between pretend game and the reality of the classroom.	Cognition & General Knowledge 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg). 16. Acknowledges a difference between pretend game and the reality of the classroom.
1.3.4 Differentiate between fantasy/pretend play and real events. 1.3.P.C.4	
Logic & Reasoning 12. Acknowledges a difference between pretend game and the reality of the classroom.	Cognition & General Knowledge 16. Acknowledges a difference between pretend game and the reality of the classroom.
1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next). 1.3.P.C.5	
Creative Arts 32. Acts out stories or situations during a dramatic play activity. 33. Describes the story or situation that will occur during dramatic play.	
STANDARD 1.4: CHILDREN EXPRESS THEMSELVES THROUGH AND DEVELOP AN APPRECIATION OF THE VISUAL ARTS (E.G., PAINTING, SCULPTING, AND DRAWING).	
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools. 1.3.P.D.1	
Creative Arts 16. Takes care of art materials/supplies (e.g., washes brushes, covers paint).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space. 1.3.P.D.2	
<p>Creative Arts</p> <p>17. Creates collages with various materials and textures (e.g., fabrics, pictures).</p> <p>19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials .</p> <p>20. Draws recognizable environmental objects (e.g., house, trees, ball).</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p> <p>23. Draws some details in representations of animals, people, or objects.</p> <p>25. Uses various tools to create art projects (e.g., rollers, string, straws).</p> <p>26. Recombines and experiments with art materials to see what happens.</p> <p>27. Describes the steps/plan for constructing a self-initiated art project.</p> <p>28. Uses a variety of colors to create moods or feelings in artwork.</p> <p>29. Draws a series of pictures that depict a story.</p>	
1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts. 1.3.P.D.3	
<p>Creative Arts</p> <p>24. Describes a self-made art project (tells what it is about) to a child or adult.</p> <p>27. Describes the steps/plan for constructing a self-initiated art project.</p>	
1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination. 1.3.P.D.4	
<p>Creative Arts</p> <p>18. Draws representations of human and animal figures.</p> <p>20. Draws recognizable environmental objects (e.g., house, trees, ball).</p> <p>23. Draws some details in representations of animals, people, or objects.</p> <p>28. Uses a variety of colors to create moods or feelings in artwork.</p>	<p>Approaches to Learning</p> <p>65. Draws representations of human and animal figures.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. 1.3.P.D.5	
<p>Creative Arts 15. Works with other children on a cooperative art project (e.g., mural). 27. Describes the steps/plan for constructing a self-initiated art project.</p>	
1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop. 1.3.P.D.6	
<p>Creative Arts 18. Draws representations of human and animal figures. 20. Draws recognizable environmental objects (e.g., house, trees, ball). 23. Draws some details in representations of animals, people, or objects. 29. Draws a series of pictures that depict a story.</p>	<p>Approaches to Learning 65. Draws representations of human and animal figures.</p>

HEALTH, SAFETY, AND PHYSICAL EDUCATION

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 2.1: CHILDREN DEVELOP SELF-HELP AND PERSONAL HYGIENE SKILLS.	
2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather). 2.1.P.A.1	
<p>Physical Development & Health</p> <ul style="list-style-type: none"> 2. Feeds his/herself without help. 3. Independently selects and eats a variety of food types. 4. Serves self an appropriate amount of food. 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 12. Brushes teeth in a correct fashion, without assistance. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 19. Unzips zippers. 20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 22. Puts on front-opening garment, without assistance. 23. Puts on pull-over garment, without assistance. 24. Puts on shoes correctly, without assistance. 25. Ties own shoes, without assistance. 	<p>Physical Development & Health</p> <ul style="list-style-type: none"> 74. Independently selects and eats a variety of food types. 76. Requests or initiates hand washing when needed (e.g., before eating).
2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth). 2.1.P.A.2	
<p>Physical Development & Health</p> <ul style="list-style-type: none"> 4. Serves self an appropriate amount of food. 9. Begins to independently brush his/her teeth with supervision. 20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 22. Puts on front-opening garment, without assistance. 23. Puts on pull-over garment, without assistance. 24. Puts on shoes correctly, without assistance. 25. Ties own shoes, without assistance. 	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 2.2: CHILDREN BEGIN TO DEVELOP THE KNOWLEDGE AND SKILLS NECESSARY TO MAKE NUTRITIOUS FOOD CHOICES.	
2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape). 2.1.P.B.1	
Physical Development & Health 3. Independently selects and eats a variety of food types	Physical Development & Health 74. Independently selects and eats a variety of food types.
2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings). 2.1.P.B.2	
Physical Development & Health 5. Identifies examples of foods that are healthy.	Physical Development & Health 75. Identifies examples of foods that are healthy.
STANDARD 2.3: CHILDREN BEGIN TO DEVELOP AN AWARENESS OF POTENTIAL HAZARDS IN THEIR ENVIRONMENT.	
2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used). 2.1.P.D.1	
Physical Development & Health 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts. 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 39. Describes basic traffic safety rules, without assistance.	Physical Development & Health 36. Follows fire safety/fire drill rules, without assistance. 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).
2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.). 2.1.P.D.2	
Literacy 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.
2.3.3 Identify community helpers who assist in maintaining a safe environment. 2.1.P.D.3	
Social Studies 9. Describes or illustrates the roles/responsibilities of community workers.	Cognition & General Knowledge 27. Describes or illustrates the roles/responsibilities of community workers.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 2.4: CHILDREN DEVELOP COMPETENCE AND CONFIDENCE IN ACTIVITIES THAT REQUIRE GROSS- AND FINE-MOTOR SKILLS.	
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching). 2.5.P.A.1	
<p>Physical Development & Health</p> <p>45. Walks to a destination without help.</p> <p>46. Jumps in place and off low objects, such as a step.</p> <p>47. Moves around obstacles with balance and direction.</p> <p>48. Stops and turns while running.</p> <p>49. Walks along a line on the floor, most of the time.</p> <p>50. Climbs up and down stairs.</p> <p>51. Walks along a wide beam, most of the time.</p> <p>52. Climbs a short ladder (e.g., on playground toys).</p> <p>53. Jumps forward several times, maintaining balance most of the time.</p> <p>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
<p>2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter). 2.5.P.A.2</p>	
<p>Physical Development & Health 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils. 67. Correctly holds a pencil or crayon. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape. 71. Strings large beads on a piece of yarn. 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>	<p>Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape. 88. Uses computer keyboard/mouse for writing/drawing, without assistance.</p>
<p>2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton). 2.5.P.A.3</p>	
<p>Physical Development & Health 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. 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils. 67. Correctly holds a pencil or crayon. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape.</p>	<p>Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape.</p>

LANGUAGE ARTS LITERACY

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 3.1: CHILDREN LISTEN AND RESPOND TO ENVIRONMENTAL SOUNDS, DIRECTIONS, AND CONVERSATIONS.	
3.1.1 Follow oral directions that involve several actions. 3.1.P.A.1	
Language 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
3.1.2 Listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others). 3.1.P.A.2	
Language 1. Listens attentively to a conversation, story, poem, or song.	
3.1.3 Show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses). 3.1.P.A.3	
Language 1. Listens attentively to a conversation, story, poem, or song. 31. Recalls story events using some spoken dialogue. Literacy 15. Makes connections between her/his own experiences and those presented in books/stories.	
3.1.4 Show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions. 3.1.P.A.4	
Language 4. Asks questions and/or makes comments about a story, poem, or song. 5. Retells a familiar story, poem or song in his/her own words. 6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze).	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song. 33. Retells a familiar story, poem or song in his/her own words.
STANDARD 3.2: CHILDREN CONVERSE EFFECTIVELY WITH DIFFERENT AUDIENCES IN THEIR HOME LANGUAGE, ENGLISH, OR SIGN LANGUAGE FOR A VARIETY OF PURPOSES RELATED TO THEIR EXPERIENCES.	
3.2.1 Describe previous experiences and relate them to new experiences or ideas. 3.2.P.A.1	
Literacy 15. Makes connections between her/his own experiences and those presented in books/stories.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.2.2 Use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others). 3.2.P.A.2	
<p>Language</p> <p>14. Repeats or tries different words/sentences to get another child or adult to respond.</p> <p>15. Uses appropriate words or gestures to share information or experiences.</p> <p>16. Asks questions to obtain information or assistance.</p> <p>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p> <p>23. Combines words to create meaningful short sentences.</p> <p>24. Uses negative words (e.g., not, no).</p> <p>25. Uses descriptive words with objects (e.g. pretty flowers).</p> <p>26. Takes apart and puts together compound words.</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>	
3.2.3 Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events. 3.2.P.A.3	
<p>Logic & Reasoning</p> <p>7. Talks to peers in pretend character.</p> <p>8. Reacts to peers remaining in pretend character.</p>	
3.2.4 Use compound sentences (e.g., “I wanted to make a long snake, but Mimi has the scarf.”), if-then statements (e.g., “If I set the table, then you can serve the food.”), and complex sentences (e.g., “Pigs wouldn’t like it on the moon because there isn’t any mud.”). 3.2.P.A.4	
<p>Language</p> <p>23. Combines words to create meaningful short sentences.</p> <p>30. Uses compound sentences (e.g., sentences joined by and, but, or).</p>	
3.2.5 Use language to communicate and negotiate ideas and plans for activities. 3.2.P.A.5	
<p>Social & Emotional Development</p> <p>24. Maintains a negotiated plan.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.2.6 Listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic. 3.2.P.A.6	
Language 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.	
3.2.7 Ask questions to obtain information. 3.2.P.A.7	
Language 4. Asks questions and/or makes comments about a story, poem, or song. 16. Asks questions to obtain information or assistance.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
3.2.8 Join in singing, finger-plays, chanting, and retelling and inventing stories. 3.2.P.A.8	
Creative Arts 3. Sings or hums familiar songs or tunes.	Approaches to Learning 66. Sings or hums familiar songs or tunes.
3.2.10 Use new vocabulary and ask questions to extend understanding of words. 3.2.P.A.10	
Language 16. Asks questions to obtain information or assistance.	
STANDARD 3.3: CHILDREN DEMONSTRATE EMERGENT READING SKILLS.	
STRAND A: PRINT AWARENESS	
3.3.A.1 Identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus). 3.3.P.A.1	
Literacy 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.
3.3.A.2 Recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines). 3.3.P.A.2	
Literacy 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).	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).
3.3.A.3 Identify some alphabet letters, especially those in his/her own name. 3.3.P.A.3	
Literacy 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.	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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.3.A.4 Recognize own name in a variety of contexts. 3.3.P.A.4	
Literacy 45. Identifies all the letters in her/his name.	Language & Literacy 56. Identifies all the letters in her/his name.
3.3.A.5 Recognize that letters are grouped to form words and that words are separated by spaces. 3.3.P.A.5	
Literacy 29. Recognizes that words are separated by spaces.	
3.3.A.6 Recognize that it is the print that is read in stories. 3.3.P.A.6	
Literacy 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).
STRAND B: KNOWLEDGE AND ENJOYMENT OF BOOKS	
3.3.B.1 Demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom). 3.3.P.B.1	
Literacy 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right.	Language & Literacy 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right.
3.3.B.2 Display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover). 3.3.P.B.2	
Literacy 16. Handles books and other reading material with care. 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).
3.3.B.3 Exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing). 3.3.P.B.3	
Literacy 16. Handles books and other reading material with care. 17. Views reading materials one page at a time (front to back), most of the time. 18. Engages in pretend reading with other children, doll, or toy animal.	
3.3.B.4 Answer simple recall and comprehension questions about a book being read (e.g., Goodnight Gorilla: "What do you see the gorilla doing now?"). 3.3.P.B.4	
Literacy 20. Initiates conversation with a peer or an adult about a story, book or poem. Language 4. Asks questions and/or makes comments about a story, poem, or song. 5. Retells a familiar story, poem or song in his/her own words.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song. 33. Retells a familiar story, poem or song in his/her own words.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.3.B.5 Use a familiar book as a cue to retell their version of the story. 3.3.P.B.5	
Language 5. Retells a familiar story, poem or song in his/her own words.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
3.3.B.6 Show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories). 3.3.P.B.6	
Literacy 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. 12. Makes guesses about why things happen or change in a story.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
3.3.B.7 Ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences. 3.3.P.B.7	
Literacy 20. Initiates conversation with a peer or an adult about a story, book or poem.	
STRAND C: PHONOLOGICAL AWARENESS	
3.3.C.1 Engage in language play (e.g., manipulate separate and repeating sounds). 3.3.P.C.1	
Literacy 6. Creates rhyming words in play activities.	
3.3.C.2 Make up and chant rhymes (e.g., at the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, saying, “A light is for night.”). 3.3.P.C.2	
Literacy 6. Creates rhyming words in play activities.	
3.3.C.3 Play with alliterative language (e.g., “Peter, Peter Pumpkin Eater”). 3.3.P.C.3	
Literacy 6. Creates rhyming words in play activities.	
STANDARD 3.4: CHILDREN DEMONSTRATE EMERGENT WRITING SKILLS.	
3.4.2 “Write” messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling). 3.4.P.A.2	
Literacy 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others. 44. Communicates by writing complete words.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
3.4.3 Attempt to write own name on work. 3.4.P.A.3	
Literacy 43. Write her/his name, without assistance.	Language & Literacy 55. Write her/his name, without assistance.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.4.4 Share and discuss work samples containing drawings, paintings, and pictures. 3.4.P.A.4	
Creative Arts 24. Describes a self-made art project (tells what it is about) to a child or adult.	
3.4.5 Attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer). 3.4.P.A.5	
Literacy 39. Uses a variety of writing tools and materials to communicate with others. 43. Write her/his name, without assistance.	Language & Literacy 55. Write her/his name, without assistance.

MATHEMATICS

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 4.1: CHILDREN DEMONSTRATE AN UNDERSTANDING OF NUMBERS AND NUMERICAL OPERATIONS.	
4.1.1 Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last). 4.1.P.A.1	
Early Math 5. Counts to find out how many are in a group greater than 10.	
4.1.2 Recognize and name some one-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock). 4.1.P.A.2	
Early Math 7. Writes numerals to indicate 6 or less objects. 8. Writes numerals to indicate between 7 and 10 objects. 9. Writes numerals to indicate between 11 and 20 objects.	Cognition & General Knowledge 4. Writes numerals to indicate 6 or less objects. 5. Writes numerals to indicate between 7 and 10 objects. 6. Writes numerals to indicate between 11 and 20 objects.
4.1.3 Compare groups of objects (e.g., using the terms “more,” “less,” “same”). 4.1.P.A.3	
Early Math 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
4.1.4 Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying “One for you, one for me.”): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting. 4.1.P.A.4	
Early Math 1. Uses one-to-one correspondence when counting objects.	
4.1.5 Explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., “Three blue pegs, three yellow pegs, six pegs altogether!”); and (b) separating (“I have four carrot sticks. I’m eating one! Now I have 3!”). 4.1.P.A.5	
Early Math 15. Adds one to a small group, when asked. 16. Indicates that a small group has more after some have been added. 17. Adds two small groups by combining the groups and counting all the objects. 18. Indicates that a small group has less after taking some away. 19. Indicates that one was taken away from a small group. 20. Indicates how many are left after taking one from a small group.	Cognition & General Knowledge 8. Adds two small groups by combining the groups and counting all the objects. 9. Indicates how many are left after taking one from a small group.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 4.2: CHILDREN DEVELOP KNOWLEDGE OF SPATIAL CONCEPTS (E.G., SHAPES AND MEASUREMENT).	
4.2.1 Use and respond to positional words (e.g., in, under, between, down). 4.2.P.A.1	
<p>Early Math 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).</p> <p>Language 10. Understands positional words (e.g., top, bottom, on, in).</p>	<p>Language & Literacy 36. Understands positional words (e.g., top, bottom, on, in).</p>
4.2.2 Explore and talk about basic shapes in the environment (e.g., circle, square, triangle). 4.2.P.A.2	
<p>Early Math 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.</p>	
4.2.6 Use simple shapes to make designs, patterns, and pictures (e.g., tangrams). 4.2.P.A.6	
<p>Early Math 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.</p>	
4.2.7 Explore the use of nonstandard objects for measurement. 4.2.P.A.7	
<p>Early Math 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length.</p>	<p>Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.</p>
4.2.8 Compare and order objects according to measurable attributes (e.g., length, weight). 4.2.P.A.8	
<p>Early Math 25. Sorts diverse objects based on a physical attribute (e.g., shape). 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape). 27. Sorts diverse objects based on multiple attributes (e.g., size and shape). 28. Identifies the shorter or taller of two persons or things. 29. Identifies the shortest or tallest in a group. 30. Arranges objects in order by size. 31. Places an object in its proper position in a group ordered by size.</p>	<p>Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4.2.9 Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine). 4.2.P.A.9	
<p>Social Studies</p> <p>35. Begins to use or respond to the language of time such as related to daily routines or schedules.</p> <p>36. Identifies events that might occur in the future.</p> <p>37. Labels days by function (e.g., school day, field trip day).</p> <p>39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>	<p>Cognition & General Knowledge</p> <p>30. Begins to use or respond to the language of time such as related to daily routines or schedules.</p>
STANDARD 4.3: CHILDREN UNDERSTAND PATTERNS, RELATIONSHIPS, AND CLASSIFICATION.	
4.3.2 Represent patterns in a variety of ways. 4.3.P.A.2	
<p>Early Math</p> <p>38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).</p> <p>39. Repeats an alternating visual pattern (e.g., red/green/red/green).</p> <p>40. Repeats an alternating auditory pattern (e.g., loud/soft claps).</p> <p>41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).</p> <p>42. Creates an alternating visual pattern using art or play materials.</p> <p>43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
4.3.3 Begin to represent data in pictures and drawings. 4.3.P.A.3	
<p>Nature & Science</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>
4.3.4 Show awareness of the attributes of objects through sorting, ordering, and classifying. 4.3.P.A.4	
<p>Early Math</p> <p>24. Matches objects to an example.</p> <p>25. Sorts diverse objects based on a physical attribute (e.g., shape).</p> <p>26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).</p> <p>27. Sorts diverse objects based on multiple attributes (e.g., size and shape).</p> <p>28. Identifies the shorter or taller of two persons or things.</p> <p>29. Identifies the shortest or tallest in a group.</p> <p>30. Arranges objects in order by size.</p> <p>31. Places an object in its proper position in a group ordered by size.</p>	<p>Cognition & General Knowledge</p> <p>10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 4.4: CHILDREN USE MATHEMATICAL KNOWLEDGE TO REPRESENT, COMMUNICATE, AND SOLVE PROBLEMS IN THEIR ENVIRONMENT.	
4.4.1 Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool. 4.4.P.A.1	
Logic & Reasoning 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 18. Uses concrete materials to solve a problem (e.g., blocks to count). 19. Tries out new ideas to see if they will work.	Cognition & General Knowledge 14. Uses concrete materials to solve a problem (e.g., blocks to count).
4.4.2 Solve problems that arise in mathematics and in other contexts. 4.4.P.A.2	
Logic & Reasoning 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 18. Uses concrete materials to solve a problem (e.g., blocks to count). 19. Tries out new ideas to see if they will work.	Cognition & General Knowledge 14. Uses concrete materials to solve a problem (e.g., blocks to count).
4.4.3 Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities. 4.4.P.A.3	
Early Math 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
4.4.4 Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines. 4.4.P.A.4	
Early Math 1. Uses one-to-one correspondence when counting objects. 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10. 6. Counts backward to find how many are left.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.

SCIENCE

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 5.1: CHILDREN DEVELOP INQUIRY SKILLS.	
5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry). 5.1.P.A.1	
<p>Nature & Science</p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p> <p>2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</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>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p> <p>25. Asks "What will happen if" questions to help predict a future event.</p>
5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks). 5.1.P.B.1	
<p>Nature & Science</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
<p>5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]). 5.1.P.B.2</p>	
<p>Nature & Science 4. Describes what an animal is doing as it is being observed. 5. Talks about characteristics of living things (e.g., leaf is soft). 6. Describes the typical behaviors/habits of a familiar animal. 7. Draws/talks about changes in her/himself over time. 8. Describes/draws the type of shelter used by familiar animals. 9. Draws/talks about what living things need to survive (e.g., plants need water). 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal. 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). 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).</p>	
<p>5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions. 5.1.P.C.1</p>	
<p>Nature & Science 48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p>	
<p>5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants). 5.1.P.D.1</p>	
<p>Nature & Science 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 5.2: CHILDREN OBSERVE AND INVESTIGATE MATTER AND ENERGY.	
5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight. 5.2.P.A.1	
<p>Nature & Science</p> <p>2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p> <p>41. Uses observation as a way to gather data about an object or an event.</p> <p>45. Uses more than one approach to gather data/answer a question (e.g., book, adult).</p>	<p>Cognition & General Knowledge</p> <p>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids). 5.2.P.B.1	
<p>Nature & Science</p> <p>22. Classifies objects by their state (e.g., liquid, solid, gas).</p> <p>35. Predicts which way a scale will tip when a weight is added to one side.</p> <p>36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p>	<p>Cognition & General Knowledge</p> <p>19. Predicts which way a scale will tip when a weight is added to one side.</p> <p>20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p>
5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors). 5.2.P.C.1	
<p>Nature & Science</p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p>	
5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll). 5.2.P.E.1	
<p>Nature & Science</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 5.3: CHILDREN OBSERVE AND INVESTIGATE LIVING THINGS.	
5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers). 5.3.P.A.1	
<p>Nature & Science</p> <p>4. Describes what an animal is doing as it is being observed.</p> <p>5. Talks about characteristics of living things (e.g., leaf is soft).</p> <p>6. Describes the typical behaviors/habits of a familiar animal.</p> <p>7. Draws/talks about changes in her/himself over time.</p> <p>8. Describes/draws the type of shelter used by familiar animals.</p> <p>9. Draws/talks about what living things need to survive (e.g., plants need water).</p> <p>10. Draws/talks about observed life cycle changes in a familiar plant.</p> <p>11. Draws/talks about observed life cycle changes in a familiar animal.</p> <p>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>23. Classifies objects into living and non-living categories.</p>	<p>Cognition & General Knowledge</p> <p>17. Classifies objects into living and non-living categories.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p>5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell). 5.2.P.A.2</p>	
<p>Nature & Science 4. Describes what an animal is doing as it is being observed. 5. Talks about characteristics of living things (e.g., leaf is soft). 6. Describes the typical behaviors/habits of a familiar animal. 7. Draws/talks about changes in her/himself over time. 8. Describes/draws the type of shelter used by familiar animals. 9. Draws/talks about what living things need to survive (e.g., plants need water). 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal. 23. Classifies objects into living and non-living categories.</p>	<p>Cognition & General Knowledge 17. Classifies objects into living and non-living categories.</p>
<p>5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium). 5.3.P.C.1</p>	
<p>Nature & Science 9. Draws/talks about what living things need to survive (e.g., plants need water). 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).</p>	
<p>5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants). 5.3.P.D.1</p>	
<p>Nature & Science 7. Draws/talks about changes in her/himself over time. 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal. 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
STANDARD 5.4: CHILDREN OBSERVE AND INVESTIGATE THE EARTH.	
5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind’s effect on playground objects). 5.4.P.C.1	
Nature & Science 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).	
5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects). 5.4.P.E.1	
Nature & Science 9. Draws/talks about what living things need to survive (e.g., plants need water).	
5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors). 5.4.P.F.1	
Nature & Science 12. Draws/talks about different weather conditions (e.g., sunny, rainy). 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).	
5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects). 5.4.P.G.1	
Social Studies 28. Points out recycling container in the classroom. 29. Tells what goes into the recycling container in the classroom. 31. Describes what recycling is. 32. Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps). 33. Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).	
STANDARD 5.5: CHILDREN GAIN EXPERIENCE IN USING TECHNOLOGY.	
5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders). 5.1.P.B.3	
Nature & Science 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).	Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 6.1: CHILDREN IDENTIFY UNIQUE CHARACTERISTICS OF THEMSELVES, THEIR FAMILIES, AND OTHERS.	
6.1.1 Describe characteristics of oneself, one’s family, and others. 6.1.P.D.1	
Social Studies 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
6.1.2 Demonstrate an understanding of family roles and traditions. 6.1.P.D.2	
Social Studies 1. Shares personal family stories and traditions. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
6.1.3 Express individuality and cultural diversity (e.g., through dramatic play). 6.1.P.D.3	
Social Studies 1. Shares personal family stories and traditions. 43. Shows respect for members of different cultures.	
STANDARD 6.2: CHILDREN BECOME CONTRIBUTING MEMBERS OF THE CLASSROOM COMMUNITY.	
6.2.1 Demonstrate understanding of rules by following most classroom routines. 6.1.P.A.1	
Social & Emotional Development 12. Follows established rules and routines in the classroom.	Social & Emotional Development 68. Follows established rules and routines in the classroom.
6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs. 6.1.P.A.2	
Social Studies 5. Demonstrates increasing ability to make independent choices.	
6.2.3 Demonstrate appropriate behavior when collaborating with others. 6.1.P.A.3	
Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
STANDARD 6.3: CHILDREN DEMONSTRATE KNOWLEDGE OF NEIGHBORHOOD AND COMMUNITY.	
6.3.1 Develop an awareness of the physical features of the neighborhood/community. 6.1.P.B.1	
Social Studies 11. Identifies landmarks to describe location of residence or school (e.g., school is by the store). 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground. 17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
6.3.2 Identify, discuss, and role-play the duties of a range of community workers. 6.1.P.B.2	
Social Studies 9. Describes or illustrates the roles/responsibilities of community workers.	Cognition & General Knowledge 27. Describes or illustrates the roles/responsibilities of community workers.
STANDARD 6.4: CHILDREN DEVELOP AN AWARENESS OF THE CULTURES WITHIN THEIR CLASSROOM AND THEIR COMMUNITY.	
6.4.1 Learn about and respect other cultures within the classroom and community. 6.1.P.D.4	
Social Studies 43. Shows respect for members of different cultures.	

TECHNOLOGY

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
STANDARD 8.1: NAVIGATE SIMPLE ON SCREEN MENUS.	
8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	
<p>Technology</p> <p>16. Uses a mouse or finger pad to move a cursor around the screen.</p> <p>21. Is able to use a mouse or finger pad to point to images on a computer screen.</p> <p>22. Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button).</p> <p>27. Can save a file, with assistance.</p> <p>28. Can open a saved file with assistance.</p>	
8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.	
<p>Technology</p> <p>22. Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button).</p>	
STANDARD 8.2: USE ELECTRONIC DEVICES INDEPENDENTLY.	
8.2.1 Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard. (no matching goal)	
8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."	
<p>Technology</p> <p>26. Knows that computers can store information in a variety of ways (e.g., USB device, CD, computer hard, online).</p> <p>28. Can open a saved file with assistance.</p>	
8.2.3 Turn smart toys on and/or off.	
<p>Technology</p> <p>13. Can turn on a technology device with supervision (e.g., computer, laptop, tablet or pad).</p>	
8.2.4 Recognize that the number keys are in a row on the top of the keyboard.	
<p>Technology</p> <p>18. Distinguishes numbers from letters on a keyboard or keypad.</p>	
8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	
<p>Technology</p> <p>30. Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera)</p> <p>31. Uses an age appropriate software program with a partner or in a small group.</p> <p>32. Independently uses an age appropriate software program.</p>	

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
8.2.6 Use a digital camera to take a picture.	
Technology 30. Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera)	
STANDARD 8.3: BEGIN TO USE ELECTRONIC DEVICES TO COMMUNICATE.	
8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	
Technology 20. Writes messages with invented spelling on a keyboard to keypad. 25. Types own name on a keyboard or keypad without assistance.	
STANDARD 8.4: USE COMMON TECHNOLOGY VOCABULARY.	
8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	
Technology 12. Uses vocabulary related to technology (e.g., computer, laptop, tablet, pad, screen, mouse).	
STANDARD 8.5: BEGIN TO USE ELECTRONIC DEVICES TO GAIN INFORMATION.	
8.5.1 Use the Internet to explore and investigate questions with a teacher's support.	
Technology 22. Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button). 33. Uses a computer or laptop to answer a simple question or do research with assistance.	

*Galileo does not offer alignment to the World Languages at this time.