

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



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 Mexico 3- and 4- Year-Old Early Learning Guidelines Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Physical Development, Health and Well-Being

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#1 THE CHILD INDEPENDENTLY USES GROSS MOTOR CONTROL INCLUDING BALANCE, SPATIAL AWARENESS AND STABILITY.	
1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	
<p>Physical Development & Health (PDH)</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>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 align="center">1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e., "Duck, Duck, Goose").</p>	
<p>Physical Development & Health (PDH) 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 49. Walks along a line on the floor, most of the time. 51. Walks along a wide beam, most of the time. 53. Jumps forward several times, maintaining balance most of the time. 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 57. Jumps backward without losing balance. 59. Gallops maintaining direction and control, most of the time. 60. Throws a ball a short distance with accuracy, most of the time. 61. Kicks a ball a short distance with accuracy, most of the time. 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time. 63. Dribbles a large ball several times with both hands. 64. Dribbles a large ball several times with one hand.</p>	
<p align="center">#2 THE CHILD INDEPENDENTLY USES FINE MOTOR SKILLS.</p>	
<p align="center">2.1 Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.</p>	
<p>Physical Development & Health (PDH) 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. 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>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects, and when dressing and undressing.	
Physical Development & Health (PDH) 25. Ties own shoes, without assistance. 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.	Physical Development & Health (PDH) 88. Uses computer keyboard/mouse for writing/drawing, without assistance.
2.3 Holds writing tool in pincer grasp to draw, scribble write, make letter-like shapes and/or letters.	
Physical Development & Health (PDH) 67. Correctly holds a pencil or crayon.	Physical Development & Health 86. Correctly holds a pencil or crayon.
#3 THE CHILD'S BEHAVIOR DEMONSTRATES HEALTH AND HYGIENE SKILLS.	
3.1 Shows increasing awareness of hygiene in handwashing, toileting, and/or dental hygiene.	
Physical Development & Health (PDH) 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 12. Brushes teeth in a correct fashion, without assistance. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 26. Uses bathroom, without assistance. 27. Initiates a trip to the bathroom, without being prompted. 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently. 29. Disposes of toilet paper/paper towels appropriately. 30. Remains dry and unsoiled between bathroom trips.	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating). 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).	
<p>Physical Development & Health (PDH) 5. Identifies examples of foods that are healthy. 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball). 17. Identifies a variety of games/exercises that help enhance fitness. 18. Talks about ways exercise keeps us healthy, with assistance. 31. Has calm and settled rest periods.</p>	<p>Physical Development & Health 75. Identifies examples of foods that are healthy. 77. Participates actively in outdoor group games (e.g., kickball).</p>
#4 THE CHILD DEMONSTRATES SAFE BEHAVIORS IN INCREASING NUMBERS OF SITUATIONS.	
4.1 Identifies potentially harmful objects, substances and behaviors.	
<p>Physical Development & Health (PDH) 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.</p>	<p>Physical Development & Health 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance.</p>
4.2 Increasingly follows classroom, school and safety rules most of the time.	
<p>Physical Development & Health (PDH) 36. Follows fire safety/fire drill rules, without assistance. 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 39. Describes basic traffic safety rules, without assistance. 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</p>	<p>Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance. 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).</p>

Literacy

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#5 THE CHILD DEMONSTRATES DEVELOPMENT AND EXPANSION OF LISTENING SKILLS.	
5.1 Listens with understanding to directions and conversations.	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song.	
5.2 Follows directions with increasing complexity.	
Language Development (LD) 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
5.3 Hears and discriminates the sounds of language in words to develop phonological awareness.	
Literacy Knowledge & Skills (LK) 1. Recognizes matching and dissimilar sounds of consonants and vowels. 2. Distinguishes between some beginning consonant sounds in spoken language. 3. Says both syllables of a two-syllable word, with distinct separation. 5. Distinguishes between some ending consonant sounds in spoken language. 7. Distinguishes between some vowel sounds in spoken language. 8. Puts sounds together to make short words (e.g., k-a-t, cat). 9. Segments short words into their component sounds (e.g., trick, t-r-i-k).	Language & Literacy 37. Recognizes matching and dissimilar sounds of consonants and vowels. 38. Says both syllables of a two-syllable word, with distinct separation. 40. Puts sounds together to make short words (e.g., k-a-t, cat). 41. Segments short words into their component sounds (e.g., trick, t-r-i-k).
5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.	
Language Development (LD) 7. Understands nouns commonly found in books for young children.	Language & Literacy 34. Understands nouns commonly found in books for young children.
#6 THE CHILD COMMUNICATES EXPERIENCES, IDEAS AND FEELINGS THROUGH SPEAKING.	
6.1 Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
6.2 Asks and answers relevant questions.	
<p>Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 19. Responds to comments or questions from others during a conversation.</p>	<p>Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.</p>
6.3 Engages in conversations that develop a thought or idea.	
<p>Language Development (LD) 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic.</p>	
#7 THE CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT READING SKILLS.	
7.1 Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.	
<p>Literacy Knowledge & Skills (LK) 13. Selects books, sometimes, over other activities when given a choice. 14. Request rereading of favorite book. 15. Makes connections between her/his own experiences and those presented in books/stories. 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. 19. Requests a favorite book by title, author, or illustrator. 20. Initiates conversation with a peer or an adult about a story, book or poem.</p>	<p>Language & Literacy 44. Requests a favorite book by title, author, or illustrator.</p>
7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.	
<p>Literacy Knowledge & Skills (LK) 11. Predicts story events using picture or verbal cues. 12. Makes guesses about why things happen or change in a story. 20. Initiates conversation with a peer or an adult about a story, book or poem.</p> <p>Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.</p>	<p>Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song. 43. Predicts story events using picture or verbal cues.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).	
Literacy Knowledge & Skills (LK) 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right.	Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right.
7.4 Progresses in understanding and using concepts of print.	
Literacy Knowledge & Skills (LK) 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
#8 THE CHILD ENGAGES IN ACTIVITIES THAT PROMOTE THE ACQUISITION OF EMERGENT WRITING SKILLS.	
8.1 Experiments with a variety of writing tools, materials, and surfaces.	
Literacy Knowledge & Skills (LK) 39. Uses a variety of writing tools and materials to communicate with others.	
8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.	
Literacy Knowledge & Skills (LK) 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 41. Writes some letters. 42. Writes using inventive spelling.	Language & Literacy 53. Communicates by scribbling and with some letter-like shapes.

Numeracy

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#9 THE CHILD UNDERSTANDS NUMBERS, WAYS OF REPRESENTING NUMBERS AND RELATIONSHIPS BETWEEN QUANTITIES AND NUMERALS.	
9.1 Uses one-to-one correspondence in counting increasingly higher groups of objects.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>1. Uses one-to-one correspondence when counting objects.</p>	
9.2 Uses numbers and counting as a means for solving problems and determining quantity.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>2. Counts to find how many are in a group up to 5.</p> <p>3. Counts forward from a number > 1 to find how many are in a group.</p> <p>4. Counts to find how many are in a group up to 10.</p> <p>5. Counts to find out how many are in a group greater than 10.</p> <p>6. Counts backward to find how many are left.</p> <p>10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p>11. Separates a group into two sets and identifies the number of items in both sets.</p> <p>15. Adds one to a small group, when asked.</p> <p>16. Indicates that a small group has more after some have been added.</p> <p>17. Adds two small groups by combining the groups and counting all the objects.</p> <p>18. Indicates that a small group has less after taking some away.</p> <p>19. Indicates that one was taken away from a small group.</p> <p>20. Indicates how many are left after taking one from a small group.</p>	<p>Cognition & General Knowledge</p> <p>1. Counts to find how many are in a group up to 5.</p> <p>2. Counts forward from a number > 1 to find how many are in a group.</p> <p>3. Counts to find how many are in a group up to 10.</p> <p>7. Separates a group into two sets and identifies the number of items in both sets.</p> <p>8. Adds two small groups by combining the groups and counting all the objects.</p> <p>9. Indicates how many are left after taking one from a small group.</p>
9.3 Recognizes some numerals.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>12. Identifies numerals 0 to 5.</p> <p>13. Identifies numerals 6 to 10.</p> <p>14. Identifies numerals 11 to 20.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#10 THE CHILD DEMONSTRATES UNDERSTANDING OF GEOMETRICAL AND SPATIAL CONCEPTS.	
10.1 Recognizes, names, describes, compares and creates familiar shapes.	
<p>Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board. 36. Creates new shapes from familiar shapes by folding, cutting, or twisting. 37. Identifies the sides and corners in a shape.</p>	
10.2 Describes and interprets spatial sense and positions.	
<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).</p>	
#11 THE CHILD DEMONSTRATES AN UNDERSTANDING OF NON-STANDARD UNITS TO MEASURE AND MAKE COMPARISONS.	
11.1 Compares and uses language relating to time with increasing accuracy.	
<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>
11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.	
<p>Social Studies Knowledge & Skills (SSK) 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>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
11.3 Demonstrates emerging knowledge of measurement.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>44. Uses non-standard unit (e.g., cut-out paper squares) to measure area.</p> <p>45. Uses non-standard units (e.g., paper cups) to measure volume.</p> <p>46. Uses non-standard units (e.g., paper clips) to measure length.</p> <p>47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p>Cognition & General Knowledge</p> <p>12. Uses non-standard units (e.g., paper clips) to measure length.</p>
#12 THE CHILD DEMONSTRATES THE ABILITY TO INVESTIGATE, ORGANIZE, AND CREATE REPRESENTATIONS.	
12.1 Sorts, classifies, and groups materials by one or more characteristics.	
<p>Logic & Reasoning (LR)</p> <p>23. Identifies which object does not belong in a group.</p> <p>24. Describes the similarities/differences between two events (e.g., day/night).</p> <p>25. Provides rationale for sorting objects into specific groups (e.g., all flat).</p> <p>26. Associates events/experiences with their intent(s) (e.g., school:learning).</p>	<p>Cognition & General Knowledge</p> <p>11. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>
12.2 Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.	
<p>Social Studies Knowledge & Skills (SSK)</p> <p>1. Shares personal family stories and traditions.</p> <p>2. Identifies family members and relationship to each.</p> <p>3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).</p> <p>Social & Emotional Development (SED)</p> <p>1. Knows his/her own first and last names.</p> <p>2. Knows his/her age.</p> <p>3. Knows his/her gender.</p> <p>4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</p> <p>5. Describes his/her physical attributes (what I look like).</p> <p>6. Talks about his/her interests (what I like to do).</p> <p>7. Says positive things about his/her appearance.</p> <p>8 Talks positively about a recent accomplishment.</p>	<p>Cognition & General Knowledge</p> <p>26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).</p>

Aesthetic Creativity

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#13 THE CHILD DEMONSTRATES APPRECIATION FOR THE ARTS (MOVEMENT, MUSIC, VISUAL AND DRAMATIC).	
13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	
<p>Creative Arts (CA)</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>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p> <p>18. Draws representations of human and animal figures.</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>29. Draws a series of pictures that depict a story.</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>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> <p>65. Draws representations of human and animal figures.</p> <p>67. Uses movement to express what is being felt/heard in various songs or tunes.</p>

Scientific Conceptual Under-Standings

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#14 THE CHILD USES THE SCIENTIFIC METHOD TO INVESTIGATE THE PHYSICAL AND NATURAL WORLDS AND TO HYPOTHEZIZE AND MAKE PREDICTIONS.	
14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	
Science Knowledge & Skills (SK) 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
14.2 Asks questions about the physical and natural worlds.	
Science Knowledge & Skills (SK) 54. Asks "Why" questions to learn more about a current/past event. 55. Asks "What will happen if" questions to help predict a future event. 56. Asks "How" objects and events are different/same.	Cognition & General Knowledge 25. Asks "What will happen if" questions to help predict a future event.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
14.3 Makes predictions and forms hypotheses.	
<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>47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>50. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>51. Attempts to explain why living things change (e.g., leaves turn brown).</p> <p>52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>	<p>Cognition & General Knowledge</p> <p>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> <p>22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>23. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>
14.4 Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances).	
<p>Science Knowledge & Skills (SK)</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge</p> <p>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#15 THE CHILD ACQUIRES SCIENTIFIC KNOWLEDGE RELATED TO LIFE SCIENCES.	
15.1 Explores, observes, and describes a variety of living things and distinguishes from non-living things.	
<p>Science Knowledge & Skills (SK)</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>12. Draws/talks about different weather conditions (e.g., sunny, rainy).</p> <p>13. Draws/talks about physical changes observed in objects (e.g., ice melting).</p> <p>14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).</p> <p>15. Associates objects/events with different temperatures (e.g., ice-low temp.).</p> <p>16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).</p> <p>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>22. Classifies objects by their state (e.g., liquid, solid, gas).</p> <p>23. Classifies objects into living and non-living categories.</p> <p>24. Classifies objects based on whether they are found in nature or made by people.</p> <p>25. Classifies objects based on their physical composition (e.g., metal, rock, soil).</p> <p>26. Classifies objects based on whether or not they require electricity/battery.</p>	<p>Cognition & General Knowledge</p> <p>17. Classifies objects into living and non-living categories.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.	
Social Studies Knowledge & Skills (SSK) 27. Throws trash in garbage can. 28. Points out recycling container in the classroom. 29. Tells what goes into the recycling container in the classroom. 30. Makes use of used materials when possible (e.g., scratch paper, uses both front and back of paper). 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).	
#16 THE CHILD ACQUIRES SCIENTIFIC KNOWLEDGE RELATED TO EARTH SCIENCE.	
16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.	
Science Knowledge & Skills (SK) 29. Predicts that an animal will seek shelter in bad weather. 34. Predicts that it is likely to rain when dark clouds come. 48. Shares ideas/thoughts when observing the natural world/physical phenomena.	

Self, Family and Community

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#17 THE CHILD EXHIBITS SELF-AWARENESS.	
17.1 Expresses needs and/or stands up for own rights.	
Social & Emotional Development (SED) 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy). 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations.	Social & Emotional Development 72. Chooses to express self to others safely/respectfully in calm situations.
17.2 Makes choices and expresses likes and dislikes.	
Social Studies Knowledge & Skills (SSK) 5. Demonstrates increasing ability to make independent choices.	
Social & Emotional Development (SED) 6. Talks about his/her interests (what I like to do).	
17.3 Identifies own gender, family and culture.	
Social Studies Knowledge & Skills (SSK) 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).
Social & Emotional Development (SED) 3. Knows his/her gender.	
17.4 Expresses cultural influences from home, neighborhood and community.	
Social Studies Knowledge & Skills (SSK) 2. Identifies family members and relationship to each.	
#18 THE CHILD DEMONSTRATES SELF-CONTROL.	
18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations).	
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. 15. Uses classroom materials safely and for their intended purpose.	Social & Emotional Development 68. Follows established rules and routines in the classroom.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.	
Social & Emotional Development (SED) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
#19 THE CHILD DEMONSTRATES PERSONAL RESPONSIBILITY.	
19.1 Cares for personal and group possessions.	
Social & Emotional Development (SED) 15. Uses appropriate words or gestures to share information or experiences.	
19.2 Begins to accept the consequences of his or her own actions.	
Social Studies Knowledge & Skills (SSK) 8. Demonstrates awareness of the outcomes of one's own choices. Social & Emotional Development (SED) 47. Accepts the consequences for own inappropriate behavior most of the time.	
#20 THE CHILD WORKS COOPERATIVELY WITH OTHER CHILDREN AND ADULTS.	
20.1 Plays and interacts with various children, sharing experiences and ideas with others.	
Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. Social & Emotional Development (SED) 31. Responds appropriately to greeting by familiar peers. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others. 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 41. Recognizes the impact of his/her actions on others' feelings. 46. Expresses empathy or caring for others by consoling, comforting, or helping. 42. Respects the rights of others.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. Social & Emotional Development 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	
Approaches to Learning (AL) 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object. 26. Voluntarily helps a peer. 27. Says, signs, or gestures when it is her/his turn in a game or activity. 28. Establishes proximity to peers during an unstructured child-directed activity. 29. Maintains proximity to peers during an unstructured child-directed activity. 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.	Approaches to Learning 63. Takes turns playing with a toy or object.
#21 THE CHILD DEVELOPS RELATIONSHIPS OF MUTUAL TRUST AND RESPECT WITH OTHERS.	
21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.	
Social & Emotional Development (SED) 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.	
21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.	
Social & Emotional Development (SED) 14. Comfortably accepts guidance and directions from a familiar adult.	
21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.	
Social Studies Knowledge & Skills (SSK) 41. Shows recognition of and respect for differences between genders. 42. Shows respect for those with special needs. 43. Shows respect for members of different cultures. 44. Shows respect for varying family structures. 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	
#22 THE CHILD DEMONSTRATES KNOWLEDGE OF NEIGHBORHOOD AND COMMUNITY.	
22.1 Identifies, discusses and dramatizes duties of a variety of common community occupations.	
Social Studies Knowledge & Skills (SSK) 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
22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.	
<p>Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. 5. Demonstrates increasing ability to make independent choices.</p>	<p>Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>

Approaches to Learning

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#23 THE CHILD IS OPEN AND CURIOUS TO LEARN NEW THINGS.	
23.1 Demonstrates eagerness to find out more about other people. (no matching goal)	
23.2 Shows interest in exploring the environment, learning new things and trying new experiences.	
Approaches to Learning (AL) 1. Explores most areas of the classroom. 2. Participates in an increasing variety of experiences independently. 3. Combines materials, objects, equipment in new ways to produce multiple uses. 4. Selects activities or objects from a choice of at least two in a daily routine. 5. Selects activities that are within her/his capabilities, most of the time. 6. Initiates preferred purposeful activities when playing in interest centers. 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	
#24 THE CHILD TAKES INITIATIVE.	
24.1 Initiates interaction with peers and adults.	
Social & Emotional Development (SED) 32. Initiates greeting of familiar peers.	
24.2 Develops increasing independence during activities, routines, and play.	
Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently. 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.	
#25 THE CHILD EXHIBITS IMAGINATION AND CREATIVITY.	
25.1 Tries new ways of doing things.	
Approaches to Learning (AL) 3. Combines materials, objects, equipment in new ways to produce multiple uses.	Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.
25.2 Uses imagination to generate a variety of ideas.	
Approaches to Learning (AL) 3. Combines materials, objects, equipment in new ways to produce multiple uses. 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).	Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.	
<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>	
#26 THE CHILD SHOWS CONFIDENCE.	
26.1 Demonstrates increasing self-confidence through interactions with others.	
<p>Approaches to Learning (AL)</p> <p>25. Is helpful to an adult when prompted.</p> <p>26. Voluntarily helps a peer.</p> <p>27. Says, signs, or gestures when it is her/his turn in a game or activity.</p> <p>28. Establishes proximity to peers during an unstructured child-directed activity.</p> <p>29. Maintains proximity to peers during an unstructured child-directed activity.</p> <p>30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
#27 THE CHILD DISPLAYS PERSISTENCE AND PURSUES CHALLENGES.	
27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.	
<p>Approaches to Learning (AL)</p> <p>11. Maintains concentration in an activity despite distractions or interruptions.</p> <p>12. Maintains interest in an activity for an appropriate period of time.</p> <p>13. Completes a simple self-selected activity or task.</p> <p>14. Corrects her/his own mistakes, some of the time.</p> <p>15. Persists with a difficult or non-preferred activity.</p> <p>16. Checks to see if a simple task has been completed, without being asked.</p> <p>20. Sets a goal, and with adult help, plans a small number of steps to achieve it.</p> <p>21. Revises, with adult help, a plan that has not produced the intended result.</p> <p>30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p>	<p>Approaches to Learning</p> <p>59. Sets a goal, and with adult help, plans a small number of steps to achieve it.</p> <p>60. Revises, with adult help, a plan that has not produced the intended result.</p>
27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).	
<p>Approaches to Learning (AL)</p> <p>11. Maintains concentration in an activity despite distractions or interruptions.</p> <p>12. Maintains interest in an activity for an appropriate period of time.</p>	
#28 THE CHILD USES PROBLEM-SOLVING SKILLS.	
28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.	
<p>Approaches to Learning (AL)</p> <p>9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).</p> <p>10. Experiments with a variety of strategies to solve a problem or complete a task.</p>	