

# **Galileo® G3 Assessment Scales Alignment with Your State Standards**

## **New York**



**Assessment  
Technology  
Incorporated**

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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*

<b>3-5 Galileo G3 Assessment Scales</b>	<b>Capabilities</b>
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**

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

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 York Pre-Kindergarten Learning Standards Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

## Domain: Approaches to Learning

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>BENCHMARK: CHILDREN ACTIVELY AND CONFIDENTLY ENGAGE IN PLAY AS A MEANS OF EXPLORATION AND LEARNING.</b>	
<b>Indicator:</b> Child interacts with a variety of materials through play.	
<b>Approaches to Learning</b> 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).	
<b>Logic &amp; Reasoning</b> 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).	
<b>Child participates in multiple play activities with same material.</b>	
<b>Approaches to Learning</b> 3. Combines materials, objects, equipment in new ways to produce multiple uses.	<b>Approaches to Learning</b> 61. Combines materials, objects, equipment in new ways to produce multiple uses.
<b>Child engages in pretend and imaginative play – testing theories, acting out imagination.</b>	
<b>Logic &amp; Reasoning</b> 3. Uses objects to represent characters (e.g., stuffed animal as the dad). 4. Assigns parts to self and peers to act out scene. 9. Acts out different roles (e.g., child, adult) in dramatic play situations.	
<b>Child self-selects play activity and demonstrates spontaneity.</b>	
<b>Approaches to Learning</b> 2. Participates in an increasing variety of experiences independently. 6. Initiates preferred purposeful activities when playing in interest centers.	
<b>CHILDREN ACTIVELY AND CONFIDENTLY ENGAGE IN PLAY AS A MEANS OF EXPLORATION AND LEARNING, CONTINUED.</b>	
<b>Child uses “trial and error” method to figure out a task, problem, etc.</b>	
<b>Approaches to Learning</b> 19. Tries out new ideas to see if they will work. 30. Uses trial and error to solve a problem or puzzle.	
<b>CHILDREN APPROACH TASKS, ACTIVITIES AND PROBLEMS WITH CREATIVITY, IMAGINATION AND/OR WILLINGNESS TO TRY NEW EXPERIENCES OR ACTIVITIES.</b>	
<b>Child chooses materials/props and uses novel ways to represent ideas, characters, and objects.</b>	
<b>Approaches to Learning</b> 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>Child identifies additional materials to complete a task</b>				
<b>Logic &amp; Reasoning</b> 18. Uses concrete materials to solve a problem (e.g., blocks to count).				
<b>Child experiments and seeks additional clarity to further his/her knowledge.</b>				
<b>Approaches to Learning</b> 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). 10. Experiments with a variety of strategies to solve a problem or complete a task.	<b>Approaches to Learning</b> 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).			
<b>Child seeks additional clarity to further his/her knowledge.</b>				
<b>Approaches to Learning</b> 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	<b>Approaches to Learning</b> 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).			
<b>CHILDREN APPROACH TASKS, ACTIVITIES AND PROBLEMS WITH CREATIVITY, IMAGINATION AND/OR WILLINGNESS TO TRY NEW EXPERIENCES OR ACTIVITIES, CONTINUED.</b>				
<b>Child seeks out connections, relations and assistance from peers and adults to complete a task</b>				
<b>Logic &amp; Reasoning</b> 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.				
<b>Child communicates more than one solution to a problem.</b>				
<b>Logic &amp; Reasoning</b> 20. Suggests an alternative solution to solve a problem, without assistance.				
<b>CHILDREN EXHIBIT CURIOSITY, INTEREST, AND WILLINGNESS IN LEARNING NEW THINGS AND HAVING NEW EXPERIENCES.</b>				
<b>Child asks questions using who, what, how, why, when, where, what if.</b>				
<b>Approaches to Learning</b> 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	<b>Approaches to Learning</b> 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).			
<b>Child expresses an interest in learning about and discussing a growing range of ideas.</b>				
<b>Approaches to Learning</b> 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	<b>Approaches to Learning</b> 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).			
<b>Child actively explores how things in the world work.</b>				
<b>Approaches to Learning</b> 1. Explores most areas of the classroom. 2. Participates in an increasing variety of experiences independently.				
<b>Logic &amp; Reasoning</b> 19. Tries out new ideas to see if they will work.				

<b>3-5: Galileo G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>CHILDREN EXHIBIT CURIOSITY, INTEREST, AND WILLINGNESS IN LEARNING NEW THINGS AND HAVING NEW EXPERIENCES, CONTINUED.</b>	
<b>Child investigates areas of interest.</b>	
<b>Approaches to Learning</b> <ol style="list-style-type: none"> <li>1. Explores most areas of the classroom.</li> <li>2. Participates in an increasing variety of experiences independently.</li> <li>4. Selects activities or objects from a choice of at least two in a daily routine.</li> <li>5. Selects activities that are within her/his capabilities, most of the time.</li> <li>6. Initiates preferred purposeful activities when playing in interest centers.</li> </ol>	
<b>Child takes objects and materials apart and attempts to reassemble them (e.g. puzzles, models, nuts and bolts).</b>	
<b>Logic &amp; Reasoning</b> <ol style="list-style-type: none"> <li>31. Puts a simple puzzle together, without assistance.</li> </ol>	
<b>Nature &amp; Science</b> <ol style="list-style-type: none"> <li>2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).</li> </ol>	
<b>Child seeks out activities and materials that support his/her curiosity.</b>	
<b>Approaches to Learning</b> <ol style="list-style-type: none"> <li>1. Explores most areas of the classroom.</li> <li>2. Participates in an increasing variety of experiences independently.</li> <li>4. Selects activities or objects from a choice of at least two in a daily routine.</li> <li>5. Selects activities that are within her/his capabilities, most of the time.</li> <li>6. Initiates preferred purposeful activities when playing in interest centers.</li> </ol>	
<b>CHILDREN EXHIBIT CURIOSITY, INTEREST, AND WILLINGNESS IN LEARNING NEW THINGS AND HAVING NEW EXPERIENCES, CONTINUED.</b>	
<b>Child willingly engages in new experiences and activities.</b>	
<b>Approaches to Learning</b> <ol style="list-style-type: none"> <li>2. Participates in an increasing variety of experiences independently.</li> </ol>	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>CHILDREN ACTIVELY ENGAGE IN PROBLEM SOLVING.</b>		
<b>Child identifies a problem and tries to solve it independently or with assistance.</b>		
<b>Logic &amp; Reasoning</b> 15. Seeks assistance from an adult when attempting to solve a problem. 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).	<b>Cognition &amp; General Knowledge</b> 14. Uses concrete materials to solve a problem (e.g., blocks to count).	
<b>Child attempts multiple ways to solve a problem.</b>		
<b>Logic &amp; Reasoning</b> 19. Tries out new ideas to see if they will work. 20. Suggests an alternative solution to solve a problem, without assistance.		
<b>Child communicates more than one solution to a problem.</b>		
<b>Logic &amp; Reasoning</b> 20. Suggests an alternative solution to solve a problem, without assistance.		
<b>Child engages with peers to solve problems.</b>		
<b>Logic &amp; Reasoning</b> 16. Seeks assistance from peers when attempting to solve a problem.		
<b>CHILDREN DEMONSTRATE PERSISTENCE.</b>		
<b>Child maintains focus on a task.</b>		
<b>Approaches to Learning</b> 11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.		
<b>Child seeks assistance when the next step seems unclear or appears too difficult</b>		
<b>Logic &amp; Reasoning</b> 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.		
<b>Child modifies strategies used to complete a task.</b>		
<b>Approaches to Learning</b> 21. Revises, with adult help, a plan that has not produced the intended result.	<b>Approaches to Learning</b> 60. Revises, with adult help, a plan that has not produced the intended result.	

## Domain: Cognition and Knowledge of the World

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CONTENT AREA: MATHEMATICS</b>	
<b>BENCHMARK: CHILDREN WILL DEMONSTRATE AN UNDERSTANDING OF NUMBERS, WAYS TO REPRESENT NUMBERS, RELATIONSHIPS AMONG NUMBERS AND THE NUMBER SYSTEM.</b>	
<b>Indicator: Child distinguishes between numbers and letters.</b>	
<b>Early Math</b> 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	
<b>Child is able to understand that a number represents a quantity.</b>	
<b>Early Math</b> 1. Uses one-to-one correspondence when counting objects.	
<b>Child is able to count to 20 by ones.</b>	
<b>Early Math</b> 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.	<b>Cognition &amp; General Knowledge</b> 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
<b>Child uses one to one correspondence when counting to ten.</b>	
<b>Early Math</b> 1. Uses one-to-one correspondence when counting objects. 4. Counts to find how many are in a group up to 10.	<b>Cognition &amp; General Knowledge</b> 3. Counts to find how many are in a group up to 10.
<b>Child is able to count with understanding and recognize "how many" in sets of objects.</b>	
<b>Early Math</b> 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.	<b>Cognition &amp; General Knowledge</b> 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.
<b>CHILDREN WILL DEMONSTRATE AN UNDERSTANDING OF NUMBERS, WAYS TO REPRESENT NUMBERS, RELATIONSHIPS AMONG NUMBERS AND THE NUMBER SYSTEM, CONTINUED.</b>	
<b>Child counts a set of objects and recognizes that the last counting word tells "how many".</b>	
<b>Early Math</b> 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.	<b>Cognition &amp; General Knowledge</b> 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.
<b>Child recognizes and describes the concept of zero.</b>	
<b>Early Math</b> 12. Identifies numerals 0 to 5.	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>CHILDREN WILL UNDERSTAND THE BEGINNING PRINCIPLES OF ADDITION AND SUBTRACTION.</b>		
<b>Child demonstrates an understanding of “adding more” items to a set of items (If we add two more apples to the three apples we have five apples).</b>		
<b>Early Math</b> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 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.	<b>Cognition &amp; General Knowledge</b> 8. Adds two small groups by combining the groups and counting all the objects.	
<b>CHILDREN WILL UNDERSTAND THE BEGINNING PRINCIPLES OF ADDITION AND SUBTRACTION, CONTINUED.</b>		
<b>Child demonstrates an understanding of subtracting, (taking away) from a set of items. (If we have 5 oranges on the table and one orange is removed, we have four oranges left on the table.)</b>		
<b>Early Math</b> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 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.	<b>Cognition &amp; General Knowledge</b> 9. Indicates how many are left after taking one from a small group.	
<b>Child accurately uses vocabulary words related to addition and subtraction (add, subtract, plus, and minus, etc.).</b>		
<b>Early Math</b> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 16. Indicates that a small group has more after some have been added. 18. Indicates that a small group has less after taking some away.		
<b>CHILDREN DEMONSTRATE UNDERSTANDING OF GEOMETRIC AND SPATIAL RELATIONS.</b>		
<b>Child points to square, triangle, rectangle, circle, when asked.</b>		
<b>Early Math</b> 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.		
<b>Child names: square, triangle, rectangle, circle.</b>		
<b>Early Math</b> 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.		

<b>3-5: Galileo G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>CHILDREN DEMONSTRATE UNDERSTANDING OF GEOMETRIC AND SPATIAL RELATIONS, CONTINUED.</b>		
<b>Child finds shapes in the environment.</b>		
<b>Early Math</b> 25. Sorts diverse objects based on a physical attribute (e.g., shape). 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 37. Identifies the sides and corners in a shape.	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape).	
<b>Child matches two items of the shape regardless of size.</b>		
<b>Early Math</b> 25. Sorts diverse objects based on a physical attribute (e.g., shape). 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board.	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape).	
<b>Logic &amp; Reasoning</b>		
23. Identifies which object does not belong in a group.		
<b>Child builds, compares, and contrasts two and three dimensional shapes.</b>		
<b>Early Math</b> 27. Sorts diverse objects based on multiple attributes (e.g., size and shape). 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.		
<b>Logic &amp; Reasoning</b>		
23. Identifies which object does not belong in a group.		
<b>Child describes whether or not two shapes are the same.</b>		
<b>Early Math</b> 37. Identifies the sides and corners in a shape.		
<b>Logic &amp; Reasoning</b>		
23. Identifies which object does not belong in a group.		
<b>CHILDREN DEMONSTRATE UNDERSTANDING OF GEOMETRIC AND SPATIAL RELATIONS, CONTINUED.</b>		
<b>Child sequences different shapes to make patterns.</b>		
<b>Early Math</b> 37. Identifies the sides and corners in a shape. 42. Creates an alternating visual pattern using art or play materials.		

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>Child decides which piece will fit into a space in a puzzle.</b>				
<b>Early Math</b> 30. Arranges objects in order by size. 35. Places a circle, square, or triangle appropriately on a foam board.				
<b>Logic &amp; Reasoning</b> 31. Puts a simple puzzle together, without assistance.				
<b>CHILDREN UNDERSTAND DIRECTIONALITY, ORDER, AND POSITION.</b>				
<b>Child identifies first, last, and other simple words (e.g., next, second, last) related to order or position.</b>				
<b>Early Math</b> 32. Understands object directionality concepts (e.g., right, left, up, down).				
<b>Child describes object locations with spatial words such as top, bottom; up, down; in front of, behind; over and under.</b>				
<b>Early Math</b> 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).				
<b>Child reproduces a simple pattern model. (Red bead is first, yellow bead is second, and blue bead is last)</b>				
<b>Early Math</b> 39. Repeats an alternating visual pattern (e.g., red/green/red/green). 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).				
<b>Logic &amp; Reasoning</b> 35. Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red). 36. Creates an original AB pattern when shown an AB pattern (e.g., circle, square, circle, square).				
<b>CHILDREN WILL SORT, CLASSIFY AND ORGANIZE OBJECTS BY SIZE, NUMBER, ATTRIBUTES AND OTHER PROPERTIES.</b>				
<b>Child sorts objects into equal groups.</b>				
<b>Early Math</b> 11. Separates a group into two sets and identifies the number of items in both sets.	<b>Cognition &amp; General Knowledge</b> 7. Separates a group into two sets and identifies the number of items in both sets.			
<b>Child sorts, categorizes, classifies, and orders objects by one attribute.</b>				
<b>Early Math</b> 25. Sorts diverse objects based on a physical attribute (e.g., shape).	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape).			
<b>Child sorts, categorizes, classifies and orders objects by more than one attribute.</b>				
<b>Early Math</b> 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).				

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child recognizes, describes, reproduces, and extends patterns.</b>		
<b>Early Math</b> 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 39. Repeats an alternating visual pattern (e.g., red/green/red/green). 40. Repeats an alternating auditory pattern (e.g., loud/soft claps). 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).		
<b>Child explains how objects are organized.</b>		
<b>Logic &amp; Reasoning</b> 25. Provides rationale for sorting objects into specific groups (e.g., all flat).		<b>Cognition &amp; General Knowledge</b> 11. Provides rationale for sorting objects into specific groups (e.g., all flat).
<b>CHILDREN WILL DEMONSTRATE KNOWLEDGE OF MEASUREMENT.</b>		
<b>Child uses correct vocabulary that describes length, height, weight, volume and size such as: small, big, short, tall, empty, full, heavy and light.</b>		
<b>Early Math</b> 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).		
<b>Child will use standard and non-standard methods to measure and make comparisons.</b>		
<b>Early Math</b> 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length. 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).		<b>Cognition &amp; General Knowledge</b> 12. Uses non-standard units (e.g., paper clips) to measure length.
<b>SCIENCE – SCIENTIFIC THINKING</b>		
<b>CHILDREN ASK QUESTIONS AND MAKE PREDICTIONS BASED ON OBSERVATIONS AND MANIPULATION OF THINGS AND EVENTS IN THE ENVIRONMENT.</b>		
<b>Child uses senses to gather, explore, and interpret information.</b>		
<b>Nature &amp; Science</b> 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.		

<b>3-5: Galileo G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>Child manipulates and observes objects in his or her surroundings to develop conclusions.</b>		
<b>Nature &amp; Science</b> 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 41. Uses observation as a way to gather data about an object or an event.		
<b>Child makes observations and describes changes in objects, living things, and natural events in the environment.</b>		
<b>Nature &amp; Science</b> 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).		
<b>Child organizes his or her observations of objects and events by identifying, classifying, etc.,</b>		
<b>Nature &amp; Science</b> 17. Distinguishes plants from animals. 18. Distinguishes between land and water animals. 19. Classifies animals into groups by the way they move (e.g., flying, running). 20. Classifies animals into those that are domestic and those that are wild. 21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling). 22. Classifies objects by their state (e.g., liquid, solid, gas). 23. Classifies objects into living and non-living categories. 24. Classifies objects based on whether they are found in nature or made by people. 25. Classifies objects based on their physical composition (e.g., metal, rock, soil). 26. Classifies objects based on whether or not they require electricity/battery.	<b>Cognition &amp; General Knowledge</b> 17. Classifies objects into living and non-living categories.	
<b>Child asks "why," "how," and "what if" questions and seeks answers through experimentation and investigation.</b>		
<b>Nature &amp; Science</b> 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.	<b>Cognition &amp; General Knowledge</b> 25. Asks "What will happen if" questions to help predict a future event.	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.</b>		
<b>Nature &amp; Science</b> 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).	<b>Cognition &amp; General Knowledge</b> 22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 23. Provides two explanations for why an event/outcome occurred (e.g., birds left). 24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).	
<b>CHILDREN TEST PREDICTIONS THROUGH EXPLORATION AND EXPERIMENTATION.</b>		
<b>Child uses a variety of tools and materials to test predictions through active experimentation. (Child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.)</b>		
<b>Nature &amp; Science</b> 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). 40. Participates in simple investigations to answer questions.	<b>Cognition &amp; General Knowledge</b> 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).	
<b>Child replicates or changes the experimental approach.</b>		
<b>Nature &amp; Science</b> 43. Repeats a procedure/action several times to confirm outcomes/patterns. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).		
<b>Child records and organizes data using graphs, charts, science journals, or other means of recording.</b>		
<b>Nature &amp; Science</b> 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	<b>Cognition &amp; General Knowledge</b> 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).	
<b>CHILDREN GENERATE EXPLANATIONS AND COMMUNICATE CONCLUSIONS REGARDING THEIR EXPERIMENTS AND EXPLORATIONS.</b>		
<b>Child compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</b>		
<b>Nature &amp; Science</b> 5. Talks about characteristics of living things (e.g., leaf is soft). 17. Distinguishes plants from animals. 18. Distinguishes between land and water animals. 56. Asks "How" objects and events are different/same.  <b>Logic &amp; Reasoning</b> 24. Describes the similarities/ differences between two events (e.g., day/night). 25. Provides rationale for sorting objects into specific groups (e.g., all flat).	<b>Cognition &amp; General Knowledge</b> 11. Provides rationale for sorting objects into specific groups (e.g., all flat).	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child identifies cause and effect relationships.</b>		
<b>Logic &amp; Reasoning</b> 27. Observes the effects of an action. 28. Predicts the effects of an action. 29. States the cause of an effect (e.g., what caused the tricycle to stop).		
<b>Child verifies predictions by explaining "how" and "why".</b>		
<b>Logic &amp; Reasoning</b> 29. States the cause of an effect (e.g., what caused the tricycle to stop).		
<b>Child makes age appropriate, logical conclusions about investigations.</b>		
<b>Nature &amp; Science</b> 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). 51. Attempts to explain why living things change (e.g., leaves turn brown). 53. Describes the functions of objects (e.g., containers hold things).	<b>Cognition &amp; General Knowledge</b> 22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 23. Provides two explanations for why an event/outcome occurred (e.g., birds left).	
<b>Logic &amp; Reasoning</b> 29. States the cause of an effect (e.g., what caused the tricycle to stop).		

<b>3-5: Galileo G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>Child shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.</b>	
<b>Nature &amp; Science</b> <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>16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).</p>	
<b>SCIENCE – EARTH AND SPACE</b>	
<b>CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF EARTH AND SPACE.</b>	
<b>Child investigates and identifies properties of soil, rocks, and minerals.</b>	
<b>Nature &amp; Science</b> <p>25. Classifies objects based on their physical composition (e.g., metal, rock, soil).</p>	
<b>Child investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).</b>	
<b>Nature &amp; Science</b> <p>22. Classifies objects by their state (e.g., liquid, solid, gas).</p>	
<b>Child makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.</b>	
<b>Nature &amp; Science</b> <p>12. Draws/talks about different weather conditions (e.g., sunny, rainy).</p> <p>14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).</p>	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>Child observes and discusses changes in weather and seasons using common weather related vocabulary (rainy, sunny, snowy, windy, cloudy, etc.).</b>				
<b>Nature &amp; Science</b> 12. Draws/talks about different weather conditions (e.g., sunny, rainy). 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night). 34. Predicts that it is likely to rain when dark clouds come.				
<b>Child expresses ways the environment provides natural resources that are needed by people (wood for lumber to build shelter, water for drinking).</b>				
<b>Nature &amp; Science</b> 9. Draws/talks about what living things need to survive (e.g., plants need water).				
<b>Child demonstrates ways that each person is responsible for protecting our planet (recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).</b>				
<b>Nature &amp; Science</b> 31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).				
<b>Social Studies</b> 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).				
<b>SCIENCE – LIVING THINGS</b>				
<b>CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF LIVING THINGS.</b>				
<b>Child observes and discusses similarities, differences, and categories of plants and animals.</b>				
<b>Nature &amp; Science</b> 17. Distinguishes plants from animals.				
<b>Child identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.</b>				
<b>Nature &amp; Science</b> 23. Classifies objects into living and non-living categories.	<b>Cognition &amp; General Knowledge</b> 17. Classifies objects into living and non-living categories.			

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child explains why plants and animals need water and food.</b>		
<b>Nature &amp; Science</b> <p>8. Describes/draws the type of shelter used by familiar animals.</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p>		
<b>Child describes simple life cycles of plants and animals.</b>		
<b>Nature &amp; Science</b> <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>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p>		<b>Cognition &amp; General Knowledge</b> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p>
<b>Child describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.).</b>		
<b>Nature &amp; Science</b> <p>5. Talks about characteristics of living things (e.g., leaf is soft).</p>		
<b>Child observes, describes, and compares the habitats of plants and animals.</b>		
<b>Nature &amp; Science</b> <p>8. Describes/draws the type of shelter used by familiar animals.</p> <p>21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).</p>		
<b>Child observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</b>		
<b>Nature &amp; Science</b> <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>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</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>		<b>Cognition &amp; General Knowledge</b> <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>

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>SCIENCE – PHYSICAL PROPERTIES</b>		
<b>CHILDREN ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL PROPERTIES OF THE WORLD.</b>		
<b>Child describes, compares, and categorizes objects based on their properties.</b>		
<b>Nature &amp; Science</b> 22. Classifies objects by their state (e.g., liquid, solid, gas). 24. Classifies objects based on whether they are found in nature or made by people. 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).		
<b>Child uses senses to explore different environments (classroom, playground, field trips).</b>		
<b>Nature &amp; Science</b> 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.		
<b>Child recognizes and describes the effect of his/her own actions on objects.</b>		
<b>Nature &amp; Science</b> 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).	<b>Cognition &amp; General Knowledge</b> 20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).	
<b>Logic &amp; Reasoning</b> 27. Observes the effects of an action. 28. Predicts the effects of an action. 29. States the cause of an effect (e.g., what caused the tricycle to stop).		
<b>Child uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).</b>		
<b>Nature &amp; Science</b> 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).	<b>Cognition &amp; General Knowledge</b> 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).	
<b>Child investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.)</b>		
<b>Nature &amp; Science</b> 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts). 38. Predicts changes in objects when liquid is added (e.g., sand, paper). 39. Predicts that the steeper the incline, the faster an object will move.		

<b>3-5: Galileo G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>Child describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.</b>		
<b>Nature &amp; Science</b> 35. Predicts which way a scale will tip when a weight is added to one side. 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed). 39. Predicts that the steeper the incline, the faster an object will move.		<b>Cognition &amp; General Knowledge</b> 19. Predicts which way a scale will tip when a weight is added to one side. 20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
<b>SOCIAL STUDIES – GEOGRAPHY</b>		
<b>CHILDREN DEVELOP A BASIC AWARENESS OF SELF AS AN INDIVIDUAL.</b>		
<b>Child identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.</b>		
<b>Social Studies</b> 41. Shows recognition of and respect for differences between genders. 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).		
<b>CHILDREN WILL DEMONSTRATE AN AWARENESS OF SELF WITHIN THE CONTEXT OF FAMILY.</b>		
<b>Child identifies as a member of a family.</b>		
<b>Social Studies</b> 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each.		
<b>Child identifies family members, family characteristics and functions.</b>		
<b>Social Studies</b> 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).		<b>Cognition &amp; General Knowledge</b> 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
<b>Child adopts the roles and functions of family members.</b>		
<b>Social Studies</b> 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).		<b>Cognition &amp; General Knowledge</b> 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
<b>Child states how families are similar and different.</b>		
<b>Social Studies</b> 1. Shares personal family stories and traditions. 44. Shows respect for varying family structures.		

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>CHILDREN DEVELOP AN UNDERSTANDING OF SELF WITHIN THE CONTEXT OF COMMUNITY.</b>		
<b>Child describes his own community and/or cultural group.</b>		
<b>Social Studies</b> 26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert). 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 43. Shows respect for members of different cultures.		
<b>Child describes how people within a community are alike and different (e.g. eat different foods, wear different clothing; speak different languages).</b>		
<b>Social Studies</b> 26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert). 43. Shows respect for members of different cultures.		
<b>Child recognizes some community workers and describes what they do.</b>		
<b>Social Studies</b> 9. Describes or illustrates the roles/ responsibilities of community workers.	<b>Cognition &amp; General Knowledge</b> 27. Describes or illustrates the roles/ responsibilities of community workers.	
<b>CHILDREN WILL DEMONSTRATE AWARENESS AND APPRECIATION OF THEIR OWN CULTURE AND OTHER CULTURES.</b>		
<b>Child talks about and/or shows items related to his/her family and cultural traditions to others.</b>		
<b>Social Studies</b> 1. Shares personal family stories and traditions. 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.		
<b>Child questions why and/or how people are similar/different</b>		
<b>Social Studies</b> 43. Shows respect for members of different cultures. 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).		
<b>Child describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.</b>		
<b>Social Studies</b> 1. Shares personal family stories and traditions. 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.		
<b>Child demonstrates an understanding of similarities and differences between and among individual people and families.</b>		
<b>Social Studies</b> 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).		

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>CHILDREN DEMONSTRATE KNOWLEDGE OF THE RELATIONSHIP BETWEEN PEOPLE, PLACES, AND REGIONS.</b>		
<b>Child identifies features of own home and familiar places.</b>		
<b>Social Studies</b> 11. Identifies landmarks to describe location of residence or school (e.g., school is by the store). 15. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision. 21. Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).		
<b>Child names the street, neighborhood, city or and town where he/she lives.</b>		
<b>Social Studies</b> 13. Signs, gestures, or talks about neighborhood resources (library, post office). 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.		
<b>Child uses words that indicate direction, position and relative distance.</b>		
<b>Social Studies</b> 14. Demonstrates and uses terms related to location, direction, and distance.	<b>Cognition &amp; General Knowledge</b> 28. Demonstrates and uses terms related to location, direction, and distance.	
<b>Child describes topographical features of familiar places (hill, river, roads, mountains, etc.).</b>		
<b>Social Studies</b> 23. Identifies land formations around school yard (e.g., mountains, hills).		
<b>Child creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.</b>		
<b>Social Studies</b> 23. Identifies land formations around school yard (e.g., mountains, hills). 26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).		
<b>Child is aware of his/her surroundings.</b>		
<b>Social Studies</b> 21. Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).		

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>SOCIAL STUDIES – HISTORY</b>				
<b>CHILDREN WILL DEVELOP AN UNDERSTANDING OF HOW PEOPLE AND THINGS CHANGE OVER TIME AND HOW TO RELATE PAST EVENTS TO THEIR PRESENT AND FUTURE ACTIVITIES.</b>				
<b>Child identifies routines and common occurrences in his/her life.</b>				
<b>Social Studies</b> 35. Begins to use or respond to the language of time such as related to daily routines or schedules.				
<b>Social &amp; Emotional Development</b> 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).				
<b>Child identifies changes over time in him/herself, his/her families, and in his/her wider community.</b>				
<b>Social Studies</b> 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.	<b>Cognition &amp; General Knowledge</b> 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.			
<b>Child retells important events in sequential order.</b>				
<b>Social Studies</b> 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.				
<b>Child uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”</b>				
<b>Social Studies</b> 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.				
<b>SOCIAL STUDIES – CIVICS, CITIZENSHIP AND GOVERNMENT</b>				
<b>CHILDREN DEMONSTRATE AN UNDERSTANDING OF ROLES, RIGHTS, AND RESPONSIBILITIES.</b>				
<b>Children demonstrate an understanding of roles, rights, and responsibilities. Child recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.</b>				
<b>Social Studies</b> 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 9. Describes or illustrates the roles/responsibilities of community workers.	<b>Cognition &amp; General Knowledge</b> 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 27. Describes or illustrates the roles/responsibilities of community workers.			

<b>3-5: Galileo G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>Child expresses that rules are for everyone.</b>	
<b>Social &amp; Emotional Development</b> 12. Follows established rules and routines in the classroom.  <b>Physical Development &amp; Health</b> 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom.  <b>Physical Development &amp; Health</b> 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
<b>Child identifies rules that protect him/herself and others.</b>	
<b>Social &amp; Emotional Development</b> 12. Follows established rules and routines in the classroom. 15. Uses classroom materials safely and for their intended purpose.  <b>Physical Development &amp; Health</b> 39. Describes basic traffic safety rules, without assistance. 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance. 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom.  <b>Physical Development &amp; Health</b> 81. Identifies potentially dangerous situations/activities, without assistance. 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
<b>Child explains that rules affect children and adults.</b>	
<b>Physical Development &amp; Health</b> 39. Describes basic traffic safety rules, without assistance. 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance. 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).	<b>Physical Development &amp; Health</b> 81. Identifies potentially dangerous situations/activities, without assistance. 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
<b>Child describes possible consequences when rules are not followed.</b>	
<b>Physical Development &amp; Health</b> 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	<b>Physical Development &amp; Health</b> 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>CHILDREN BEGIN TO LEARN THE BASIC CIVIC AND DEMOCRATIC PRINCIPLES.</b>		
<b>Child participates in making group rules and/or rules for daily routines and transitions.</b>		
<b>Social &amp; Emotional Development</b> 12. Follows established rules and routines in the classroom.	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom.	
<b>Child follows rules and may remind others of the rules.</b>		
<b>Social &amp; Emotional Development</b> 12. Follows established rules and routines in the classroom.	<b>Social &amp; Emotional Development</b> 68. Follows established rules and routines in the classroom.	
<b>Child applies the skills of communication, cooperation, respect and empathy with others.</b>		
<b>Physical Development &amp; Health</b> 46. Expresses empathy or caring for others by consoling, comforting, or helping.		
<b>SOCIAL STUDIES – ECONOMICS</b>		
<b>CHILDREN DEVELOP A BASIC UNDERSTANDING OF ECONOMIC CONCEPTS WITHIN A COMMUNITY</b>		
<b>Child recognizes the roles/contributions of community workers as they produce goods/services that people need.</b>		
<b>Social Studies</b> 9. Describes or illustrates the roles/ responsibilities of community workers.	<b>Cognition &amp; General Knowledge</b> 27. Describes or illustrates the roles/ responsibilities of community workers.	
<b>SOCIAL STUDIES – CAREER DEVELOPMENT</b>		
<b>CHILDREN DEMONSTRATE INTEREST AND AWARENESS ABOUT A WIDE VARIETY OF CAREERS AND WORK ENVIRONMENTS</b>		
<b>Child asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers”.</b>		
<b>Social Studies</b> 9. Describes or illustrates the roles/ responsibilities of community workers.	<b>Cognition &amp; General Knowledge</b> 27. Describes or illustrates the roles/ responsibilities of community workers.	
<b>Child recognizes that people depend on “community helpers” to provide goods and services</b>		
<b>Social Studies</b> 9. Describes or illustrates the roles/ responsibilities of community workers.	<b>Cognition &amp; General Knowledge</b> 27. Describes or illustrates the roles/ responsibilities of community workers.	
<b>Child takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.</b>		
<b>Creative Arts</b> 31. Acts out a real or make-believe character during dramatic play.		
<b>Child indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”</b>		
<b>Social Studies</b> 40. Predicts future career or what life will be like as an adult (e.g., “I will be a fireman when I grow up.”).		
<b>Child talks about a parent's, a relative's or a neighbor's job.</b>		
<b>Social Studies</b> 1. Shares personal family stories and traditions. 9. Describes or illustrates the roles/ responsibilities of community workers.	<b>Cognition &amp; General Knowledge</b> 27. Describes or illustrates the roles/ responsibilities of community workers.	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>THE ARTS – VISUAL ARTS</b>				
<b>CHILDREN WILL EXPRESS THEMSELVES AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE AND FEEL THROUGH VISUAL ARTS.</b>				
<b>Child experiments with a variety of mediums and methods of using art materials (such as: using a big brush to paint broad strokes, combining colors, etc.).</b>				
<b>Creative Arts</b>				
17. Creates collages with various materials and textures (e.g., fabrics, pictures).				
22. Selects materials that will be needed for a self-initiated art project.				
<b>Child shows an interest in what can be created with tools, texture, color and technique.</b>				
<b>Creative Arts</b>				
17. Creates collages with various materials and textures (e.g., fabrics, pictures).				
22. Selects materials that will be needed for a self-initiated art project.				
25. Uses various tools to create art projects (e.g., rollers, string, straws).				
26. Recombines and experiments with art materials to see what happens.				
<b>Child uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake)</b>				
<b>Logic &amp; Reasoning</b>				
11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).				
<b>Child chooses materials and subjects with intent and purpose.</b>				
<b>Creative Arts</b>				
22. Selects materials that will be needed for a self-initiated art project.				
28. Uses a variety of colors to create moods or feelings in artwork.				
<b>Child paints, draws and constructs models based on observations.</b>				
<b>Creative Arts</b>				
18. Draws representations of human and animal figures.	<b>Approaches to Learning</b>			
20. Draws recognizable environmental objects (e.g., house, trees, ball).				
<b>CHILDREN RESPOND AND REACT TO VISUAL ARTS CREATED BY THEMSELVES AND OTHERS.</b>				
<b>Child expresses an interest in drawings, sculptures, models, paintings, and art creations of others.</b>				
<b>Creative Arts</b>				
15. Works with other children on a cooperative art project (e.g., mural).				

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>THE ARTS – MUSIC</b>		
<b>CHILDREN WILL EXPRESS THEMSELVES BY ENGAGING IN MUSICAL ACTIVITIES.</b>		
<b>Child participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.</b>		
<b>Creative Arts</b> 1. Shows an interest in using musical instruments to produce sounds. 2. Shows an interest in listening to short musical selections.		
<b>Child enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.</b>		
<b>Creative Arts</b> 3. Sings or hums familiar songs or tunes. 4. Uses movement to express what is being felt/heard in various songs or tunes. 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).	<b>Approaches to Learning</b> 66. Sings or hums familiar songs or tunes. 67. Uses movement to express what is being felt/heard in various songs or tunes.	
<b>Child engages in music activities having different moods, tempos, and rhythms.</b>		
<b>Creative Arts</b> 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. 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). 12. Identifies differences in tempo, tone, and volume, most of the time.	<b>Approaches to Learning</b> 67. Uses movement to express what is being felt/heard in various songs or tunes.	
<b>Child uses and explore traditional and non traditional sound sources including those that are electronic.</b>		
<b>Creative Arts</b> 1. Shows an interest in using musical instruments to produce sounds. 7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.). 8. Matches the type of sound to a particular instrument.		
<b>Child creates sounds using traditional instruments (bells, drums, recorders, etc) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).</b>		
<b>Creative Arts</b> 1. Shows an interest in using musical instruments to produce sounds. 8. Matches the type of sound to a particular instrument.		

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>CHILDREN WILL RESPOND AND REACT DURING MUSICAL ACTIVITIES.</b>				
<b>Child moves and keeps rhythm to different kinds of music.</b>				
Creative Arts 4. Uses movement to express what is being felt/heard in various songs or tunes.	<b>Approaches to Learning</b> 67. Uses movement to express what is being felt/heard in various songs or tunes.			
<b>Child reacts to music through oral, written or visual expression.</b>				
Creative Arts 5. Talks about the kinds of music enjoyed (e.g., favorites). 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).				
<b>Child compares and contrasts different samples of music.</b>				
Creative Arts 12. Identifies differences in tempo, tone, and volume, most of the time.				
<b>Child expresses his/her preference for certain kinds of music.</b>				
Creative Arts 5. Talks about the kinds of music enjoyed (e.g., favorites).				
<b>Child repeats, responds and/or reacts to lyrics and/or melodies.</b>				
Creative Arts 11. Uses instruments/ songs to express feelings (e.g., happy, sad, angry, scared).				
<b>THE ARTS – THEATER/DRAMATIC PLAY</b>				
<b>CHILDREN WILL PARTICIPATE IN A VARIETY OF DRAMATIC PLAY ACTIVITIES TO REPRESENT FANTASY AND REAL LIFE EXPERIENCES.</b>				
<b>Child represents fantasy, real-life, imagination, and literature through dramatic play.</b>				
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.				
Logic & Reasoning 2. Mimics a movie, book, or past experience.				

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>Child assumes the role of something or someone else and be able to speak in the appropriate manner and tone.</b>				
<b>Creative Arts</b> 31. Acts out a real or make-believe character during dramatic play.				
<b>Logic &amp; Reasoning</b> 7. Talks to peers in pretend character. 9. Acts out different roles (e.g., child, adult) in dramatic play situations.				
<b>Child participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.</b>				
<b>Creative Arts</b> 34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).	<b>Approaches to Learning</b> 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).			
<b>Logic &amp; Reasoning</b> 4. Assigns parts to self and peers to act out scene. 8. Reacts to peers remaining in pretend character.				
<b>Child uses basic props, and costume pieces to establish time, setting, and character.</b>				
<b>Logic &amp; Reasoning</b> 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).				
<b>THE ARTS –DANCE/CREATIVE MOVEMENT</b>				
<b>CHILDREN WILL EXPRESS WHAT THEY KNOW, THINK, FEEL AND BELIEVE THROUGH DANCE AND CREATIVE MOVEMENT.</b>				
<b>Child demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.</b>				
<b>Creative Arts</b> 4. Uses movement to express what is being felt/heard in various songs or tunes.	<b>Approaches to Learning</b> 67. Uses movement to express what is being felt/heard in various songs or tunes.			
<b>Child uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.</b>				
<b>Logic &amp; Reasoning</b> 5. Uses body to act out pretend scene.				
<b>Child uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).</b>				
<b>Logic &amp; Reasoning</b> 5. Uses body to act out pretend scene.				
<b>Child moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.</b>				
<b>Creative Arts</b> 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.	<b>Approaches to Learning</b> 67. Uses movement to express what is being felt/heard in various songs or tunes.			

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale		
<b>CHILDREN WILL RESPOND AND REACT TO DANCE AND CREATIVE MOVEMENT</b>				
<b>Child imitates parts of dance or movement activity that he/she enjoys.</b>				
<b>Creative Arts</b> 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.	<b>Approaches to Learning</b> 67. Uses movement to express what is being felt/heard in various songs or tunes.			
<b>Child describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).</b>				
<b>Creative Arts</b> 6. Uses drawings to embellish scene.				
<b>TECHNOLOGY</b>				
<b>PREK BENCHMARK: CHILDREN DESCRIBE TYPES OF MATERIALS AND HOW THEY'RE USED.</b>				
<b>Child describes characteristics of materials in the environment.</b>				
<b>Nature &amp; Science</b> 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean). 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).	<b>Name of Knowledge Area</b> Enter Goals			
<b>Child explains some uses for materials, e.g., wood, fur, plastic.</b>				
<b>Nature &amp; Science</b> 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).				
<b>Child constructs structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools). (no matching goal)</b>				
<b>PREK BENCHMARK: CHILDREN EXPLORE AND USE VARIOUS TYPES OF TOOLS APPROPRIATELY.</b>				
<b>Child identifies the functions of certain tools (e.g. cell phone, pulley, hammer, hearing aid, microwave).</b>				
<b>Nature &amp; Science</b> 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). 53. Describes the functions of objects (e.g., containers hold things).	<b>Cognition &amp; General Knowledge</b> 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).			
<b>Child follows simple directions for appropriate use of tools and demonstrates how they are used (e.g. computer, hammer, digital media or simple machine).</b>				
<b>Technology</b> 6. Provides directions for using a familiar technology device when asked.				
<b>Child describes and uses a variety of tools independently or with assistance (e.g. scissors, nut and bolt, incline plane, or lever).</b>				
<b>Technology</b> 6. Provides directions for using a familiar technology device when asked.				
<b>Nature &amp; Science</b> 53. Describes the functions of objects (e.g., containers hold things).				

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child uses common tools to create simple objects or structures.</b>		
<b>Nature &amp; Science</b> 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).		<b>Cognition &amp; General Knowledge</b> 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
<b>Creative Arts</b> 25. Uses various tools to create art projects (e.g., rollers, string, straws).		
<b>Child invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).</b>		
<b>Nature &amp; Science</b> 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).		<b>Cognition &amp; General Knowledge</b> 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
<b>Creative Arts</b> 25. Uses various tools to create art projects (e.g., rollers, string, straws).		
<b>PREK BENCHMARK: CHILDREN EXPRESS AN UNDERSTANDING OF HOW TECHNOLOGY AFFECTS THEM IN DAILY LIFE, AND HOW IT CAN BE USED TO SOLVE PROBLEMS.</b>		
<b>Child identifies examples of technology used in daily life (e. g., telephone, computers, see-saw, car or wagon).</b>		
<b>Technology</b> 4. Identifies the basic uses of different technology devices when asked by an adult. 8. Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program). 9. Provides examples of how technology can be used in daily life (e.g., using internet to find information).		
<b>Child describes how technology can make finding information, completing tasks and solving problems faster and easier.</b>		
<b>Technology</b> 4. Identifies the basic uses of different technology devices when asked by an adult. 8. Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program). 9. Provides examples of how technology can be used in daily life (e.g., using internet to find information). 10. Suggests the use of a technology device to complete a task.		

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Child explains the purpose of specific technologies.</b>	
<b>Technology</b> <p>4. Identifies the basic uses of different technology devices when asked by an adult.</p> <p>8. Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program).</p> <p>10. Suggests the use of a technology device to complete a task.</p>	
<b>Child identifies examples of how technology affects the environment, including home and school environments.</b>	
<b>Technology</b> <p>7. Talks about ways that technology has changed over time (e.g., says "when my grandma was little there were no computers").</p> <p>8. Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program).</p>	

<b>3-5: Galileo G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>PREK BENCHMARK: CHILDREN UNDERSTAND THE OPERATION OF TECHNOLOGY SYSTEMS.</b>		
<b>Child uses input and output devices to successfully operate technology systems (e.g. keyboard, monitor, printer, vending machine).</b>		
<b>Technology</b>		
15. Types random letters on a computer keyboard. 16. Uses a mouse or finger pad to move a cursor around the screen. 19. Types letters or numbers as directed by an adult or an age appropriate software program. 20. Writes messages with invented spelling on a keyboard to keypad. 21. Is able to use a mouse or finger pad to point to images on a computer screen. 22. Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button). 23. Is able to use a computer to create artwork with assistance. 24. Is able to use a computer to create written communications with assistance. 25. Types own name on a keyboard or keypad without assistance. 29. Independently uses a familiar device to play music (e.g., a digital music player, CD player, tape player). 30. Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera) 31. Uses an age appropriate software program with a partner or in a small group. 32. Independently uses an age appropriate software program. 33. Uses a computer or laptop to answer a simple question or do research with assistance.		
<b>Child uses appropriate vocabulary when describing the nature and operation of a technological system (e.g. pedal power moves a bicycle, gas moves a car, batteries operate a toy).</b>		
<b>Technology</b>		
12. Uses vocabulary related to technology (e.g., computer, laptop, tablet, pad, screen, mouse).		
<b>Child gives examples of how technological systems are used (e.g. internet)</b>		
<b>Technology</b>		
6. Provides directions for using a familiar technology device when asked.		

<b>3-5: Galileo G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>PREK BENCHMARK: CHILDREN USE THEIR UNDERSTANDING OF TECHNOLOGY TO INCREASE THEIR LEARNING.</b>	
<b>Child uses computer to write, draw, and explore concepts.</b>	
<b>Technology</b> 30. Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera) 31. Uses an age appropriate software program with a partner or in a small group. 32. Independently uses an age appropriate software program. 33. Uses a computer or laptop to answer a simple question or do research with assistance.	
<b>Child learns basic skills by using age appropriate computer programs</b>	
<b>Technology</b> 31. Uses an age appropriate software program with a partner or in a small group. 32. Independently uses an age appropriate software program.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Child uses technology tools independently (e.g. interactive digital media, instructional media games, digital cameras)	
<p><b>Technology</b></p> <p>19. Types letters or numbers as directed by an adult or an age appropriate software program.</p> <p>20. Writes messages with invented spelling on a keyboard to keypad.</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>23. Is able to use a computer to create artwork with assistance.</p> <p>24. Is able to use a computer to create written communications with assistance.</p> <p>25. Types own name on a keyboard or keypad without assistance.</p> <p>27. Can save a file, with assistance.</p> <p>28. Can open a saved file with assistance.</p> <p>29. Independently uses a familiar device to play music (e.g., a digital music player, CD player, tape player).</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> <p>33. Uses a computer or laptop to answer a simple question or do research with assistance.</p>	

## Domain: Communication, Language, and Literacy

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CONTENT AREA: LISTENING</b>	
<b>BENCHMARK: CHILDREN DEMONSTRATE THAT THEY RECOGNIZE FAMILIAR SOUNDS, UNDERSTAND SPOKEN LANGUAGE, AND LISTEN PURPOSEFULLY.</b>	
<b>Indicator: Child attends to sounds in language. (e.g., recognizes rhymes; hears alliteration; identifies initial sounds in words)</b>	
<b>Language</b> 1. Listens attentively to a conversation, story, poem, or song.	
<b>Child is able to retell a story read to him/her. (e.g., dramatization; verbal retelling; creative movement)</b>	
<b>Language</b> 5. Retells a familiar story, poem or song in his/her own words.	<b>Language &amp; Literacy</b> 33. Retells a familiar story, poem or song in his/her own words.
<b>Child demonstrates the ability to sequence events after listening. (e.g., to a story; on a class trip; in the classroom)</b>	
<b>Language</b> 5. Retells a familiar story, poem or song in his/her own words.	<b>Language &amp; Literacy</b> 33. Retells a familiar story, poem or song in his/her own words.
<b>Child demonstrates he/she can understand and follow spoken directions.</b>	
<b>Language</b> 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
<b>Child uses new vocabulary acquired through listening.</b>	
<b>Language</b> 7. Understands nouns commonly found in books for young children. 8. Understands action words (e.g., give, run). 9. Understands negative words (e.g., not, no). 10. Understands positional words (e.g., top, bottom, on, in). 11. Understands pronouns (e.g., she, he, it). 12. Understands words that describe the qualities of objects (e.g., color, soft, cold). 13. Understands past and future tense (e.g., went, will).	<b>Language &amp; Literacy</b> 34. Understands nouns commonly found in books for young children. 35. Understands action words (e.g., give, run). 36. Understands positional words (e.g., top, bottom, on, in).

<b>3-5: Galileo G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>Child demonstrates he/she listens attentively for a variety of purposes. (e.g., for enjoyment; to gain and share information;</b>	
<b>Language</b> <ol style="list-style-type: none"> <li>1. Listens attentively to a conversation, story, poem, or song.</li> <li>2. Follows a simple one-step direction.</li> <li>3. Follows a small set of step-by-step directions, without prompts.</li> <li>4. Asks questions and/or makes comments about a story, poem, or song.</li> <li>5. Retells a familiar story, poem or song in his/her own words.</li> </ol>	<b>Language &amp; Literacy</b> <ol style="list-style-type: none"> <li>32. Asks questions and/or makes comments about a story, poem, or song.</li> <li>33. Retells a familiar story, poem or song in his/her own words.</li> </ol>
<b>SPEAKING</b>	
<b>CHILDREN DEMONSTRATE THAT THEY SPEAK FOR A VARIETY OF PURPOSES, USING APPROPRIATE CONTENT AND MECHANICS OF SPOKEN LANGUAGE.</b>	
<b>Child verbally participates in small or large group activities for storytelling, singing, or finger plays.</b>	
<b>Language</b> <ol style="list-style-type: none"> <li>31. Recalls story events using some spoken dialogue.</li> <li>32. Draws pictures or uses dramatic play or music to tell a story.</li> <li>33. Makes up a story from beginning, to middle, to end.</li> </ol>	
<b>Child uses language to communicate, and to negotiate rules, ideas, and plans for a variety of activities. (includes sign language)</b>	
<b>Language</b> <ol style="list-style-type: none"> <li>14. Repeats or tries different words/sentences to get another child or adult to respond.</li> <li>15. Uses appropriate words or gestures to share information or experiences.</li> <li>16. Asks questions to obtain information or assistance.</li> <li>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</li> </ol>	
<b>Child uses relevant or appropriate gestures to communicate ideas.</b>	
<b>Language</b> <ol style="list-style-type: none"> <li>15. Uses appropriate words or gestures to share information or experiences.</li> <li>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</li> </ol>	
<b>Child uses language to express ideas, feelings, needs, and relationships.</b>	
<b>Language</b> <ol style="list-style-type: none"> <li>15. Uses appropriate words or gestures to share information or experiences.</li> <li>16. Asks questions to obtain information or assistance.</li> <li>17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</li> </ol>	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child speaks clearly using volume, speed, sentence structure, and vocabulary for the message to be understood.</b>		
<b>Language</b> 14. Repeats or tries different words/ sentences to get another child or adult to respond.		
<b>Child speaks to persuade, express a point of view or opinion, and/or to give instructions.</b>		
<b>Language</b> 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.		
<b>Child asks questions to clarify directions.</b>		
<b>Language</b> 16. Asks questions to obtain information or assistance.		
<b>Child chooses a variety of descriptive words to tell a story.</b>		
<b>Language</b> 25. Uses descriptive words with objects (e.g. pretty flowers).		
<b>Child demonstrates an expressive vocabulary (e.g., child shows increasing sophistication in choice of words).</b>		
<b>Language</b> 24. Uses negative words (e.g., not, no). 25. Uses descriptive words with objects (e.g. pretty flowers). 27. Uses pronouns to refer to people and things (e.g., she, he, it). 28. Uses past and future tenses (e.g., went, will). 29. Uses possessive endings (e.g., Jose's, Emma's).		
<b>Child dictates simple stories and descriptions that express his/her intended meanings.</b>		
<b>Language</b> 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). 23. Combines words to create meaningful short sentences. 33. Makes up a story from beginning, to middle, to end.		
<b>Child participates in conversations one on one, in small or large groups, to get or provide an answer or learn something new.</b>		
<b>Language</b> 16. Asks questions to obtain information or assistance. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 18. Takes turns being a speaker. 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		
<b>VIEWING</b>				
<b>CHILDREN DEMONSTRATE THAT THEY UNDERSTAND WHAT THEY OBSERVE.</b>				
<b>Child makes sense of pictures and symbols in books and environment.</b>				
<b>Literacy</b> 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues.	<b>Language &amp; Literacy</b> 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.			
<b>Child identifies emotions by observing faces in pictures and faces of peers and adults.</b>				
<b>Social &amp; Emotional Development</b> 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.				
<b>Child asks appropriate questions about visual text.</b>				
<b>Literacy</b> 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 26. Asks adults to read printed information such as signs, labels, advertisements.	<b>Language &amp; Literacy</b> 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).			
<b>Child recognizes that there are a variety of different formats for viewing and that they serve different purposes.</b>				
<b>Literacy</b> 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right.	<b>Language &amp; Literacy</b> 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right.			
<b>Child identifies relevant and irrelevant information, pictures, and symbols related to a familiar topic.</b>				
<b>Literacy</b> 22. Recognizes that a spoken word/speech can be written and read. 27. Recognizes his/her name in print. 31. Reads a printed label or a sign on a familiar object, some of the time.	<b>Language &amp; Literacy</b> 46. Recognizes that a spoken word/speech can be written and read.			
<b>Child uses vocabulary relevant to visual media.</b>				
<b>Language</b> 7. Understands nouns commonly found in books for young children.	<b>Language &amp; Literacy</b> 34. Understands nouns commonly found in books for young children.			
<b>REPRESENTING</b>				
<b>CHILDREN DEMONSTRATE THEIR ABILITY TO EXPRESS THEIR IDEAS USING A VARIETY OF MEDIA.</b>				
<b>Child uses visual media to represent an actual experience (e.g., field trip or other event).</b>				
<b>Literacy</b> 34. Uses scribble on paper to communicate a message. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others.	<b>Language &amp; Literacy</b> 52. Uses scribble on paper to communicate a message.			

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child uses a variety of materials (e.g., art, print and non-print media, and dramatic play props) for creative expression and representation.</b>		
<b>Literacy</b> 34. Uses scribble on paper to communicate a message. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others.	<b>Language &amp; Literacy</b> 52. Uses scribble on paper to communicate a message.	
<b>Logic &amp; Reasoning</b> 6. Uses drawings to embellish scene.		
<b>Child creates and interprets a simple map that represents various aspects of the environment.</b>		
<b>Nature &amp; Science</b> 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	<b>Cognition &amp; General Knowledge</b> 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).	
<b>Child uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., banana for a telephone).</b>		
<b>Logic &amp; Reasoning</b> 3. Uses objects to represent characters (e.g., stuffed animal as the dad). 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).	<b>Cognition &amp; General Knowledge</b> 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).	
<b>WRITING</b>		
<b>CHILDREN DEMONSTRATE THEIR ABILITY TO EXPRESS THEIR IDEAS USING A VARIETY OF MEDIA.</b>		
<b>Child creates drawings, pictures, signs, or other graphics to represent a word or concept.</b>		
<b>Literacy</b> 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.	<b>Language &amp; Literacy</b> 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.	
<b>Child demonstrates an understanding that writing conveys meaning.</b>		
<b>Literacy</b> 35. Communicates by scribbling and with some letter-like shapes.	<b>Language &amp; Literacy</b> 53. Communicates by scribbling and with some letter-like shapes.	
<b>Language</b> 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).		
<b>Child uses unconventional forms (marks, lines) of writing to convey a message.</b>		
<b>Literacy</b> 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings.	<b>Language &amp; Literacy</b> 53. Communicates by scribbling and with some letter-like shapes.	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child “writes” his/her name.</b>		
<b>Literacy</b> 40. Copies her/his name from a sample. 43. Write her/his name, without assistance.	<b>Language &amp; Literacy</b> 54. Copies her/his name from a sample.	
<b>Child applies alphabetic principle to what he/she writes using sound, invented spelling, and approximations.</b>		
<b>Literacy</b> 42. Writes using inventive spelling.		
<b>Child clusters letters to form “words,” “phrases,” or “sentences”.</b>		
<b>Literacy</b> 44. Communicates by writing complete words.		
<b>Child writes and draws spontaneously to communicate meaning.</b>		
<b>Literacy</b> 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others.		
<b>Child writes some uppercase and lowercase manuscript letters, especially those that appear in his/her own name.</b>		
<b>Literacy</b> 40. Copies her/his name from a sample. 41. Writes some letters.	<b>Language &amp; Literacy</b> 54. Copies her/his name from a sample.	
<b>READING</b>		
<b>CHILDREN DEMONSTRATE MOTIVATION TO READ.</b>		
<b>Child shows an interest in a range of texts (e.g., alphabet books, stories, poetry, informational text, magazines, etc.).</b>		
<b>Literacy</b> 13. Selects books, sometimes, over other activities when given a choice. 20. Initiates conversation with a peer or an adult about a story, book or poem.		
<b>Child engages in “reading” (e.g., looks at pictures in book; pretends to read).</b>		
<b>Literacy</b> 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.		
<b>Child brings books to adult and asks to be read to.</b>		
<b>Literacy</b> 13. Selects books, sometimes, over other activities when given a choice. 19. Requests a favorite book by title, author, or illustrator.	<b>Language &amp; Literacy</b> 44. Requests a favorite book by title, author, or illustrator.	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child initiates conversations about a book or print in the environment.</b>		
<b>Literacy</b> 19. Requests a favorite book by title, author, or illustrator.	<b>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song. 44. Requests a favorite book by title, author, or illustrator.	
<b>Language</b> 4. Asks questions and/or makes comments about a story, poem, or song.		
<b>Child wants to reread a book that has been read to him/her.</b>		
<b>Literacy</b> 14. Request rereading of favorite book.		
<b>CHILDREN DEMONSTRATE PHONOLOGICAL/ PHONEMIC AWARENESS (LISTEN TO AND IDENTIFY LANGUAGE SOUNDS).</b>		
<b>Child identifies initial sounds in words.</b>		
<b>Literacy</b> 2. Distinguishes between some beginning consonant sounds in spoken language.		
<b>Child recognizes words that rhyme in familiar games, songs, and stories.</b>		
<b>Literacy</b> 4. Recognizes rhymes in poems, readings, or conversation, most of the time.	<b>Language &amp; Literacy</b> 39. Recognizes rhymes in poems, readings, or conversation, most of the time.	
<b>Child matches or produces words that rhyme.</b>		
<b>Literacy</b> 6. Creates rhyming words in play activities.		
<b>Child taps the number of syllables in a given word.</b>		
<b>Literacy</b> 3. Says both syllables of a two-syllable word, with distinct separation.	<b>Language &amp; Literacy</b> 38. Says both syllables of a two-syllable word, with distinct separation.	
<b>Child pronounces words, one sound at a time.</b>		
<b>Literacy</b> 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).	<b>Language &amp; Literacy</b> 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).	
<b>Child identifies/recognizes alliteration.</b>		
<b>Literacy</b> 1. Recognizes matching and dissimilar sounds of consonants and vowels.	<b>Language &amp; Literacy</b> 37. Recognizes matching and dissimilar sounds of consonants and vowels.	
<b>Child is able to blend individual sounds to say a word.</b>		
<b>Literacy</b> 8. Puts sounds together to make short words (e.g., k-a-t, cat).	<b>Language &amp; Literacy</b> 40. Puts sounds together to make short words (e.g., k-a-t, cat).	
<b>CHILDREN DEMONSTRATE KNOWLEDGE OF THE ALPHABETIC PRINCIPLE (IDENTIFYING LETTERS AND SOUNDS).</b>		
<b>Child demonstrates an understanding that letters in written words stand for sounds in spoken words.</b>		
<b>Literacy</b> 22. Recognizes that a spoken word/speech can be written and read.	<b>Language &amp; Literacy</b> 46. Recognizes that a spoken word/speech can be written and read.	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child demonstrates the ability to recite the alphabet by rote memory.</b>		
<b>Literacy</b> 46. Names 1 or more letters. 48. Identifies 1 or more sounds to corresponding letters. 49. Identifies 10 or more sounds to corresponding letters.	<b>Language &amp; Literacy</b> 58. Identifies 1 or more sounds to corresponding letters.	
<b>Child identifies letters of the alphabet.</b>		
<b>Literacy</b> 45. Identifies all the letters in her/his name. 46. Names 1 or more letters. 48. Names 10 or more letters.	<b>Language &amp; Literacy</b> 56. Identifies all the letters in her/his name. 58. Identifies 1 or more sounds to corresponding letters.	
<b>Child identifies sounds typically associated with letters that are frequently used.</b>		
<b>Literacy</b> 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.		
<b>CHILDREN DEMONSTRATE WORD RECOGNITION SKILLS.</b>		
<b>Child identifies his/her own name.</b>		
<b>Literacy</b> 27. Recognizes his/her name in print.		
<b>Child associates a printed word label with object. (e.g., blocks, chair, table, etc.).</b>		
<b>Literacy</b> 30. Identifies familiar short words in print, some of the time. 31. Reads a printed label or a sign on a familiar object, some of the time.	<b>Language &amp; Literacy</b> 50. Reads a printed label or a sign on a familiar object, some of the time.	
<b>Child demonstrates awareness and beginning knowledge of environmental print (e.g., on, off, stop, McDonald's, etc.).</b>		
<b>Literacy</b> 26. Asks adults to read printed information such as signs, labels, advertisements. 31. Reads a printed label or a sign on a familiar object, some of the time.	<b>Language &amp; Literacy</b> 50. Reads a printed label or a sign on a familiar object, some of the time.	
<b>Child notices and discusses letters and words in context of daily or meaningful activities.</b>		
<b>Literacy</b> 26. Asks adults to read printed information such as signs, labels, advertisements. 31. Reads a printed label or a sign on a familiar object, some of the time.	<b>Language &amp; Literacy</b> 50. Reads a printed label or a sign on a familiar object, some of the time.	
<b>CHILDREN DEMONSTRATE KNOWLEDGE AND AWARENESS OF BOOK/PRINT CONCEPTS.</b>		
<b>Child identifies the function and location of a book's front, back, top, bottom, and spine.</b>		
<b>Literacy</b> 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	<b>Language &amp; Literacy</b> 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child demonstrates how to turn pages of a book properly.</b>		
<b>Literacy</b> 17. Views reading materials one page at a time (front to back), most of the time. 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	<b>Language &amp; Literacy</b> 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	
<b>Child points to where to begin reading.</b>		
<b>Literacy</b> 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right.	<b>Language &amp; Literacy</b> 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right.	
<b>Child recognizes that the purpose of print is to communicate spoken language or ideas.</b>		
<b>Literacy</b> 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	<b>Language &amp; Literacy</b> 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	
<b>Child recognizes that text flows from left to right and top to bottom.</b>		
<b>Literacy</b> 24. Recognizes that pages are read from top to bottom.	<b>Language &amp; Literacy</b> 48. Recognizes that pages are read from top to bottom.	
<b>Child identifies there are spaces between words.</b>		
<b>Literacy</b> 29. Recognizes that words are separated by spaces.		
<b>CHILDREN DEMONSTRATE BACKGROUND KNOWLEDGE AND VOCABULARY SKILLS.</b>		
<b>Child correctly identifies meanings of words in read-alouds, in conversation, and descriptions of everyday items in the world around them (e.g., faucet, school bus, and umbrella).</b>		
<b>Literacy</b> 31. Identifies familiar short words in print, some of the time. 32. Reads a printed label or a sign on a familiar object, some of the time. 34. Reads familiar words in a sentence from a book/poem, with assistance.	<b>Language &amp; Literacy</b> 50. Identifies familiar short words in print, some of the time. 52. Reads familiar words in a sentence from a book/poem, with assistance.	
<b>Child correctly identifies words related to pictures (e.g., Show me the white dog.).</b>		
<b>Literacy</b> 10. Uses picture cues to tell what is happening in a story.	<b>Language &amp; Literacy</b> 42. Uses picture cues to tell what is happening in a story.	
<b>Child makes use of new vocabulary in an appropriate manner.</b>		
<b>Language</b> 24. Uses negative words (e.g., not, no). 25. Uses descriptive words with objects (e.g. pretty flowers). 27. Uses pronouns to refer to people and things (e.g., she, he, it). 28. Uses past and future tenses (e.g., went, will). 29. Uses possessive endings (e.g., Jose's, Emma's).	<b>Language &amp; Literacy</b> 48. Uses negative words (e.g., not, no). 49. Uses descriptive words with objects (e.g. pretty flowers).	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIAL.</b>		
<b>Child identifies meaning and purposes of common signs and symbols (e.g., pictures, street signs, icons on computer, labels, brand names).</b>		
<b>Literacy</b> 31. Reads a printed label or a sign on a familiar object, some of the time.	<b>Language &amp; Literacy</b> 50. Reads a printed label or a sign on a familiar object, some of the time.	
<b>Child makes predictions and confirms them with textual evidence.</b>		
<b>Literacy</b> 11. Predicts story events using picture or verbal cues.	<b>Language &amp; Literacy</b> 43. Predicts story events using picture or verbal cues.	
<b>Child retells a story from a read-aloud attending to the main characters, sequence of events, and main ideas.</b>		
<b>Language</b> 31. Recalls story events using some spoken dialogue.	<b>Language &amp; Literacy</b> 50. Reads a printed label or a sign on a familiar object, some of the time.	
<b>Child relates ideas in read-alouds to life experiences and/or other texts.</b>		
<b>Literacy</b> 15. Makes connections between her/his own experiences and those presented in books/stories.		
<b>Child uses illustrations/text in read-alouds to ask and answer open ended questions.</b>		
<b>Literacy</b> 20. Initiates conversation with a peer or an adult about a story, book or poem.	<b>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song.	
<b>Language</b> 4. Asks questions and/or makes comments about a story, poem, or song.		
<b>Child identifies the author or illustrator of a book (i.e. knows where to locate the names, recognizes them from books he is familiar with.)</b>		
<b>Literacy</b> 19. Requests a favorite book by title, author, or illustrator.	<b>Language &amp; Literacy</b> 44. Requests a favorite book by title, author, or illustrator.	
<b>Child selects books based upon author or illustrator by recognizing characters, or illustrator's style of drawing.</b>		
<b>Literacy</b> 19. Requests a favorite book by title, author, or illustrator.	<b>Language &amp; Literacy</b> 44. Requests a favorite book by title, author, or illustrator.	

## Domain: Physical Development and Health

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CONTENT AREA: PHYSICAL DEVELOPMENT – SENSORY</b>	
<b>BENCHMARK: CHILDREN USE THEIR SENSES TO ASSIST AND GUIDE LEARNING</b>	
<b>Indicator: Child identifies sights, smells, sounds, tastes and textures.</b>	
<b>Nature &amp; Science</b> 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
<b>Child compares and contrasts different sights, smells, sounds, tastes, and textures.</b>	
<b>Nature &amp; Science</b> 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
<b>Child uses descriptive words to discuss sights, smells, sounds, tastes, and textures.</b>	
<b>Language</b> 12. Understands words that describe the qualities of objects (e.g., color, soft, cold).	
<b>PHYSICAL DEVELOPMENT – SENSORY/MOTOR</b>	
<b>CHILDREN USE SENSORY INFORMATION TO PLAN AND CARRY OUT MOVEMENTS.</b>	
<b>Child demonstrates appropriate body awareness when moving in different spaces.</b>	
<b>Physical Development &amp; Health</b> 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 47. Moves around obstacles with balance and direction.	
<b>Child exhibits appropriate body movements when carrying out a task.</b>	
<b>Physical Development &amp; Health</b> 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 47. Moves around obstacles with balance and direction. 48. Stops and turns while running.	
<b>Child demonstrates awareness of spatial boundaries and the ability to work within them.</b>	
<b>Physical Development &amp; Health</b> 45. Walks to a destination without help. 47. Moves around obstacles with balance and direction. 49. Walks along a line on the floor, most of the time. 50. Climbs up and down stairs. 51. Walks along a wide beam, most of the time. 52. Climbs a short ladder (e.g., on playground toys).	<b>Physical Development &amp; Health</b> 83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys).

<b>3-5: Galileo G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>		
<b>PHYSICAL DEVELOPMENT-GROSS MOTOR</b>				
<b>CHILDREN DEMONSTRATE COORDINATION AND CONTROL OF LARGE MUSCLES.</b>				
<b>Child maintains balance during sitting, standing, and movement activities.</b>				
<b>Physical Development &amp; Health</b>	<b>Physical Development &amp; Health</b>			
47. Moves around obstacles with balance and direction. 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. 54. Balances on one foot for five seconds. 56. Hops with direction and control, most of the time. 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.	85. Skips with direction and control, most of the time.			
<b>Child runs, jumps, walks in a straight line, and hops on one foot.</b>				
<b>Physical Development &amp; Health</b>	<b>Physical Development &amp; Health</b>			
45. Walks to a destination without help. 46. Jumps in place and off low objects, such as a step. 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. 54. Balances on one foot for five seconds. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.	85. Skips with direction and control, most of the time.			
<b>Child climbs stairs using alternating feet.</b>				
<b>Physical Development &amp; Health</b>	<b>Physical Development &amp; Health</b>			
50. Climbs up and down stairs.	83. Climbs up and down stairs.			
<b>Child puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.</b>				
<b>Physical Development &amp; Health</b>				
22. Puts on front-opening garment, without assistance. 23. Puts on pull-over garment, without assistance. 24. Puts on shoes correctly, without assistance.				
<b>CHILDREN COMBINE A SEQUENCE OF LARGE MOTOR SKILLS WITH AND WITHOUT THE USE OF EQUIPMENT.</b>				
<b>Child peddles a tricycle.</b>				
<b>Physical Development &amp; Health</b>				
55. Pedals a tricycle, steers and makes turns around obstacles and corners.				

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child throws, catches or kicks a large, light-weight ball (8" - 10").</b>		
<b>Physical Development &amp; Health</b> 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.		
<b>Child participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.</b>		
<b>Physical Development &amp; Health</b> 16. Participates actively in outdoor group games (e.g., kickball).		
<b>PHYSICAL DEVELOPMENT – FINE MOTOR</b>		
<b>CHILDREN DEMONSTRATE EYE-HAND COORDINATION AND DEXTERITY NEEDED TO MANIPULATE OBJECTS.</b>		
<b>Child uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.</b>		
<b>Physical Development &amp; Health</b> 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.		<b>Physical Development &amp; Health</b> 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape.
<b>Child manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).</b>		
<b>Physical Development &amp; Health</b> 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).		
<b>Child uses buttons, zippers, snaps, and hook and loop tape successfully.</b>		
<b>Physical Development &amp; Health</b> 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.		

<b>3-5: Galileo G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>PERSONAL HEALTH AND SAFETY – PHYSICAL FITNESS</b>		
<b>CHILDREN ENGAGE IN A VARIETY OF PHYSICAL FITNESS ACTIVITIES.</b>		
<b>Child engages in large motor activities, (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.</b>		
<b>Physical Development &amp; Health</b> <p>15. Exercises large muscles (e.g., running, swinging, hopping, throwing).          46. Jumps in place and off low objects, such as a step.          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.          50. Climbs up and down stairs.          51. Walks along a wide beam, most of the time.          52. Climbs a short ladder (e.g., on playground toys).          53. Jumps forward several times, maintaining balance most of the time.</p>		<b>Physical Development &amp; Health</b> <p>83. Climbs up and down stairs.          84. Climbs a short ladder (e.g., on playground toys).</p>
<b>Child explores, practices and performs skill sets, (e.g. throwing, pushing, pulling, balancing, catching, etc.).</b>		
<b>Physical Development &amp; Health</b> <p>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>		
<b>Child participates in activities designed to strengthen major muscle groups and to promote balance and flexibility.</b>		
<b>Physical Development &amp; Health</b> <p>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.</p>		<b>Physical Development &amp; Health</b> <p>77. Participates actively in outdoor group games (e.g., kickball).</p>
<b>PERSONAL HEALTH AND SAFETY -- PHYSICAL HEALTH AND WELL BEING</b>		
<b>CHILDREN DEMONSTRATE PERSONAL CARE AND HYGIENE SKILLS.</b>		
<b>Child shows growing independence in using basic personal hygiene skills, such as washing hands, brushing teeth, toileting, etc.</b>		
<b>Physical Development &amp; Health</b> <p>6. Washes and dries hands with some supervision.          8. Brushes teeth with help.</p>		

<b>3-5: Galileo G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>Child exhibits self help skills when dressing, cleaning up after self, participating in meals, etc.</b>		
<b>Physical Development &amp; Health</b>		
7. Insists on washing and drying own hands. 9. Begins to independently brush his/her teeth with supervision.		
<b>Child demonstrates ways to prevent spreading germs to other people.</b>		
<b>Physical Development &amp; Health</b>		<b>Physical Development &amp; Health</b>
10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating).		76. Requests or initiates hand washing when needed (e.g., before eating).
<b>CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF HEALTHY HABITS.</b>		
<b>Child recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.</b>		
<b>Physical Development &amp; Health</b>		<b>Physical Development &amp; Health</b>
5. Identifies examples of foods that are healthy. 18. Talks about ways exercise keeps us healthy, with assistance.		75. Identifies examples of foods that are healthy.
<b>Child talks about food choices in relationship to allergies and overall health.</b>		
<b>Physical Development &amp; Health</b>		<b>Physical Development &amp; Health</b>
5. Identifies examples of foods that are healthy. 18. Talks about ways exercise keeps us healthy, with assistance. 41. Identifies potentially dangerous situations/activities, without assistance.		75. Identifies examples of foods that are healthy. 81. Identifies potentially dangerous situations/activities, without assistance.
<b>Child relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).</b>		
<b>Physical Development &amp; Health</b>		
18. Talks about ways exercise keeps us healthy, with assistance.		
<b>Child describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.</b>		
<b>Physical Development &amp; Health</b>		
44. Tells why people need to go to the doctor and dentist.		

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>PERSONAL HEALTH AND SAFETY – SAFETY</b>		
<b>CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES.</b>		
<b>Child verbalizes and demonstrates safety rules such as, hold an adult's hand when walking on sidewalks or near a street.</b>		
<b>Physical Development &amp; Health</b> 39. Describes basic traffic safety rules, without assistance. 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands). 44. Tells why people need to go to the doctor and dentist.	<b>Physical Development &amp; Health</b> 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	
<b>Child communicates to peers and adults when observing unsafe behavior, e.g., Tommy is throwing rocks.</b>		
<b>Physical Development &amp; Health</b> 35. Understands that parents and teachers are helpful resources.		
<b>Social &amp; Emotional Development</b> 16. Seeks support from familiar adults to resolve conflicts with peers.		
<b>Child understands that some practices could be unsafe, e.g. playing with matches, playing near a busy street, not wearing a bike helmet.</b>		
<b>Physical Development &amp; Health</b> 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.	<b>Physical Development &amp; Health</b> 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).	
<b>Child demonstrates knowledge of bus safety; i.e., crosses in front of the bus after the driver signals, looks both ways before crossing a street at anytime, etc.</b>		
<b>Physical Development &amp; Health</b> 39. Describes basic traffic safety rules, without assistance.		
<b>Child participates in fire evacuation drills, understands what the alarm bell is, the need to go to a safe location, and the importance of remaining calm and quiet.</b>		
<b>Physical Development &amp; Health</b> 36. Follows fire safety/fire drill rules, without assistance.	<b>Physical Development &amp; Health</b> 79. Follows fire safety/fire drill rules, without assistance.	
<b>Child explains how to get help in emergency situations.</b>		
<b>Physical Development &amp; Health</b> 35. Understands that parents and teachers are helpful resources.		

## Domain: Social and Emotional Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>CONTENT AREA: SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>BENCHMARK: CHILDREN RECOGNIZE THEMSELVES AS UNIQUE INDIVIDUALS HAVING THEIR OWN ABILITIES, CHARACTERISTICS, FEELINGS AND INTERESTS.</b>	
<b>Indicator: Child describes himself/herself using several different characteristics.</b>	
<b>Social &amp; Emotional Development</b> 2. Knows his/her age. 3. Knows his/her gender. 5. Describes his/her physical attributes (what I look like).	
<b>Child identifies self as being part of a family and identifies being connected to at least one significant adult.</b>	
<b>Social Studies</b> 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each.	
<b>Child demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).</b>	
<b>Social &amp; Emotional Development</b> 2. Knows his/her age. 3. Knows his/her gender. 6. Talks about his/her interests (what I like to do).	
<b>Child exhibits self-confidence by attempting new tasks independent of prompting or reinforcement.</b>	
<b>Approaches to Learning</b> 2. Participates in an increasing variety of experiences independently.	
<b>Child compares and/or contrasts self to others (ex. physical characteristics, preferences, feelings, abilities).</b>	
<b>Social Studies</b> 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	
<b>Child identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.</b>	
<b>Social &amp; Emotional Development</b> 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone). 41. Recognizes the impact of his/her actions on others' feelings.	
<b>Child displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (ex. wants to show a peer or adult).</b>	
<b>Social &amp; Emotional Development</b> 11. Talks positively about a recent accomplishment.	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>CHILDREN REGULATE THEIR RESPONSES TO NEEDS, FEELINGS AND EVENTS.</b>		
<b>Child expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.</b>		
<b>Social &amp; Emotional Development</b> 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). 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations.	<b>Social &amp; Emotional Development</b> 72. Chooses to express self to others safely/respectfully in calm situations.	
<b>Child appropriately names types of emotions (e.g. frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.</b>		
<b>Social &amp; Emotional Development</b> 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).		
<b>Child demonstrates an ability to independently modify their behavior in different situations</b>		
<b>Social &amp; Emotional Development</b> 13. Makes transitions between activities with minimal assistance. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.	<b>Social &amp; Emotional Development</b> 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.	
<b>CHILDREN DEMONSTRATE AND CONTINUE TO DEVELOP POSITIVE RELATIONSHIPS WITH SIGNIFICANT ADULTS (PRIMARY CAREGIVERS, TEACHERS AND OTHER FAMILIAR ADULTS).</b>		
<b>Child interacts with significant adults.</b>		
<b>Social &amp; Emotional Development</b> 16. Seeks support from familiar adults to resolve conflicts with peers.		
<b>Child seeks guidance from primary caregivers, teachers and other familiar adults.</b>		
<b>Social &amp; Emotional Development</b> 16. Seeks support from familiar adults to resolve conflicts with peers.		
<b>Child transitions into unfamiliar setting with the assistance of familiar adults.</b>		
<b>Social &amp; Emotional Development</b> 13. Makes transitions between activities with minimal assistance. 14. Comfortably accepts guidance and directions from a familiar adult.		
<b>CHILDREN DEVELOP POSITIVE RELATIONSHIPS WITH THEIR PEERS.</b>		
<b>Child approaches children already engaged in play.</b>		
<b>Social &amp; Emotional Development</b> 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.	<b>Social &amp; Emotional Development</b> 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.	

3-5: Galileo G3 Assessment Scale Goal		Galileo School Readiness Scale
<b>Child interacts with other children (e.g. in play, conversation, etc.).</b>		
<b>Social &amp; Emotional Development</b> 32. Initiates greeting of familiar peers. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.		<b>Social &amp; Emotional Development</b> 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
<b>Child shares materials and toys with other children.</b>		
<b>Social Studies</b> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.		<b>Cognition &amp; General Knowledge</b> 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
<b>Child sustains interactions by cooperating, helping, and suggesting new ideas for play.</b>		
<b>Social Studies</b> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.		<b>Cognition &amp; General Knowledge</b> 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
<b>Child develops close friendship with one or more peers.</b>		
<b>Social &amp; Emotional Development</b> 36. Says, signs, or gestures the names of friends.		<b>Cognition &amp; General Knowledge</b> 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
<b>Social Studies</b> 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.		
<b>Child offers support to another child or shows concern when a peer seems distressed.</b>		
<b>Social &amp; Emotional Development</b> 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.		
<b>CHILDREN DEMONSTRATE PRO-SOCIAL PROBLEM SOLVING SKILLS IN SOCIAL INTERACTIONS.</b>		
<b>Child seeks input from others about a problem.</b>		
<b>Social &amp; Emotional Development</b> 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers.		

<b>3-5: Galileo G3 Assessment Scale Goal</b>		<b>Galileo School Readiness Scale</b>
<b>Child uses multiple pro-social strategies to resolve conflicts (ex. trade, take turns, problem solve).</b>		
<b>Social &amp; Emotional Development</b>		<b>Social &amp; Emotional Development</b>
17. Moves around another child that is in her/his way (e.g., going up a slide). 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. 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).		
<b>Child uses and accepts compromise, with assistance.</b>		
<b>Social &amp; Emotional Development</b>		
22. Shows the ability to compromise in conflict resolution. 23. Uses negotiation to reach a solution. 24. Maintains a negotiated plan.		
<b>CHILDREN UNDERSTAND AND FOLLOW ROUTINES AND RULES.</b>		
<b>Child displays an understanding of the purpose of rules.</b>		
<b>Social &amp; Emotional Development</b>		<b>Social &amp; Emotional Development</b>
12. Follows established rules and routines in the classroom.		
<b>Child engages easily in routine activities (ex. story time, snack time, circle time).</b>		
<b>Social &amp; Emotional Development</b>		<b>Social &amp; Emotional Development</b>
12. Follows established rules and routines in the classroom. 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center). 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).		
<b>Child uses materials purposefully, safely and respectfully as set by group rules</b>		
<b>Social &amp; Emotional Development</b>		
26. Gets materials needed for an activity, without prompts.		
<b>Child applies rules in new, but similar, situations.</b>		
<b>Social &amp; Emotional Development</b>		<b>Social &amp; Emotional Development</b>
27. Insists on routines for transitions (e.g., when parents drop-off the child at the center). 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).		
<b>CHILDREN ADAPT TO CHANGE</b>		
<b>Child transitions, with minimal support, between routine activities and new or unexpected occurrences</b>		
<b>Social &amp; Emotional Development</b>		
13. Makes transitions between activities with minimal assistance.		

<b>3-5: Galileo G3 Assessment Scale Goal</b>	<b>Galileo School Readiness Scale</b>
<b>Child adjusts behavior as appropriate for different settings and/or events.</b>	
<b>Social &amp; Emotional Development</b> 13. Makes transitions between activities with minimal assistance.	
<b>Child uses multiple adaptive strategies to cope with change (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity)</b>	
<b>Social &amp; Emotional Development</b> 28. Comforts self by engaging in calming/soothing activities some of the time.	