

# Galileo® G3 Assessment Scales Alignment with Your State Standards

## Ohio



Assessment  
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Incorporated

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*This document references the Ohio Early Learning and Developmental Standards, October 2012.*

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*Assessment Technology, Incorporated, Publishers*

*Tucson, Arizona, U.S.A.*

*Printed in the United States of America.*

*V2-051613*

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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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# Ohio Early Learning and Development Standards for Ages 3-5 Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

## Domain: Approaches toward Learning

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: INITIATIVE</b>	
<b>TOPIC: INITIATIVE AND CURIOSITY</b>	
<b>Seek new and varied experiences and challenges (take risks).</b>	
<p><b>Approaches to Learning (AL)</b>            2. Participates in an increasing variety of experiences independently.            3. Combines materials, objects, equipment in new ways to produce multiple uses.            4. Selects activities or objects from a choice of at least two in a daily routine.            5. Selects activities that are within her/his capabilities, most of the time.            6. Initiates preferred purposeful activities when playing in interest centers.</p>	<p><b>Approaches to Learning</b>            61. Combines materials, objects, equipment in new ways to produce multiple uses.</p>
<b>Demonstrate self-direction while participating in a range of activities and routines.</b>	
<p><b>Approaches to Learning (AL)</b>            2. Participates in an increasing variety of experiences independently.            4. Selects activities or objects from a choice of at least two in a daily routine.            5. Selects activities that are within her/his capabilities, most of the time.            6. Initiates preferred purposeful activities when playing in interest centers.</p>	
<b>Ask questions to seek explanations about phenomena of interest.</b>	
<p><b>Approaches to Learning (AL)</b>            7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).</p>	<p><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).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>TOPIC: PLANNING, ACTION AND REFLECTION</b>	
<b>Develop, initiate and carry out simple plans to obtain a goal.</b>	
<p><b>Approaches to Learning (AL)</b>            17. While playing, says what s/he wants to accomplish, when asked.            18. Sets a goal prior to beginning of an activity or a project.            19. Says, signs, or gestures whether or not a simple task has been completed.            20. Sets a goal, and with adult help, plans a small number of steps to achieve it.            21. Revises, with adult help, a plan that has not produced the intended result.</p>	<p><b>Approaches to Learning</b>            59. Sets a goal, and with adult help, plans a small number of steps to achieve it.            60. Revises, with adult help, a plan that has not produced the intended result.</p>
<b>Use prior knowledge and information to assess, inform, and plan for future actions and learning.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>            47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p>	
<b>STRAND: ENGAGEMENT AND PERSISTENCE</b>	
<b>TOPIC: ATTENTION</b>	
<b>Focus on an activity with deliberate concentration despite distractions.</b>	
<p><b>Approaches to Learning (AL)</b>            11. Maintains concentration in an activity despite distractions or interruptions.            12. Maintains interest in an activity for an appropriate period of time.            15. Persists with a difficult or non-preferred activity.</p>	
<b>TOPIC: PERSISTENCE</b>	
<b>Carry out tasks, activities, projects or experiences from beginning to end.</b>	
<p><b>Approaches to Learning (AL)</b>            13. Completes a simple self-selected activity or task.            16. Checks to see if a simple task has been completed, without being asked.</p>	
<b>Focus on the task at hand even when frustrated or challenged.</b>	
<p><b>Approaches to Learning (AL)</b>            15. Persists with a difficult or non-preferred activity.</p>	
<b>STRAND CREATIVITY</b>	
<b>TOPIC INNOVATION AND INVENTION</b>	
<b>Use imagination and creativity to interact with objects and materials.</b>	
<p><b>Approaches to Learning (AL)</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).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Use creative and flexible thinking to solve problems.</b>	
<p><b>Approaches to Learning (AL)</b></p> <p>9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).</p> <p>10. Experiments with a variety of strategies to solve a problem or complete a task.</p>	
<b>Engage in inventive social play.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b></p> <ol style="list-style-type: none"> <li>1. Decides on a scene to act out.</li> <li>2. Mimics a movie, book, or past experience.</li> <li>3. Uses objects to represent characters (e.g., stuffed animal as the dad).</li> <li>4. Assigns parts to self and peers to act out scene.</li> <li>5. Uses body to act out pretend scene.</li> <li>6. Uses drawings to embellish scene.</li> <li>7. Talks to peers in pretend character.</li> <li>8. Reacts to peers remaining in pretend character.</li> <li>9. Acts out different roles (e.g., child, adult) in dramatic play situations.</li> <li>10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</li> <li>11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</li> <li>12. Acknowledges a difference between pretend game and the reality of the classroom.</li> <li>13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).</li> </ol>	<p><b>Cognition &amp; General Knowledge</b></p> <ol style="list-style-type: none"> <li>13. Uses objects to represent characters (e.g., stuffed animal as the dad).</li> </ol>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>TOPIC: EXPRESSION OF IDEAS AND FEELINGS THROUGH THE ARTS</b>	
<b>Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.</b>	
<p><b>Creative Arts (CA)</b></p> <p>4. Uses movement to express what is being felt/heard in various songs or tunes.</p> <p>5. Talks about the kinds of music enjoyed (e.g., favorites).</p> <p>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</p> <p>9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p> <p>10. Invents songs or tunes using voice or musical instruments.</p> <p>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p> <p>14. Matches pitch and tempo during a singing activity most of the time.</p> <p>17. Creates collages with various materials and textures (e.g., fabrics, pictures).</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p> <p>24. Describes a self-made art project (tells what it is about) to a child or adult.</p> <p>25. Uses various tools to create art projects (e.g., rollers, string, straws).</p>	<p><b>Approaches to Learning</b></p> <p>67. Uses movement to express what is being felt/heard in various songs or tunes.</p>
<b>Express interest in and show appreciation for the creative work of others. (no matching goals)</b>	

### Domain: Language and Literacy Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: LISTENING AND SPEAKING</b>	
<b>TOPIC: RECEPTIVE LANGUAGE AND COMPREHENSION</b>	
<b>Demonstrate understanding of increasingly complex concepts and longer sentences.</b>	
<p><b>Language Development (LD)</b></p> <p>7. Understands nouns commonly found in books for young children.</p> <p>8. Understands action words (e.g., give, run).</p> <p>9. Understands negative words (e.g., not, no).</p> <p>10. Understands positional words (e.g., top, bottom, on, in).</p> <p>11. Understands pronouns (e.g., she, he, it).</p> <p>12. Understands words that describe the qualities of objects (e.g., color, soft, cold).</p> <p>13. Understands past and future tense (e.g., went, will).</p>	<p><b>Language &amp; Literacy</b></p> <p>34. Understands nouns commonly found in books for young children.</p> <p>35. Understands action words (e.g., give, run).</p> <p>36. Understands positional words (e.g., top, bottom, on, in).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Ask meaning of words.</b>	
<b>Language Development (LD)</b> 16. Asks questions to obtain information or assistance.	
<b>Follow two-step directions or requests.</b>	
<b>Language Development (LD)</b> 3. Follows a small set of step-by-step directions, without prompts.	
<b>TOPIC: EXPRESSIVE LANGUAGE</b>	
<b>Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.</b>	
<b>Language Development (LD)</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>Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)</b>	
<b>Language Development (LD)</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>Describe familiar people, places, things and experiences.</b>	
<b>Language Development (LD)</b> 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 25. Uses descriptive words with objects (e.g. pretty flowers).	
<b>Use drawings or other visuals to add details to verbal descriptions.</b>	
<b>Language Development (LD)</b> 32. Draws pictures or uses dramatic play or music to tell a story.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p align="center"><b>With modeling and support, use the conventions of standard English (Grammar):</b></p> <p>Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.            Form regular plural nouns orally by adding /s/ or /es/.            Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).            Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with).            Produce and expand complete sentences in shared language activities.</p>	
<p><b>Language Development (LD)</b></p> <p>22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).            23. Combines words to create meaningful short sentences.            24. Uses negative words (e.g., not, no).            25. Uses descriptive words with objects (e.g. pretty flowers).            26. Takes apart and puts together compound words.            27. Uses pronouns to refer to people and things (e.g., she, he, it).            28. Uses past and future tenses (e.g., went, will).            29. Uses possessive endings (e.g., Jose's, Emma's).            30. Uses compound sentences (e.g., sentences joined by and, but, or).</p>	
<p align="center"><b>With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)</b></p>	
<p><b>Language Development (LD)</b></p> <p>14. Repeats or tries different words/sentences to get another child or adult to respond.            15. Uses appropriate words or gestures to share information or experiences.            17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	
<p align="center"><b>With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)</b></p>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b></p> <p>10. Uses picture cues to tell what is happening in a story.            11 Predicts story events using picture or verbal cues.</p>	<p><b>Language &amp; Literacy</b></p> <p>42. Uses picture cues to tell what is happening in a story.            43. Predicts story events using picture or verbal cues.</p>
<p align="center"><b>Identify real-life connections between words and their use. (Vocabulary)</b></p>	
<p><b>Language Development (LD)</b></p> <p>15. Uses appropriate words or gestures to share information or experiences.            17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)</b>	
<b>Language Development (LD)</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>TOPIC: SOCIAL COMMUNICATION</b>	
<b>With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).</b>	
<b>Language Development (LD)</b> 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.	
<b>With modeling and support, continue a conversation through multiple exchanges.</b>	
<b>Language Development (LD)</b> 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic.	
<b>STRAND: READING</b>	
<b>TOPIC: READING COMPREHENSION</b>	
<b>Ask and answer questions, and comment about characters and major events in familiar stories.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 20. Initiates conversation with a peer or an adult about a story, book or poem.	
<b>Retell or re-enact familiar stories.</b>	
<b>Language Development (LD)</b> 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	<b>Language &amp; Literacy</b> 33. Retells a familiar story, poem or song in his/her own words.
<b>Identify characters and major events in a story.</b>	
<b>Language Development (LD)</b> 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	<b>Language &amp; Literacy</b> 33. Retells a familiar story, poem or song in his/her own words.
<b>Demonstrate an understanding of the differences between fantasy and reality.</b>	
<b>Logic &amp; Reasoning (LR)</b> 12. Acknowledges a difference between pretend game and the reality of the classroom. 13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).	<b>Cognition &amp; General Knowledge</b> 16. Acknowledges a difference between pretend game and the reality of the classroom.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>With modeling and support, describe what part of the story the illustration depicts.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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>With modeling and support, name the author and illustrator of a story and what part each person does for a book.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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>With modeling and support, identify the topic of an informational text that has been read aloud.</b>	
<b>Language Development (LD)</b> 4. Asks questions and/or makes comments about a story, poem, or song.	<b>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song.
<b>With modeling and support, describe, categorize and compare and contrast information in informational text.</b>	
<b>Language Development (LD)</b> 4. Asks questions and/or makes comments about a story, poem, or song.	<b>Language &amp; Literacy</b> 32. Asks questions and/or makes comments about a story, poem, or song.
<b>With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).</b>	
<b>Logic &amp; Reasoning (LR)</b> 24. Describes the similarities/differences between two events (e.g., day/night).	
<b>Actively engage in group reading with purpose and understanding.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 14. Request rereading of favorite book. 15. Makes connections between her/his own experiences and those presented in books/stories. 18. Engages in pretend reading with other children, doll, or toy animal. 19. Requests a favorite book by title, author, or illustrator. 20. Initiates conversation with a peer or an adult about a story, book or poem.	<b>Language &amp; Literacy</b> 44. Requests a favorite book by title, author, or illustrator.
<b>TOPIC: FLUENCY</b>	
<b>With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.</b>	
<b>Language Development (LD)</b> 21. Changes inflection during a conversation to communicate meaning.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>TOPIC: PRINT CONCEPTS</b>	
<b>Demonstrate an understanding of basic conventions of print in English and other languages.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right. 29. Recognizes that words are separated by spaces. 32. Tracks by moving his/her finger along text as it is read by an adult.	<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>Orient books correctly for reading and turn pages one at a time.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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>Demonstrate an understanding that print carries meaning.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	<b>Language &amp; Literacy</b> 46. Recognizes that a spoken word/speech can be written and read. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
<b>TOPIC: PHONOLOGICAL AWARENESS</b>	
<b>With modeling and support, recognize and produce rhyming words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities.	<b>Language &amp; Literacy</b> 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
<b>With modeling and support recognize words in spoken sentences. (no matching goals)</b>	
<b>With modeling and support identify, blend and segment syllables in spoken words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 3. Says both syllables of a two-syllable word, with distinct separation. 9. Segments short words into their component sounds (e.g., trick, t-r-i-k).	<b>Language &amp; Literacy</b> 38. Says both syllables of a two-syllable word, with distinct separation. 41. Segments short words into their component sounds (e.g., trick, t-r-i-k).
<b>With modeling and support, orally blend and segment familiar compound words.</b>	
<b>Language Development (LD)</b> 26. Takes apart and puts together compound words.	
<b>With modeling and support, blend and segment onset and rime in single-syllable spoken words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 2. Distinguishes between some beginning consonant sounds in spoken language. 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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>With modeling and support identify initial and final sounds in spoken words.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 2. Distinguishes between some beginning consonant sounds in spoken language. 5. Distinguishes between some ending consonant sounds in spoken language.	
<b>TOPIC: LETTER AND WORD RECOGNITION</b>	
<b>With modeling and support recognize and “read” familiar words or environmental print.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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. 33. Reads familiar words in a sentence from a book/poem, with assistance.	<b>Language &amp; Literacy</b> 50. Reads a printed label or a sign on a familiar object, some of the time. 51. Reads familiar words in a sentence from a book/poem, with assistance.
<b>With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 45. Identifies all the letters in her/his name. 46. Names 1 or more letters. 47. Points to and names the first letter in familiar words. 48. Names 10 or more letters.	<b>Language &amp; Literacy</b> 56. Identifies all the letters in her/his name. 57. Points to and names the first letter in familiar words. 58. Names 10 or more letters.
<b>With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 45. Identifies all the letters in her/his name. 46. Names 1 or more letters. 47. Points to and names the first letter in familiar words. 48. Names 10 or more letters.	<b>Language &amp; Literacy</b> 56. Identifies all the letters in her/his name. 57. Points to and names the first letter in familiar words. 58. Names 10 or more letters.
<b>With modeling and support, recognize the sounds associated with letters.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	
<b>STRAND: WRITING</b>	
<b>TOPIC: WRITING PROCESS</b>	
<b>Use a 3-finger grasp of dominant hand to hold a writing tool.</b>	
<b>Literacy Knowledge &amp; Skills (LK)</b> 38. Holds pencil with thumb and forefinger. 39. Uses a variety of writing tools and materials to communicate with others.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Demonstrate an understanding of the structure and function of print.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b></p> <p>21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p> <p>22. Recognizes that a spoken word/speech can be written and read.</p> <p>23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p> <p>24. Recognizes that pages are read from top to bottom.</p> <p>25. Recognizes that sentences are read from left to right.</p> <p>29. Recognizes that words are separated by spaces.</p>	<p><b>Language &amp; Literacy</b></p> <p>45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p> <p>46. Recognizes that a spoken word/speech can be written and read.</p> <p>47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p> <p>48. Recognizes that pages are read from top to bottom.</p> <p>49. Recognizes that sentences are read from left to right.</p>
<b>With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b></p> <p>35. Communicates by scribbling and with some letter-like shapes.</p> <p>40. Copies her/his name from a sample.</p> <p>41. Writes some letters.</p> <p>42. Writes using inventive spelling.</p> <p>43. Write her/his name, without assistance.</p> <p>44. Communicates by writing complete words.</p>	<p><b>Language &amp; Literacy</b></p> <p>53. Communicates by scribbling and with some letter-like shapes.</p> <p>54. Copies her/his name from a sample.</p> <p>55. Write her/his name, without assistance.</p>
<b>With modeling and support, demonstrate letter formation in “writing.”</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b></p> <p>40. Copies her/his name from a sample.</p> <p>41. Writes some letters.</p> <p>42. Writes using inventive spelling.</p> <p>43. Write her/his name, without assistance.</p> <p>44. Communicates by writing complete words.</p>	<p><b>Language &amp; Literacy</b></p> <p>54. Copies her/his name from a sample.</p> <p>55. Write her/his name, without assistance.</p>
<b>With modeling and support show awareness that one letter or cluster of letters represents one word.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b></p> <p>44. Communicates by writing complete words.</p>	
<b>TOPIC: WRITING APPLICATION AND COMPOSITION</b>	
<b>“Read” what he/she has written.</b>	
<p><b>Literacy Knowledge &amp; Skills (LK)</b></p> <p>18. Engages in pretend reading with other children, doll, or toy animal.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>With modeling and support, notice and sporadically use punctuation in writing. (no matching goals)</b>	
<b>With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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. 39. Uses a variety of writing tools and materials to communicate with others. 44. Communicates by writing complete words.	<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>With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)</b>	
<b>Literacy Knowledge &amp; Skills (LK)</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. 39. Uses a variety of writing tools and materials to communicate with others. 44. Communicates by writing complete words.	<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>With modeling and support, discuss and respond to questions from others about writing/drawing.</b>	
<b>Language Development (LD)</b> 19. Responds to comments or questions from others during a conversation.	
<b>With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event.	
<b>With modeling and support, explore a variety of digital tools to express ideas.</b>	
<b>Physical Development &amp; Health (PDH)</b> 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	<b>Physical Development &amp; Health</b> 88. Uses computer keyboard/mouse for writing/drawing, without assistance.

## Domain: Physical Well-Being and Motor Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: MOTOR DEVELOPMENT</b>	
<b>TOPIC: LARGE MUSCLE, BALANCE AND COORDINATION</b>	
<b>Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running hopping, skipping).</b>	
<p><b>Physical Development &amp; Health (PDH)</b>            45. Walks to a destination without help.            47. Moves around obstacles with balance and direction.            48. Stops and turns while running.            53. Jumps forward several times, maintaining balance most of the time.            56. Hops with direction and control, most of the time.            57. Jumps backward without losing balance.            58. Skips with direction and control, most of the time.            59. Gallops maintaining direction and control, most of the time.</p>	<p><b>Physical Development &amp; Health</b>            85. Skips with direction and control, most of the time.</p>
<b>Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).</b>	
<p><b>Physical Development &amp; Health (PDH)</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.            63. Dribbles a large ball several times with both hands.            64. Dribbles a large ball several times with one hand.</p>	
<b>Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).</b>	
<p><b>Physical Development &amp; Health (PDH)</b>            46. Jumps in place and off low objects, such as a step.            54. Balances on one foot for five seconds.</p>	
<b>Demonstrate spatial awareness in physical activity or movement.</b>	
<p><b>Physical Development &amp; Health (PDH)</b>            46. Jumps in place and off low objects, such as a step.            47. Moves around obstacles with balance and direction.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: MOTOR DEVELOPMENT</b>	
<b>TOPIC: SMALL MUSCLE: TOUCH GRASP, REACH, MANIPULATE</b>	
<b>Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.</b>	
<b>Physical Development &amp; Health (PDH)</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. 71. Strings large beads on a piece of yarn. 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	<b>Physical Development &amp; Health</b> 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape. 88. Uses computer keyboard/mouse for writing/drawing, without assistance.
<b>Use classroom and household tools independently with eye-hand coordination to carry out activities.</b>	
<b>Physical Development &amp; Health (PDH)</b> 67. Correctly holds a pencil or crayon. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape. 71. Strings large beads on a piece of yarn. 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	<b>Physical Development &amp; Health</b> 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape. 88. Uses computer keyboard/mouse for writing/drawing, without assistance.
<b>TOPIC: ORAL-MOTOR</b>	
<b>Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.</b>	
<b>Physical Development &amp; Health (PDH)</b> 1. Chews all food completely prior to swallowing.	
<b>TOPIC: SENSORY MOTOR</b>	
<b>Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.</b>	
<b>Approaches to Learning (AL)</b> 11. Maintains concentration in an activity despite distractions or interruptions.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: PHYSICAL WELL-BEING</b>	
<b>TOPIC: BODY AWARENESS</b>	
<b>Identify and describe the function of body parts. (no matching goal)</b>	
<b>TOPIC: PHYSICAL ACTIVITY</b>	
<b>Participate in structured and unstructured active physical play exhibiting strength and stamina.</b>	
<b>Physical Development &amp; Health (PDH)</b> 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).	<b>Physical Development &amp; Health</b> 77. Participates actively in outdoor group games (e.g., kickball).
<b>Demonstrate basic understanding that physical activity helps the body grow and be healthy.</b>	
<b>Physical Development &amp; Health (PDH)</b> 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball). 17. Identifies a variety of games/exercises that help enhance fitness. 18. Talks about ways exercise keeps us healthy, with assistance.	<b>Physical Development &amp; Health</b> 77. Participates actively in outdoor group games (e.g., kickball).
<b>TOPIC: NUTRITION</b>	
<b>Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.</b>	
<b>Physical Development &amp; Health (PDH)</b> 5. Identifies examples of foods that are healthy.	<b>Physical Development &amp; Health</b> 75. Identifies examples of foods that are healthy.
<b>Distinguish nutritious from non-nutritious foods.</b>	
<b>Physical Development &amp; Health (PDH)</b> 5. Identifies examples of foods that are healthy.	<b>Physical Development &amp; Health</b> 75. Identifies examples of foods that are healthy.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>TOPIC: SELF-HELP</b>	
<b>Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).</b>	
<p><b>Physical Development &amp; Health (PDH)</b></p> <ul style="list-style-type: none"> <li>6. Washes and dries hands with some supervision.</li> <li>7. Insists on washing and drying own hands.</li> <li>8. Brushes teeth with help.</li> <li>9. Begins to independently brush his/her teeth with supervision.</li> <li>10. Disposes of tissues appropriately in a container.</li> <li>11. Covers mouth with hand/tissue when coughing or sneezing.</li> <li>12. Brushes teeth in a correct fashion, without assistance.</li> <li>13. Uses tissues properly to blow/wipe nose, without assistance.</li> <li>14. Requests or initiates hand washing when needed (e.g., before eating).</li> <li>19. Unzips zippers.</li> <li>20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</li> <li>21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</li> <li>22. Puts on front-opening garment, without assistance.</li> <li>23. Puts on pull-over garment, without assistance.</li> <li>24. Puts on shoes correctly, without assistance.</li> <li>25. Ties own shoes, without assistance.</li> <li>26. Uses bathroom, without assistance.</li> <li>27. Initiates a trip to the bathroom, without being prompted.</li> <li>28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</li> <li>29. Disposes of toilet paper/paper towels appropriately.</li> <li>30. Remains dry and unsoiled between bathroom trips.</li> </ul>	<p><b>Physical Development &amp; Health</b></p> <ul style="list-style-type: none"> <li>76. Requests or initiates hand washing when needed (e.g., before eating).</li> <li>78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</li> </ul>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Follow basic health practices.</b>	
<p><b>Physical Development &amp; Health (PDH)</b>            31. Has calm and settled rest periods.            32. Cooperates by opening mouth for a quick visual exam.            33. Properly uses corrective and assistive visual devices consistently (e.g., glasses).            34. Uses assistive audiological devices, such as hearing aids, if appropriate.            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.            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.</p>	<p><b>Physical Development &amp; Health</b>            80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).            81. Identifies potentially dangerous situations/activities, without assistance.</p>
<b>TOPIC: SAFETY PRACTICES</b>	
<b>With modeling and support, identify and follow basic safety rules.</b>	
<p><b>Physical Development &amp; Health (PDH)</b>            36. Follows fire safety/fire drill rules, without assistance.            37. Follows outdoor and indoor play rules, without prompts.            38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).            39. Describes basic traffic safety rules, without assistance.            40. Identifies nonedible/poisonous substances, without assistance.            41. Identifies potentially dangerous situations/activities, without assistance.</p>	<p><b>Physical Development &amp; Health</b>            79. Follows fire safety/fire drill rules, without assistance.            80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).            81. Identifies potentially dangerous situations/activities, without assistance.</p>
<b>Identify ways adults help to keep us safe.</b>	
<p><b>Physical Development &amp; Health (PDH)</b>            35. Understands that parents and teachers are helpful resources.</p>	
<b>With modeling and support, identify the consequences of unsafe behavior.</b>	
<p><b>Physical Development &amp; Health (PDH)</b>            42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</p>	<p><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).</p>
<b>With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).</b>	
<p><b>Physical Development &amp; Health (PDH)</b>            36. Follows fire safety/fire drill rules, without assistance.</p>	<p><b>Physical Development &amp; Health</b>            79. Follows fire safety/fire drill rules, without assistance.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.</b>	
<b>Physical Development &amp; Health (PDH)</b> 37. Follows outdoor and indoor play rules, without prompts. 39. Describes basic traffic safety rules, without assistance.	

### Domain: Social and Emotional Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: SELF</b>	
<b>TOPIC: AWARENESS AND EXPRESSION OF EMOTION</b>	
<b>Recognize and identify own emotions and the emotions of others.</b>	
<b>Social &amp; Emotional Development (SED)</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). 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 41. Recognizes the impact of his/her actions on others' feelings. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	
<b>Communicate a range of emotions in socially accepted ways.</b>	
<b>Social &amp; Emotional Development (SED)</b> 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 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 (SED)</b> 72. Chooses to express self to others safely/respectfully in calm situations.
<b>TOPIC: SELF-CONCEPT</b>	
<b>Identify the diversity in human characteristics and how people are similar and different.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 41. Shows recognition of and respect for differences between genders. 42. Shows respect for those with special needs. 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>Compare own characteristics to those of others.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	
<b>TOPIC: SELF-REGULATION</b>	
<b>Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.</b>	
<b>Social &amp; Emotional Development (SED)</b> 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>Demonstrate the ability to delay gratification for short periods of time. (no matching goal)</b>	
<b>With modeling and support, show awareness of the consequences for his/her actions.</b>	
<b>Social &amp; Emotional Development (SED)</b> 45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.	
<b>TOPIC: SENSE OF COMPETENCE</b>	
<b>Show confidence in own abilities and accomplish routine and familiar tasks independently.</b>	
<b>Social &amp; Emotional Development (SED)</b> 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 8. Talks positively about a recent accomplishment.	
<b>STRAND: RELATIONSHIPS</b>	
<b>TOPIC: ATTACHMENT</b>	
<b>Express affection for familiar adults.</b>	
<b>Approaches to Learning (AL)</b> 22. Shares part or all of something with an adult.	
<b>Seek security and support from familiar adults in anticipation of challenging situations.</b>	
<b>Social &amp; Emotional Development (SED)</b> 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers.	
<b>Separate from familiar adults in a familiar setting with minimal distress.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>TOPIC: INTERACTIONS WITH ADULTS</b>	
<b>Engage in extended, reciprocal conversations with familiar adults.</b>	
<p><b>Language Development (LD)</b></p> <p>18. Takes turns being a speaker.</p> <p>19. Responds to comments or questions from others during a conversation.</p> <p>20. Adjusts conversation to changes in topic.</p> <p>21. Changes inflection during a conversation to communicate meaning.</p>	
<b>Request and accept guidance from familiar adults.</b>	
<p><b>Social &amp; Emotional Development (SED)</b></p> <p>14. Comfortably accepts guidance and directions from a familiar adult.</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p>	
<b>TOPIC: PEER INTERACTIONS AND RELATIONSHIPS</b>	
<b>Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.</b>	
<p><b>Logic &amp; Reasoning (LR)</b></p> <p>1. Decides on a scene to act out.</p> <p>2. Mimics a movie, book, or past experience.</p> <p>3. Uses objects to represent characters (e.g., stuffed animal as the dad).</p> <p>4. Assigns parts to self and peers to act out scene.</p> <p>5. Uses body to act out pretend scene.</p> <p>6. Uses drawings to embellish scene.</p> <p>7. Talks to peers in pretend character.</p> <p>8. Reacts to peers remaining in pretend character.</p> <p>9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p> <p>10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p> <p>11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p> <p>12. Acknowledges a difference between pretend game and the reality of the classroom.</p> <p>13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).</p>	<p><b>Cognition &amp; General Knowledge</b></p> <p>15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p> <p>16. Acknowledges a difference between pretend game and the reality of the classroom.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Demonstrate socially competent behavior with peers.</b>	
<p><b>Social &amp; Emotional Development (SED)</b></p> <p>31. Responds appropriately to greeting by familiar peers.</p> <p>32. Initiates greeting of familiar peers.</p> <p>33. Verbally or nonverbally invites a peer to play.</p> <p>35. Plays without disrupting or destroying the work of others.</p> <p>36. Says, signs, or gestures the names of friends.</p> <p>38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p> <p>39. Sustains a cooperative participation with others.</p>	<p><b>Social &amp; Emotional Development</b></p> <p>71. Plays without disrupting or destroying the work of others.</p> <p>73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p>
<b>With modeling and support, negotiate to resolve social conflicts with peers.</b>	
<p><b>Social &amp; Emotional Development (SED)</b></p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>17. Moves around another child that is in her/his way (e.g., going up a slide).</p> <p>18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p> <p>19. Expresses wants and needs in conflict situations.</p> <p>20. Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p>22. Shows the ability to compromise in conflict resolution.</p> <p>23. Uses negotiation to reach a solution.</p> <p>24. Maintains a negotiated plan.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p> <p>37. Chooses to express self to others safely/respectfully in calm situations.</p> <p>41. Recognizes the impact of his/her actions on others' feelings.</p> <p>42. Respects the rights of others.</p> <p>43. Chooses to express self to others safely/respectfully in difficult situations.</p>	<p><b>Social &amp; Emotional Development (SED)</b></p> <p>70. Shows the ability to compromise in conflict resolution.</p> <p>72. Chooses to express self to others safely/respectfully in calm situations.</p>
<b>TOPIC: EMPATHY</b>	
<b>Express concern for the needs of others and people in distress.</b>	
<p><b>Social &amp; Emotional Development (SED)</b></p> <p>40. Expresses encouragement in a variety of ways (e.g., clapping, cheering).</p> <p>46. Expresses empathy or caring for others by consoling, comforting, or helping.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Show regard for the feelings of other living things.</b>	
<b>Social &amp; Emotional Development (SED)</b> 41. Recognizes the impact of his/her actions on others' feelings. 42. Respects the rights of others. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	

### Domain: Cognition and General Knowledge

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: COGNITIVE SKILLS</b>	
<b>TOPIC: MEMORY</b>	
<b>Communicate about past events and anticipate what comes next during familiar routines and experiences.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</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. 36. Identifies events that might occur in the future. 37. Labels days by function (e.g., school day, field trip day). 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media. 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").	<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>With modeling and support remember and use information for a variety of purposes.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	
<b>Recreate complex ideas, events/situations with personal adaptations.</b>	
<b>Language Development (LD)</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>TOPIC: SYMBOLIC THOUGHT</b>	
<b>Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).</b>	
<b>Logic &amp; Reasoning (LR)</b> 6. Uses drawings to embellish scene. 22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.</b>	
<b>Logic &amp; Reasoning (LR)</b> 1. Decides on a scene to act out. 4. Assigns parts to self and peers to act out scene. 5. Uses body to act out pretend scene. 7. Talks to peers in pretend character. 8. Reacts to peers remaining in pretend character. 9. Acts out different roles (e.g., child, adult) in dramatic play situations. 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).	<b>Cognition &amp; General Knowledge</b> 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).
<b>TOPIC: REASONING AND PROBLEM-SOLVING</b>	
<b>Demonstrate ability to solve everyday problems based upon past experience.</b>	
<b>Logic &amp; Reasoning (LR)</b> 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).	
<b>Solve problems by planning and carrying out a sequence of actions.</b>	
<b>Logic &amp; Reasoning (LR)</b> 21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).	
<b>Seek more than one solution to a question, problem or task.</b>	
<b>Logic &amp; Reasoning (LR)</b> 20. Suggests an alternative solution to solve a problem, without assistance.	
<b>Explain reasoning for the solution selected.</b>	
<b>Logic &amp; Reasoning (LR)</b> 25. Provides rationale for sorting objects into specific groups (e.g., all flat). 29. States the cause of an effect (e.g., what caused the tricycle to stop).	<b>Cognition &amp; General Knowledge</b> 11. Provides rationale for sorting objects into specific groups (e.g., all flat).
<b>Sub-Domain: Mathematics</b>	
<b>STRAND: NUMBER SENSE</b>	
<b>TOPIC: NUMBER SENSE AND COUNTING</b>	
<b>Count to 20 by ones with increasing accuracy.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 5. Counts to find out how many are in a group greater than 10.	
<b>Identify and name numerals 1-9.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10.	
<b>Identify without counting small quantities of up to 3 items. (Subitize) (no matching goals)</b>	
<b>Demonstrate one-to-one correspondence when counting objects up to 10.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 1. Uses one-to-one correspondence when counting objects.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Understand that the last number spoken tells the number of objects counted.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b></p> <ol style="list-style-type: none"> <li>1. Uses one-to-one correspondence when counting objects.</li> <li>2. Counts to find how many are in a group up to 5.</li> <li>3. Counts forward from a number &gt; 1 to find how many are in a group.</li> <li>4. Counts to find how many are in a group up to 10.</li> <li>5. Counts to find out how many are in a group greater than 10.</li> <li>6. Counts backward to find how many are left.</li> </ol>	<p><b>Cognition &amp; General Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Counts to find how many are in a group up to 5.</li> <li>2. Counts forward from a number &gt; 1 to find how many are in a group.</li> <li>3. Counts to find how many are in a group up to 10.</li> </ol>
<b>Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b></p> <ol style="list-style-type: none"> <li>10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</li> <li>11. Separates a group into two sets and identifies the number of items in both sets.</li> </ol>	<p><b>Cognition &amp; General Knowledge</b></p> <ol style="list-style-type: none"> <li>7. Separates a group into two sets and identifies the number of items in both sets.</li> </ol>
<b>STRAND: NUMBER RELATIONSHIPS AND OPERATIONS</b>	
<b>TOPIC: NUMBER RELATIONSHIPS</b>	
<b>Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b></p> <ol style="list-style-type: none"> <li>15. Adds one to a small group, when asked.</li> <li>16. Indicates that a small group has more after some have been added.</li> <li>17. Adds two small groups by combining the groups and counting all the objects.</li> <li>18. Indicates that a small group has less after taking some away.</li> <li>19. Indicates that one was taken away from a small group.</li> <li>20. Indicates how many are left after taking one from a small group.</li> </ol>	<p><b>Cognition &amp; General Knowledge</b></p> <ol style="list-style-type: none"> <li>8. Adds two small groups by combining the groups and counting all the objects.</li> <li>9. Indicates how many are left after taking one from a small group.</li> </ol>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: ALGEBRA</b>	
<b>TOPIC: GROUP AND CATEGORIZE</b>	
<b>Sort and classify objects by one or more attributes (e.g., size, shape).</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>  24. Matches objects to an example.  25. Sorts diverse objects based on a physical attribute (e.g., shape).  26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).  27. Sorts diverse objects based on multiple attributes (e.g., size and shape).</p> <p><b>Logic &amp; Reasoning (LR)</b>  23. Identifies which object does not belong in a group.  24. Describes the similarities/differences between two events (e.g., day/night).  25. Provides rationale for sorting objects into specific groups (e.g., all flat).  26. Associates events/experiences with their intent(s) (e.g., school:learning).</p>	<p><b>Cognition &amp; General Knowledge</b>  10. Sorts diverse objects based on a physical attribute (e.g., shape).  11. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>
<b>TOPIC: PATTERNING</b>	
<b>Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</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).</p>	
<b>Create patterns.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>  42. Creates an alternating visual pattern using art or play materials.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: MEASUREMENT AND DATA</b>	
<b>TOPIC: DESCRIBE AND COMPARE MEASUREABLE ATTRIBUTES</b>	
<b>Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</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>Order objects by measureable attribute (e.g., biggest to smallest, etc.).</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 28. Identifies the shorter or taller of two persons or things. 29. Identifies the shortest or tallest in a group. 30. Arranges objects in order by size. 31. Places an object in its proper position in a group ordered by size.	
<b>Measure length and volume (capacity) using non-standard or standard measurement tools.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 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>TOPIC: DATA ANALYSIS</b>	
<b>Collect data by categories to answer simple questions.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).	
<b>STRAND: GEOMETRY</b>	
<b>TOPIC: SPATIAL RELATIONSHIPS</b>	
<b>Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>TOPIC: IDENTIFY AND DESCRIBE SHAPES</b>	
<b>Understand and use names of shapes when identifying objects.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board. 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
<b>Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.). (no matching goal)</b>	
<b>TOPIC: ANALYZE, COMPARE AND CREATE SHAPES</b>	
<b>Compare two-dimensional shapes, in different sizes and orientations, using informal language.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
<b>Create shapes during play by building, drawing, etc.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
<b>Combine simple shapes to form larger shapes.</b>	
<b>Mathematics Knowledge &amp; Skills (MK)</b> 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
<b>Sub-Domain: Social Studies</b>	
<b>STRAND: HISTORY</b>	
<b>TOPIC: HISTORICAL THINKING AND SKILLS</b>	
<b>Demonstrate an understanding of time in the context of daily experiences.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 37. Labels days by function (e.g., school day, field trip day).	<b>Cognition &amp; General Knowledge</b> 30. Begins to use or respond to the language of time such as related to daily routines or schedules.
<b>Develop an awareness of his/her personal history.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</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>TOPIC: HERITAGE</b>	
<b>Develop an awareness and appreciation of family cultural stories and traditions.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</b> 1. Shares personal family stories and traditions.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: GEOGRAPHY</b>	
<b>TOPIC: SPATIAL THINKING AND SKILLS</b>	
<b>Demonstrate a beginning understanding of maps as actual representations of places.</b>	
<p><b>Social Studies Knowledge &amp; Skills (SSK)</b>  16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.  17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).  18. Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.</p>	
<b>TOPIC: HUMAN SYSTEMS</b>	
<b>Identify similarities and differences of personal, family and cultural characteristics, and those of others.</b>	
<p><b>Social Studies Knowledge &amp; Skills (SSK)</b>  43. Shows respect for members of different cultures.</p>	
<b>STRAND: GOVERNMENT</b>	
<b>TOPIC: CIVIC PARTICIPATION AND SKILLS</b>	
<b>Understand that everyone has rights and responsibilities within a group.</b>	
<p><b>Social Studies Knowledge &amp; Skills (SSK)</b>  3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).  4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.  9. Describes or illustrates the roles/responsibilities of community workers.</p>	<p><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).  31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.  27. Describes or illustrates the roles/responsibilities of community workers.</p>
<b>Demonstrate cooperative behaviors and fairness in social interactions.</b>	
<p><b>Social Studies Knowledge &amp; Skills (SSK)</b>  4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p><b>Cognition &amp; General Knowledge</b>  31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>With modeling and support, negotiate to solve social conflicts with peers.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  16. Seeks support from familiar adults to resolve conflicts with peers.  17. Moves around another child that is in her/his way (e.g., going up a slide).  18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).  19. Expresses wants and needs in conflict situations.  20. Says, signs, or gestures to a child who is being offensive to stop the behavior.  21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.  22. Shows the ability to compromise in conflict resolution.  23. Uses negotiation to reach a solution.  24. Maintains a negotiated plan.  25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p><b>Social &amp; Emotional Development</b>  70. Shows the ability to compromise in conflict resolution.</p>
<b>With modeling and support, demonstrate an awareness of the outcomes of choices.</b>	
<p><b>Social &amp; Emotional Development (SED)</b>  8. Demonstrates awareness of the outcomes of one's own choices.  44. Recognizes inappropriate behavioral choices of self most of the time.  45. Usually recognizes that inappropriate behavior leads to consequences.</p> <p><b>Logic &amp; Reasoning (LR)</b>  29. States the cause of an effect (e.g., what caused the tricycle to stop).</p>	
<b>TOPIC: RULES AND LAWS</b>	
<b>With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</b>	
<p><b>Physical Development &amp; Health (PDH)</b>  36. Follows fire safety/fire drill rules, without assistance.  37. Follows outdoor and indoor play rules, without prompts.  39. Describes basic traffic safety rules, without assistance.  42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</p>	<p><b>Physical Development &amp; Health</b>  79. Follows fire safety/fire drill rules, without assistance.  82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: ECONOMICS</b>	
<b>TOPIC: SCARCITY</b>	
<b>With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited. (no matching goals)</b>	
<b>TOPIC: PRODUCTION AND CONSUMPTION</b>	
<b>With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired. (no matching goals)</b>	
<b>With modeling and support, demonstrate responsible consumption and conservation of resources.</b>	
<b>Social Studies Knowledge &amp; Skills (SSK)</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>Sub-Domain: Science</b>	
<b>STRAND: SCIENCE INQUIRY AND APPLICATION</b>	
<b>TOPIC: INQUIRY</b>	
<b>Explore objects, materials and events in the environment.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event.	
<b>Make careful observations.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 41. Uses observation as a way to gather data about an object or an event.	
<b>Pose questions about the physical and natural environment.</b>	
<b>Science Knowledge &amp; Skills (SK)</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>Engage in simple investigations.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 40. Participates in simple investigations to answer questions.	
<b>Describe, compare, sort, classify, and order.</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 4. Describes what an animal is doing as it is being observed. 6. Describes the typical behaviors/habits of a familiar animal. 8. Describes/draws the type of shelter used by familiar animals. 53. Describes the functions of objects (e.g., containers hold things).  <b>Mathematics Knowledge &amp; Skills (MK)</b> 24. Matches objects to an example. 25. Sorts diverse objects based on a physical attribute (e.g., shape). 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape). 27. Sorts diverse objects based on multiple attributes (e.g., size and shape). 28. Identifies the shorter or taller of two persons or things. 29. Identifies the shortest or tallest in a group. 30. Arranges objects in order by size. 31. Places an object in its proper position in a group ordered by size.	<b>Cognition &amp; General Knowledge</b> 10. Sorts diverse objects based on a physical attribute (e.g., shape).
<b>Record observations using words, pictures, charts, graphs, etc.</b>	
<b>Science Knowledge &amp; Skills (SK)</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>Use simple tools to extend investigation.</b>	
<b>Science Knowledge &amp; Skills (SK)</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).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Identify patterns and relationships.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b></p> <p>38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).</p> <p>39. Repeats an alternating visual pattern (e.g., red/green/red/green).</p> <p>40. Repeats an alternating auditory pattern (e.g., loud/soft claps).</p> <p>41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).</p> <p>42. Creates an alternating visual pattern using art or play materials.</p> <p>43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
<b>Make predictions.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b></p> <p>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p> <p>34. Predicts that it is likely to rain when dark clouds come.</p> <p>35. Predicts which way a scale will tip when a weight is added to one side.</p> <p>36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p>	<p><b>Cognition &amp; General Knowledge</b></p> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>19. Predicts which way a scale will tip when a weight is added to one side.</p> <p>20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>Make inferences, generalizations and explanations based on evidence.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>            44. Describes her/his data to other peers/adults.            46. Presents observations in a variety of ways (e.g., drawings, charts, maps).            47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).            48. Shares ideas/thoughts when observing the natural world/physical phenomena.            49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).            50. Provides two explanations for why an event/outcome occurred (e.g., birds left).            51. Attempts to explain why living things change (e.g., leaves turn brown).            52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>	<p><b>Cognition &amp; General Knowledge</b>            21. Presents observations in a variety of ways (e.g., drawings, charts, maps).            22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).            23. Provides two explanations for why an event/outcome occurred (e.g., birds left).            24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>
<b>Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>            46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p><b>Cognition &amp; General Knowledge</b>            21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>
<b>STRAND: EARTH AND SPACE SCIENCE</b>	
<b>TOPIC: EXPLORATIONS OF THE NATURAL WORLD</b>	
<b>With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>            7. Draws/talks about changes in her/himself over time.            10. Draws/talks about observed life cycle changes in a familiar plant.            11. Draws/talks about observed life cycle changes in a familiar animal.            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).</p>	
<b>With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>            31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>STRAND: PHYSICAL SCIENCE</b>	
<b>TOPIC: EXPLORATIONS OF ENERGY</b>	
<b>With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b>            22. Classifies objects by their state (e.g., liquid, solid, gas).            23. Classifies objects into living and non-living categories.            24. Classifies objects based on whether they are found in nature or made by people.            25. Classifies objects based on their physical composition (e.g., metal, rock, soil).            26. Classifies objects based on whether or not they require electricity/battery.</p>	<p><b>Cognition &amp; General Knowledge</b>            17. Classifies objects into living and non-living categories.</p>
<b>With modeling and support, explore the position and motion of objects.</b>	
<p><b>Mathematics Knowledge &amp; Skills (MK)</b>            33. Understands object position concepts (e.g., under, top, bottom, inside, behind).</p> <p><b>Science Knowledge &amp; Skills (SK)</b>            39. Predicts that the steeper the incline, the faster an object will move.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>With modeling and support, explore the properties and characteristics of sound and light. (no matching goals)</b>	
<b>STRAND: LIFE SCIENCE</b>	
<b>TOPIC: EXPLORATIONS OF LIVING THINGS</b>	
<b>With modeling and support, identify physical characteristics and simple behaviors of living things.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b></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>8. Describes/draws the type of shelter used by familiar animals.</p> <p>9. Draws/talks about what living things need to survive (e.g., plants need water).</p> <p>10. Draws/talks about observed life cycle changes in a familiar plant.</p> <p>11. Draws/talks about observed life cycle changes in a familiar animal.</p> <p>17. Distinguishes plants from animals.</p> <p>18. Distinguishes between land and water animals.</p> <p>19. Classifies animals into groups by the way they move (e.g., flying, running).</p> <p>20. Classifies animals into those that are domestic and those that are wild.</p> <p>21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).</p>	
<b>With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b></p> <p>6. Describes the typical behaviors/habits of a familiar animal.</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>	
<b>With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</b>	
<p><b>Science Knowledge &amp; Skills (SK)</b></p> <p>9. Draws/talks about what living things need to survive (e.g., plants need water).</p> <p>11. Draws/talks about observed life cycle changes in a familiar animal.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<b>With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).</b>	
<b>Science Knowledge &amp; Skills (SK)</b> 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal.	
<b>With modeling and support, recognize similarities and differences between people and other living things.</b>	
<b>Science Knowledge &amp; Skills (SK)</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).	