

Galileo G3 Assessment Scales Alignment with Your State Standards Oklahoma



Assessment
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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 11 domains of knowledge. This alignment document is also organized into 11 sections displaying the *Galileo G3 Assessment Scales*,

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

TABLE 1
Galileo G3 Assessment Scales

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

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

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

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

TABLE 2

Galileo G3 Nature and Science Assessment Scale Knowledge Areas

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

As you read through each *Galileo G3 Assessment Scale* in this document, you will note that any subcategories in your state standards are listed as columns on the left

side of each section. The columns on the right side of each section detail how Galileo scales and goals correspond to the state standards.

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

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

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

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Oklahoma Early Childhood Program 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
STANDARD 1: THE CHILD DEMONSTRATES POSITIVE ATTITUDES, HABITS, AND LEARNING STYLES.	
Objective: 1. Demonstrates an eagerness and interest in learning.	
Approaches to Learning (AL) 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). 15. Persists with a difficult or non-preferred activity.	Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).
2. Develops and expands listening skills.	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song.	
3. Demonstrates self-direction and independence.	
Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently. 4. Selects activities or objects from a choice of at least two in a daily routine. 5. Selects activities that are within her/his capabilities, most of the time. 6. Initiates preferred purposeful activities when playing in interest centers.	
4. Demonstrates increasing ability to set goals and develop and follow through on plans.	
Approaches to Learning (AL) 18. Sets a goal prior to beginning of an activity or a project. 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.	Approaches to Learning 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.
5. Manages transition between activities effectively.	
Social & Emotional Development (SED) 13. Makes transitions between activities with minimal assistance.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
6. Understands, accepts, and follows rules and routines.	
<p>Social & Emotional Development (SED) 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center). 28. Comforts self by engaging in calming/soothing activities some of the time. 29. Accepts arrival and departure transitions as routine parts of the day. 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).</p>	<p>Social & Emotional Development 69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).</p>
7. Develops increasing ability to find more than one solution to a question, task or problem.	
<p>Approaches to Learning (AL) 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). 10. Experiments with a variety of strategies to solve a problem or complete a task.</p>	
8. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	
<p>Approaches to Learning (AL) 10. Experiments with a variety of strategies to solve a problem or complete a task.</p> <p>Social & Emotional Development (SED) 16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>Logic & Reasoning (LR) 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.</p>	

Domain: Creative Skills

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 1: THE CHILD PARTICIPATES IN ACTIVITIES THAT FOSTER INDIVIDUAL CREATIVITY.	
Objective: 1. Demonstrates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances.	
Creative Arts (CA) 1. Shows an interest in using musical instruments to produce sounds. 2. Shows an interest in listening to short musical selections. 3. Sing or hums familiar songs or tunes. 4. Uses movement to express what is being felt/heard in various songs or tunes. 5. Talks about the kinds of music enjoyed (e.g., favorites). 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	Approaches to Learning 66. Sings or hums familiar songs or tunes. 67. Uses movement to express what is being felt/heard in various songs or tunes.
2. Thinks of new uses for familiar materials.	
Approaches to Learning (AL) 3. Combines materials, objects, equipment in new ways to produce multiple uses. 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).	Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.
3. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.	
Approaches to Learning (AL) 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).	
4. Works creatively using a variety of self-expressive materials and tools to creatively express ideas.	
Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes. 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). 25. Uses various tools to create art projects (e.g., rollers, string, straws). 28. Uses a variety of colors to create moods or feelings in artwork.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.
5. Moves freely in response to music and change of tempo.	
Creative Arts (CA) 9. Synchronizes movements to different patterns of beat/tempo, most of the time.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
6. Expresses thoughts and feelings through creative movement.	
Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.
7. Experiments with a variety of musical instruments.	
Creative Arts (CA) 1. Shows an interest in using musical instruments to produce sounds. 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).	

Domain: Language Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
ORAL LANGUAGE	
STANDARD 1: LISTENING - THE CHILD WILL LISTEN FOR INFORMATION AND FOR PLEASURE.	
Objective: 1. Listens with interest to stories read aloud.	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song.	
2. Understands and follows oral direction.	
Language Development (LD) 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
STANDARD 2: SPEAKING - THE CHILD WILL EXPRESS IDEAS OR OPINIONS IN GROUP OR INDIVIDUAL SETTINGS.	
1. Uses language for a variety of purposes (e.g., expressing needs and interests).	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
2. Recalls and repeats simple poems, rhymes, and songs.	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
3. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.	
Language Development (LD) 23. Combines words to create meaningful short sentences. 30. Uses compound sentences (e.g., sentences joined by and, but, or).	
4. Shares simple personal narrative.	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences.	
Social Studies Knowledge & Skills (SSK) 1. Shares personal family stories and traditions.	
5. Participates actively in conversations.	
Language Development (LD) 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
LITERACY	
STANDARD 3: PRINT AWARENESS - THE CHILD WILL UNDERSTAND THE CHARACTERISTICS OF WRITTEN LANGUAGE.	
1. Demonstrates increasing awareness of concepts of print.	
<p>Literacy Knowledge & Skills (LK)</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>30. Identifies familiar short words in print, some of the time.</p> <p>31. Reads a printed label or a sign on a familiar object, some of the time.</p> <p>32. Tracks by moving his/her finger along text as it is read by an adult.</p> <p>33. Reads familiar words in a sentence from a book/poem, with assistance.</p>	<p>Language & Literacy</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> <p>50. Reads a printed label or a sign on a familiar object, some of the time.</p> <p>51. Reads familiar words in a sentence from a book/poem, with assistance.</p>
2. Identifies the front cover and back cover of a book.	
<p>Literacy Knowledge & Skills (LK)</p> <p>21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p>	<p>Language & Literacy</p> <p>45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p>
3. Follows book from left to right and from top to bottom on the printed page	
<p>Literacy Knowledge & Skills (LK)</p> <p>21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</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>Language & Literacy</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>48. Recognizes that pages are read from top to bottom.</p>
4. Shows increasing awareness of print in classroom, home and community settings.	
<p>Literacy Knowledge & Skills (LK)</p> <p>26. Asks adults to read printed information such as signs, labels, advertisements.</p> <p>31. Reads a printed label or a sign on a familiar object, some of the time.</p>	<p>Language & Literacy</p> <p>50. Reads a printed label or a sign on a familiar object, some of the time.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.	
Literacy Knowledge & Skills (LK) 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 46. Recognizes that a spoken word/speech can be written and read. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
6. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.	
Literacy Knowledge & Skills (LK) 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something)
7. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).	
Literacy Knowledge & Skills (LK) 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something)
8. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).	
Literacy Knowledge & Skills (LK) 25. Recognizes that sentences are read from left to right. 29. Recognizes that words are separated by spaces.	Language & Literacy 49. Recognizes that sentences are read from left to right.
9. Role plays reading.	
Literacy Knowledge & Skills (LK) 18. Engages in pretend reading with other children, doll, or toy animal.	
STANDARD 4: PHONOLOGICAL AWARENESS - THE CHILD WILL DEMONSTRATE THE ABILITY TO WORK WITH RHYMES, WORDS, SYLLABLES, AND ONSETS AND RIMES.	
1. Begins to hear, identify, and make oral rhymes (e.g., “The pig has a wig”).	
Literacy Knowledge & Skills (LK) 4. Recognizes rhymes in poems, readings, or conversation, most of the time.	Language & Literacy 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
2. Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., “I can clap the parts in my name: An-drew”).	
Literacy Knowledge & Skills (LK) 3. Says both syllables of a two-syllable word, with distinct separation.	Language & Literacy 38. Says both syllables of a two-syllable word, with distinct separation.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 5: PHONEMIC AWARENESS - THE CHILD WILL DEMONSTRATE THE ABILITY TO HEAR, IDENTIFY, AND MANIPULATE INDIVIDUAL SOUNDS IN SPOKEN WORDS.	
1. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., “The first sound in sun is /s/”).	
Literacy Knowledge & Skills (LK) 1. Recognizes matching and dissimilar sounds of consonants and vowels. 2. Distinguishes between some beginning consonant sounds in spoken language. 5. Distinguishes between some ending consonant sounds in spoken language. 7. Distinguishes between some vowel sounds in spoken language.	Language & Literacy 37. Recognizes matching and dissimilar sounds of consonants and vowels.
2. Recognizes which words in a set of words begin with the same sound (e.g., “Bell, bike, and boy all have /b/ at the beginning”).	
Literacy Knowledge & Skills (LK) 1. Recognizes matching and dissimilar sounds of consonants and vowels.	Language & Literacy 37. Recognizes matching and dissimilar sounds of consonants and vowels.
STANDARD 6: PHONICS (LETTER KNOWLEDGE AND EARLY WORD RECOGNITION) - THE CHILD WILL DEMONSTRATE THE ABILITY TO APPLY SOUND- SYMBOL RELATIONSHIPS.	
1. Recognizes own name in print.	
Literacy Knowledge & Skills (LK) 27. Recognizes his/her name in print.	
2. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.	
Literacy Knowledge & Skills (LK) 45. Identifies all the letters in her/his name. 46. Names 1 or more letters. 47. Points to and names the first letter in familiar words. 48. Names 10 or more letters. 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	Language & Literacy 56. Identifies all the letters in her/his name. 57. Points to and names the first letter in familiar words. 58. Names 10 or more letters.
3. Begins to recognize the sound association for some letters.	
Literacy Knowledge & Skills (LK) 8. Puts sounds together to make short words (e.g., k-a-t, cat). 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	Language & Literacy 40. Puts sounds together to make short words (e.g., k-a-t, cat).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	
Literacy Knowledge & Skills (LK) 45. Identifies all the letters in her/his name. 46. Names 1 or more letters.	Language & Literacy 56. Identifies all the letters in her/his name.
STANDARD 7: VOCABULARY - THE CHILD WILL DEVELOP AND EXPAND KNOWLEDGE OF WORDS AND WORD MEANINGS TO INCREASE VOCABULARY.	
1. Shows a steady increase in listening and speaking vocabulary.	
Language Development (LD) 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). 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. 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). 30. Uses compound sentences (e.g., sentences joined by	Language & Literacy 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).
2. Understands and follows oral directions (e.g., use of position words: under, above, through).	
Language Development (LD) 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts. 10. Understands positional words (e.g., top, bottom, on, in).	Language & Literacy 36. Understands positional words (e.g., top, bottom, on, in).
3. Links new learning experiences and vocabulary to what is already known about a topic.	
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 8: COMPREHENSION - THE CHILD WILL ASSOCIATE MEANING AND UNDERSTANDING WITH READING.	
1. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).	
Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. 12. Makes guesses about why things happen or change in a story.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
2. Demonstrates progress in abilities to retell and dictate stories from books and experiences.	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words.	
3. Remembers and articulates some sequences of events.	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
4. Connects information and events to real-life experiences when being read a story.	
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories.	
5. Demonstrates understanding of literal meaning of story being told through questions and comments.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
6. Tells what is happening in a picture.	
Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
WRITING	
STANDARD 9: WRITING PROCESS - THE CHILD WILL USE THE "WRITING PROCESS" TO EXPRESS THOUGHTS AND FEELINGS.	
1. Develops understanding that writing is a way of communicating for a variety of purposes.	
Literacy Knowledge & Skills (LK) 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 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.	Language & Literacy 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 52. Uses scribble on paper to communicate a message.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.	
<p>Literacy Knowledge & Skills (LK)</p> <p>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. 40. Copies her/his name from a sample. 41. Writes some letters. 42. Writes using inventive spelling. 43. Write her/his name, without assistance. 44. Communicates by writing complete words.</p>	<p>Language & Literacy</p> <p>52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes. 54. Copies her/his name from a sample. 55. Write her/his name, without assistance.</p>
3. Participates in writing opportunities.	
<p>Literacy Knowledge & Skills (LK)</p> <p>41. Writes some letters. 42. Writes using inventive spelling.</p> <p>Approaches to Learning (AL)</p> <p>2. Participates in an increasing variety of experiences independently.</p>	
4. Begins to remember and repeat stories and experiences through drawing and dictation to the teacher.	
<p>Language Development (LD)</p> <p>5. Retells a familiar story, poem or song in his/her own words.</p>	<p>Language & Literacy</p> <p>33. Retells a familiar story, poem or song in his/her own words.</p>

Domain: Mathematics

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 1: ALGEBRAIC REASONING: PATTERNS AND RELATIONSHIPS - THE CHILD WILL SORT AND CLASSIFY OBJECTS AND ANALYZE SIMPLE PATTERNS.	
Objective: 1. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).	
<p>Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 11. Separates a group into two sets and identifies the number of items in both sets. 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>Cognition & General Knowledge 7. Separates a group into two sets and identifies the number of items in both sets. 10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
2. Recognize patterns, repeat them, and explain them verbally.	
<p>Mathematics Knowledge & Skills (MK) 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 39. Repeats an alternating visual pattern (e.g., red/green/red/green). 40. Repeats an alternating auditory pattern (e.g., loud/soft claps). 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 42. Creates an alternating visual pattern using art or play materials. 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 2: NUMBER SENSE – THE CHILD WILL UNDERSTAND THE RELATIONSHIP BETWEEN NUMBERS AND QUANTITIES.	
1. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>2. Counts to find how many are in a group up to 5.</p> <p>4. Counts to find how many are in a group up to 10.</p> <p>5. Counts to find out how many are in a group greater than 10.</p> <p>8. Writes numerals to indicate between 7 and 10 objects.</p> <p>9. Writes numerals to indicate between 11 and 20 objects.</p> <p>10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p>11. Separates a group into two sets and identifies the number of items in both sets.</p>	<p>Cognition & General Knowledge</p> <p>1. Counts to find how many are in a group up to 5.</p> <p>3. Counts to find how many are in a group up to 10.</p> <p>5. Writes numerals to indicate between 7 and 10 objects.</p> <p>6. Writes numerals to indicate between 11 and 20 objects.</p> <p>7. Separates a group into two sets and identifies the number of items in both sets.</p>
2. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>2. Counts to find how many are in a group up to 5.</p>	<p>Cognition & General Knowledge</p> <p>1. Counts to find how many are in a group up to 5.</p>
3. Develops increasing ability to count in sequence to ten.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>2. Counts to find how many are in a group up to 5.</p> <p>4. Counts to find how many are in a group up to 10.</p> <p>5. Counts to find out how many are in a group greater than 10.</p>	<p>Cognition & General Knowledge</p> <p>1. Counts to find how many are in a group up to 5.</p> <p>3. Counts to find how many are in a group up to 10.</p>
4. Counts objects in a set one-by-one from one through ten.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>1. Uses one-to-one correspondence when counting objects.</p> <p>4. Counts to find how many are in a group up to 10.</p>	<p>Cognition & General Knowledge</p> <p>3. Counts to find how many are in a group up to 10.</p>
5. Identifies and creates sets of objects one through ten.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>7. Writes numerals to indicate 6 or less objects.</p> <p>8. Writes numerals to indicate between 7 and 10 objects.</p> <p>10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p>11. Separates a group into two sets and identifies the number of items in both sets.</p>	<p>Cognition & General Knowledge</p> <p>5. Writes numerals to indicate between 7 and 10 objects.</p> <p>6. Writes numerals to indicate between 11 and 20 objects.</p> <p>7. Separates a group into two sets and identifies the number of items in both sets.</p>
6. Identifies numerals one through ten.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>12. Identifies numerals 0 to 5.</p> <p>13. Identifies numerals 6 to 10.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7. Recognizes the numerical value of sets of objects through ten.	
<p>Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 11. Separates a group into two sets and identifies the number of items in both sets.</p>	<p>Cognition & General Knowledge 7. Separates a group into two sets and identifies the number of items in both sets.</p>
STANDARD 3: GEOMETRY AND SPATIAL SENSE – THE CHILD WILL IDENTIFY COMMON GEOMETRIC SHAPES AND EXPLORE THE RELATIONSHIP OF OBJECTS IN THE ENVIRONMENT.	
1. Recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).	
<p>Mathematics Knowledge & Skills (MK) 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). 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board. 37. Identifies the sides and corners in a shape.</p>	<p>Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
2. Demonstrate an understanding of directionality, order and position of objects, and words (e.g., on, under, above).	
<p>Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 4: MEASUREMENT – THE CHILD WILL EXPLORE THE CONCEPTS OF MEASUREMENT.	
1. Linear Measurement. a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block). b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large). c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).	
Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 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. 46. Uses non-standard units (e.g., paper clips) to measure length.	Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).
2. Time. Develop an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).	
Social Studies Knowledge & Skills (SSK) 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 36. Identifies events that might occur in the future. 37. Labels days by function (e.g., school day, field trip day).	Cognition & General Knowledge 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 5: DATA ANALYSIS – THE CHILD WILL COLLECT, ORGANIZE, AND DISPLAY DATA IN A GROUP SETTING.	
1. Begins to use numbers and counting as a means for solving problems and measuring quantity.	
<p>Science Knowledge & Skills (SK) 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). 40. Participates in simple investigations to answer questions. 43. Repeats a procedure/action several times to confirm outcomes/patterns. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult). 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p>	<p>Cognition & General Knowledge 40. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
2. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.	
<p>Science Knowledge & Skills (SK) 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). 40. Participates in simple investigations to answer questions. 44. Describes her/his data to other peers/adults. 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p>	<p>Cognition & General Knowledge 40. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
3. Describes similarities and differences between objects.	
<p>Logic & Reasoning (LR) 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).</p>	<p>Cognition & General Knowledge 11. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>

Domain: Health, Safety and Physical Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
LARGE MOTOR SKILL DEVELOPMENT	
STANDARD 1: THE CHILD WILL PARTICIPATE IN ACTIVITIES THAT INVOLVE LARGE MOTOR SKILLS.	
Objective: 1. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).	
2. Demonstrates body and space awareness to move and stop with control over speed and direction.	
Physical Development & Health (PDH) 45. Walks to a destination without help. 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. 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 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.	Physical Development & Health 83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys). 85. Skips with direction and control, most of the time.
3. Demonstrates nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).	
Physical Development & Health (PDH) 54. Balances on one foot for five seconds.	
4. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing	
Physical Development & Health (PDH) 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.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale	
5. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).		
Physical Development & Health (PDH) 60. Throws a ball a short distance with accuracy, most of the time. 63. Dribbles a large ball several times with both hands. 64. Dribbles a large ball several times with one hand.		
6. Develops coordination and balance through a variety of activities.		
Physical Development & Health (PDH) 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).	
SMALL MOTOR SKILL DEVELOPMENT		
STANDARD 2: THE CHILD WILL PARTICIPATE IN ACTIVITIES THAT INVOLVE SMALL MOTOR SKILLS.		
1. Demonstrates increased control of hand and eye coordination (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles).		
Physical Development & Health (PDH) 71. Strings large beads on a piece of yarn. 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	Physical Development & Health 88. Uses computer keyboard/mouse for writing/drawing, without assistance.	
2. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).		
Physical Development & Health (PDH) 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.	Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape.	
HEALTH ENHANCING ACTIVITY DEVELOPMENT		
STANDARD 3: THE CHILD WILL PARTICIPATE IN HEALTH- ENHANCING ACTIVITIES FOR THE DEVELOPMENT OF LIFETIME HEALTH AND FITNESS.		
1. Progresses in physical growth, strength, stamina, and flexibility.		
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. Understands that healthy bodies require rest, exercise, and good nutrition.	
Physical Development & Health (PDH) 17. Identifies a variety of games/exercises that help enhance fitness. 18. Talks about ways exercise keeps us healthy, with assistance.	
3. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting).	
Physical Development & Health (PDH) 7. Insists on washing and drying own hands. 9. Begins to independently brush his/her teeth with supervision. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 12. Brushes teeth in a correct fashion, without assistance. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating).	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4. Builds awareness and ability to follow basic health and safety rules.	
<p>Physical Development & Health (PDH)</p> <ul style="list-style-type: none"> 2. Feeds his/herself without help. 3. Independently selects and eats a variety of food types. 4. Serves self an appropriate amount of food. 5. Identifies examples of foods that are healthy. 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 12. Brushes teeth in a correct fashion, without assistance. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 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. 	<p>Physical Development & Health</p> <ul style="list-style-type: none"> 74. Independently selects and eats a variety of food types. 75. Identifies examples of foods that are healthy. 76. Requests or initiates hand washing when needed (e.g., before eating). 77. Participates actively in outdoor group games (e.g., kickball).

Domain: Science

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SCIENCE PROCESSING AND INQUIRY	
STANDARD 1: THE CHILD WILL INVESTIGATE AND EXPERIMENT WITH OBJECTS TO DISCOVER INFORMATION.	
Objective: 1. Develops increasing abilities to classify, compare, and contrast objects, events and experiences.	
<p>Science Knowledge & Skills (SK)</p> <p>5. Talks about characteristics of living things (e.g., leaf is soft).</p> <p>12. Draws/talks about different weather conditions (e.g., sunny, rainy).</p> <p>13. Draws/talks about physical changes observed in objects (e.g., ice melting).</p> <p>14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).</p> <p>15. Associates objects/events with different temperatures (e.g., ice-low temp.).</p> <p>17. Distinguishes plants from animals.</p> <p>22. Classifies objects by their state (e.g., liquid, solid, gas).</p> <p>23. Classifies objects into living and non-living categories.</p> <p>24. Classifies objects based on whether they are found in nature or made by people.</p> <p>25. Classifies objects based on their physical composition (e.g., metal, rock, soil).</p> <p>26. Classifies objects based on whether or not they require electricity/battery.</p>	<p>Cognition & General Knowledge</p> <p>17. Classifies objects into living and non-living categories.</p>
2. Explores and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).	
<p>Science Knowledge & Skills (SK)</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge</p> <p>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
3. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to explore the vibration and sound, simple scale to determine heavy and light).	
<p>Science Knowledge & Skills (SK)</p> <p>40. Participates in simple investigations to answer questions.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
4. Ask questions, makes predictions, and communicates observations orally and/or in drawings.	
<p>Science Knowledge & Skills (SK)</p> <p>44. Describes her/his data to other peers/adults.</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>50. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>51. Attempts to explain why living things change (e.g., leaves turn brown).</p> <p>52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p> <p>53. Describes the functions of objects (e.g., containers hold things).</p> <p>54. Asks "Why" questions to learn more about a current/past event.</p> <p>55. Asks "What will happen if" questions to help predict a future event.</p> <p>56. Asks "How" objects and events are different/same.</p>	<p>Cognition & General Knowledge</p> <p>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> <p>25. Asks "What will happen if" questions to help predict a future event.</p>
5. Explores cause and effect (e.g., temperature determines clothing choices).	
<p>Science Knowledge & Skills (SK)</p> <p>42. Confirms observations with another child/adult.</p> <p>44. Describes her/his data to other peers/adults.</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>50. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>51. Attempts to explain why living things change (e.g., leaves turn brown).</p> <p>52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p> <p>54. Asks "Why" questions to learn more about a current/past event.</p> <p>55. Asks "What will happen if" questions to help predict a future event.</p> <p>56. Asks "How" objects and events are different/same.</p>	<p>Cognition & General Knowledge</p> <p>21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>23. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p> <p>25. Asks "What will happen if" questions to help predict a future event.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PHYSICAL SCIENCE	
STANDARD 2: THE CHILD WILL INVESTIGATE AND DESCRIBE OBJECTS THAT CAN BE SORTED IN TERMS OF PHYSICAL PROPERTIES	
1. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.	
Science Knowledge & Skills (SK) 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
2. Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid- liquid, wet-dry).	
Science Knowledge & Skills (SK) 5. Talks about characteristics of living things (e.g., leaf is soft). 13. Draws/talks about physical changes observed in objects (e.g., ice melting). 15. Associates objects/events with different temperatures (e.g., ice-low temp.). 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.	Cognition & General Knowledge 17. Classifies objects into living and non-living categories.
3. Observes and describes how objects move (e.g., slide, turn, twirl, roll).	
Science Knowledge & Skills (SK) 39. Predicts that the steeper the incline, the faster an object will move.	
LIFE SCIENCE	
STANDARD 3: THE CHILD WILL OBSERVE AND INVESTIGATE PLANTS AND ANIMALS.	
1. Develops an awareness of what various plants and animals need for growth.	
Science Knowledge & Skills (SK) 9. Draws/talks about what living things need to survive (e.g., plants need water). 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal.	
2. Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).	
Science Knowledge & Skills (SK) 11. Draws/talks about observed life cycle changes in a familiar animal.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3. Demonstrates a beginning awareness for the care of the plant and animal life around them.	
Science Knowledge & Skills (SK) 9. Draws/talks about what living things need to survive (e.g., plants need water). 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal.	
EARTH/SPACE SCIENCE	
STANDARD 3: THE CHILD WILL OBSERVE AND INVESTIGATE PLANTS AND ANIMALS.	
1. Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).	
Science Knowledge & Skills (SK) 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).	
2. Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).	
Science Knowledge & Skills (SK) 12. Draws/talks about different weather conditions (e.g., sunny, rainy).	
3. Develops an awareness of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).	
Science Knowledge & Skills (SK) 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).	
4. Observes and participates in a variety of activities related to preserving the environment.	
Social Studies Knowledge & Skills (SSK) 27. Throws trash in garbage can. 28. Points out recycling container in the classroom. 29. Tells what goes into the recycling container in the classroom. 30. Makes use of used materials when possible (e.g., scratch paper, uses both front and back of paper). 31. Describes what recycling is. 32. Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps). 33. Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).	

Domain: Social and Personal Skills

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 1: THE CHILD WILL PARTICIPATE IN ACTIVITIES TO DEVELOP THE SKILLS NECESSARY FOR WORKING AND INTERACTING WITH OTHERS.	
Objective: 1. Plays, works and interacts easily with one or more children and/or adults.	
Social & Emotional Development (SED) 14. Comfortably accepts guidance and directions from a familiar adult. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.	Social & Emotional Development 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
2. Begins to develop relationships with others.	
Social & Emotional Development (SED) 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play. 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.	Social & Emotional Development 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
3. Recognizes the feelings of others and responds appropriately	
Social & Emotional Development (SED) 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. 41. Recognizes the impact of his/her actions on others' feelings.	
4. Develops confidence and stands up for own rights.	
Social & Emotional Development (SED) 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy). 19. Expresses wants and needs in conflict situations.	
5. Shows respect for others and their property.	
Social & Emotional Development (SED) 42. Respects the rights of others.	
6. Recognizes and expresses own feelings and respond appropriately.	
Social & Emotional Development (SED) 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). 19. Expresses wants and needs in conflict situations.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
7. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	
Social & Emotional Development (SED) 13. Makes transitions between activities with minimal assistance. 17. Moves around another child that is in her/his way (e.g., going up a slide). 22. Shows the ability to compromise in conflict resolution. 23. Uses negotiation to reach a solution. 24. Maintains a negotiated plan. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.	Social & Emotional Development
8. Works independently and/or cooperatively to solve problems or resolve conflicts.	
Social & Emotional Development (SED) 16. Seeks support from familiar adults to resolve conflicts with peers. 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).	
9. Seeks assistance from adult when appropriate.	
Social & Emotional Development (SED) 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers.	
10. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.	
Social Studies Knowledge & Skills (SSK) 42. Shows respect for those with special needs. 43. Shows respect for members of different cultures.	
STANDARD 2: THE CHILD WILL DEVELOP THE SKILLS NECESSARY FOR PARTICIPATING IN A VARIETY OF SETTINGS.	
1. States his/her full name, age, and name of parent or guardian.	
Social & Emotional Development (SED) 1. Knows his/her own first and last names.	
2. Shows ability to adjust to new situations.	
Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently.	

Domain: Social Studies

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CIVICS	
STANDARD 1: THE CHILD WILL EXHIBIT TRAITS OF GOOD CITIZENSHIP.	
Objective: 1. Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).	
Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
2. Recognizes the importance of his/her role as a member of the family, the class, and the community.	
Social Studies Knowledge & Skills (SSK) 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
4. Shows respect for others and their property.	
Social & Emotional Development (SED) 42. Respects the rights of others.	
5. Develops an awareness of how people positively affect the environment.	
Social Studies Knowledge & Skills (SSK) 33. Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).	
6. Recognizes patriotic symbols and activities (e.g., American Flag).	
Social Studies Knowledge & Skills (SSK) 12. Differentiates the United States flag from other flags by pointing.	
GEOGRAPHY	
STANDARD 2: THE CHILD WILL DEMONSTRATE KNOWLEDGE OF BASIC GEOGRAPHIC CONCEPTS.	
1. Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant).	
Social Studies Knowledge & Skills (SSK) 11. Identifies landmarks to describe location of residence or school (e.g., school is by the store).	
2. Begins to develop an understanding of his/her community (e.g., home, school, city).	
Social Studies Knowledge & Skills (SSK) 15. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision. 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground. 17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 3: THE CHILD WILL DISCUSS HOW CHILDREN IN VARIOUS COMMUNITIES AND CULTURES ARE ALIKE AND DIFFERENT.	
1. Explores how children have needs in common (e.g., food, clothing, shelter).	
Social Studies Knowledge & Skills (SSK) 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	
3. Explores how families and communities build “traditions.”	
Social Studies Knowledge & Skills (SSK) 1. Shares personal family stories and traditions. 43. Shows respect for members of different cultures.	
ECONOMICS	
STANDARD 4: THE CHILD WILL EXPLORE VARIOUS CAREERS.	
1. Develops growing awareness of jobs and what is required to perform them.	
Social Studies Knowledge & Skills (SSK) 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").	
2. Identifies various school and community personnel.	
Social Studies Knowledge & Skills (SSK) 9. Describes or illustrates the roles/responsibilities of community workers.	Cognition & General Knowledge 27. Describes or illustrates the roles/responsibilities of community workers.