Galileo G3 Assessment Scales Alignment with Your State Standards

Oregon

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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.

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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.

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TABLE 2
Galileo G3 Nature and Science Assessment Scale Knowledge Areas

3-5 Galileo G3 Nature and Science Knowledge Areas
• 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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Approaches to Learning Indicators

Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Initiative and Curiosity, Approaches to Learning Indicators, 3-5 Years Scale	Asks an adult to read stories.	Literacy Knowledge & Skills (LK)	14. Request rereading of favorite book. 19. Requests a favorite book by title, author, or illustrator.
	Asks an adult to explain an event.	Science Knowledge & Skills (SK)	54. Asks "Why" questions to learn more about a current/past event. 55. Asks "What will happen if" questions to help predict a future event. 56. Asks "How" objects and events are different/same.
	Tries alternative methods to solve a problem.	Approaches to Learning (AL) Logic & Reasoning (LR)	10. Experiments with a variety of strategies to solve a problem or complete a task. 30. Uses trial and error to solve a problem or puzzle. 32. Uses solution from a basic puzzle to solve a more difficult puzzle.
	Notices changes in routines and asks adult about them or comments on change.		
	Discusses familiar and new topics and continues discussions by asking questions or making comments.		

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Reasoning and Problem Solving, Approaches to Learning Indicators, 3-5 Years Scale	Makes comparisons regarding observations ("There are more kittens than puppies.").	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).
	Makes prediction when observing events ('When I put the big block on the top the tower falls.").	Logic & Reasoning (LR)	28. Predicts the effects of an action.
	Draws simple conclusions based on prior experiences and information ("We have snack before we go play; we read books before bed.").	Logic & Reasoning (LR)	29. States the cause of an effect (e.g., what caused the tricycle to stop). 34. Describes the sequential steps to perform a basic activity.
	Offers simple, age appropriate reasons and ideas for tasks and problem solving (how to keep the book area in order, what to do if we have 2 paint stations and 3 people want to paint, etc.).	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.
Engagement and Persistence, Approaches to Learning Indicators, 3-5 Years Scale	Maintains concentration over time on a task, question, set of directions or interactions.	Approaches to Learning (AL)	11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.
	Completes a variety of tasks, activities, projects and experiences (finishes painting before moving to next activity, puts toy away before leaving the area, etc.).	Approaches to Learning (AL)	12. Maintains interest in an activity for an appropriate period of time. 13. Completes a simple self-selected activity or task. 14. Corrects her/his own mistakes, some of the time. 15. Persists with a difficult or non-preferred activity. 16. Checks to see if a simple task has been completed, without being asked.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Engagement and Persistence, Approaches to Learning Indicators, 3-5 Years Scale, Continued	Asks for and accepts help and/or suggestions from teacher or peers for problem solving (putting larger or more blocks at the base will make the tower stronger).	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.
	Demonstrates ability to set goals and follow through on plans (identifies what he/she wants to paint, build, explore, defines how he/she wants to do it and is able to follow through to completion).	Logic & Reasoning (LR)	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.

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The Arts Indicators

Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Music, The Arts Indicators, 3-5 Years Scale	Participates in musical activities such as singing, dancing, games and performances.	Creative Arts (CA)	2. Shows an interest in listening to short musical selections. 3. Sings 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). 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 9. Synchronizes movements to different patterns of beat/tempo, most of the time.
	Experiments with a variety of musical instruments that are age and size appropriate.	Creative Arts (CA)	1. Shows an interest in using musical instruments to produce sounds. 7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.). 12. Identifies differences in tempo, tone, and volume, most of the time. 14. Matches pitch and tempo during a singing activity most of the time.
	Explores tempo and volume using musical instruments and props (real instruments or instruments created by the child, scarves, streamers, etc.).	Creative Arts (CA)	9. Synchronizes movements to different patterns of beat/tempo, most of the time. 10. Invents songs or tunes using voice or musical instruments. 12. Identifies differences in tempo, tone, and volume, most of the time. 14. Matches pitch and tempo during a singing activity most of the time.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Music, The Arts Indicators, 3-5 Years Scale, Continued	Knows words of familiar songs, sings or hums them.	Creative Arts (CA)	3. Sings or hums familiar songs or tunes.
	Makes up songs during play.	Creative Arts (CA)	10. Invents songs or tunes using voice or musical instruments.
	Reacts to musical experience through self-expression (singing, dancing).	Creative Arts (CA)	4. Uses movement to express what is being felt/heard in various songs or tunes. 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). 9. Synchronizes movements to different patterns of beat/tempo, most of the time.
Visual Arts, The Arts Indicators, 3-5 Years Scale	Uses materials in a variety of ways in creating expression (big/small brushes, single and mixed colors, tape, staples, glue, etc.)	Creative Arts (CA)	17. Creates collages with various materials and textures (e.g., fabrics, pictures). 22. Selects materials that will be needed for a self-initiated art project. 25. Uses various tools to create art projects (e.g., rollers, string, straws).
	Makes drawings, paintings, models and other artistic expressions that are creative or realistic representation of people, animals or things in the environment.	Creative Arts (CA)	18. Draws representations of human and animal figures. 20. Draws recognizable environmental objects (e.g., house, trees, ball).
	Creates a visual representation of their experiences (collage after a walk, photo album with family members).	Creative Arts (CA)	17. Creates collages with various materials and textures (e.g., fabrics, pictures). 29. Draws a series of pictures that depict a story.
	Observes and makes comparisons about artistic products produced by other individuals or cultures.		

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Movement, The Arts Indicators, 3-5 Years Scale	Responds to musical tempo with a variety of movements (nodding head, moving body, clapping, etc.)	Creative Arts (CA)	4. Uses movement to express what is being felt/heard in various songs or tunes. 9. Synchronizes movements to different patterns of beat/tempo, most of the time.
	Performs simple pattern dances or movements in time to different beats and rhythms in music (walking, stomping, jumping, and marching).	Creative Arts (CA)	9. Synchronizes movements to different patterns of beat/tempo, most of the time.
	Uses dance and movement when "acting out a role" in dramatic play.		
	Expresses through movement and dancing what is felt and heard in various musical tempos, volumes and styles (happy, sad, loud, soft, etc.).	Creative Arts (CA)	4. Uses movement to express what is being felt/heard in various songs or tunes.
Dramatic Play, The Arts Indicators, 3-5 Years Scale	Talks to and plays with pretend friends, stuffed animals, puppets and other toys.	Creative Arts (CA)	31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity.
	Engages in a variety of role play activities such as dress-up.	Creative Arts (CA)	31. Acts out a real or make-believe character during dramatic play.
	Represents real and/or familiar experiences through dramatic play, puppet play and play with dolls or figures.	Creative Arts (CA)	35. Practices "working out" new situations (e.g., going to doctor, new baby, trip). 36. Uses dramatic play to ask questions to gain new knowledge from others.
	Acts out parts of a story or movie.	Creative Arts (CA)	32. Acts out stories or situations during a dramatic play activity.
	Uses words, actions and materials to portray a role or assume a character.	Creative Arts (CA)	31. Acts out a real or make-believe character during dramatic play.
	Plans a theme or plot and interacts with other characters.	Creative Arts (CA)	32. Acts out stories or situations during a dramatic play activity.

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Language and Literacy Indicators

Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Listening and Understanding, Language and Literacy Indicators, 3-5 Years Scale	Understands and uses home language and English during play and/or when conversing with other children or adults.	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). 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
	Carries on a conversation either verbally or by another means to extend thoughts and ideas.	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.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Listening and Understanding, Language and Literacy Indicators, 3-5 Years Scale, Continued	Carries on a conversation either verbally or by another means to extend thoughts and ideas. Continued	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.
	Participates in conversations, tells short stories, and engages in finger plays, rhymes, and poems.	Language Development (LD)	32. Draws pictures or uses dramatic play or music to tell a story. 33. Makes up a story from beginning, to middle, to end.
	Retells main ideas of familiar stories, songs or poems.	Language Development (LD)	5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.
Speaking and Communicating, Language and Literacy Indicators, 3-5 Years Scale	Acquires vocabulary to effectively express feelings and thoughts.	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. 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 and, but, or).

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Speaking and Communicating, Language and Literacy Indicators, 3-5 Years Scale, Continued	Uses home language and/or English to communicate information, experiences, ideas, feelings.	Language Development (LD)	15. Uses appropriate words or gestures to share information or experiences. 16. Asks questions to obtain information or assistance. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
	Uses home language to express opinions, tell jokes, describe events and ask questions.	Language Development (LD)	15. Uses appropriate words or gestures to share information or experiences. 16. Asks questions to obtain information or assistance. 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
Phonological Awareness, Language and Literacy Indicators, 3-5 Years Scale	Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc.).	Literacy Knowledge & Skills (LK)	1. Recognizes matching and dissimilar sounds of consonants and vowels. 4. Recognizes rhymes in poems, readings, or conversation, most of the time.
	Discriminates rhyming words in familiar games, songs, stories and poems.	Literacy Knowledge & Skills (LK)	4. Recognizes rhymes in poems, readings, or conversation, most of the time.
	Sings or chants rhymes or rhyming songs such as “Down by the Bay”.	Literacy Knowledge & Skills (LK)	4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities.
	Recognizes parts of words (claps for each syllable in the word such as HAP-PY (2 claps), PIN-AP-PLE (3 claps), etc.).	Literacy Knowledge & Skills (LK)	3. Says both syllables of a two-syllable word, with distinct separation. 8. Puts sounds together to make short words (e.g., k-a-t, cat). 9. Segments short words into their component sounds (e.g., trick, t-r-i-k).

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Phonological Awareness, Language and Literacy Indicators, 3-5 Years Scale, Continued	Plays with sounds to make up new words (silly, willy, nilly walked to philly, "I got a bumpa whumpa", etc.		
	Associates sounds with written letters.	Literacy Knowledge & Skills (LK)	49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.
	Isolates beginning and ending sounds in printed or spoken words.	Literacy Knowledge & Skills (LK)	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.
Book Knowledge and Comprehension, Language and Literacy Indicators, 3-5 Years Scale	Demonstrates sustained listening during story time (asks for story to be read again, wants to go back to favorite part, wants to study the picture, etc.).	Literacy Knowledge & Skills (LK)	14. Request rereading of favorite book.
	Pretends to read a story.	Literacy Knowledge & Skills (LK)	18. Engages in pretend reading with other children, doll, or toy animal.
	Gains information from stories read aloud (relates events in stories to personal knowledge and experiences).	Literacy Knowledge & Skills (LK)	15. Makes connections between her/his own experiences and those presented in books/stories.
	Answers questions about the story, tells and retells stories from books and experiences.	Literacy Knowledge & Skills (LK) Language Development (LD)	20. Initiates conversation with a peer or an adult about a story, book or poem. 5. Retells a familiar story, poem or song in his/her own words.
	Learns to sequence and predict a story.	Literacy Knowledge & Skills (LK)	11. Predicts story events using picture or verbal cues. 12. Makes guesses about why things happen or change in a story.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Book Knowledge and Comprehension, Language and Literacy Indicators, 3-5 Years Scale, Continued	Tells a story to others.	Literacy Knowledge & Skills (LK)	31. Recalls story events using some spoken dialogue. 32. Draws pictures or uses dramatic play or music to tell a story. 33. Makes up a story from beginning, to middle, to end.
	Recognizes various forms of writing and its purpose (such as poetry or a dictionary).		
Print Awareness and Alphabet Knowledge, Language and Literacy Indicators, 3-5 Years Scale	Understands that words can be written down and read.	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).
	Asks a person to read print such as: signs, lists, newspapers, messages, menus, and stories.	Literacy Knowledge & Skills (LK)	14. Request rereading of favorite book. 26. Asks adults to read printed information such as signs, labels, advertisements.
	Points to words using a left to right progression when "reading" picture books.	Literacy Knowledge & Skills (LK)	25. Recognizes that sentences are read from left to right. 32. Tracks by moving his/her finger along text as it is read by an adult.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Print Awareness and Alphabet Knowledge, Language and Literacy Indicators, 3-5 Years Scale, Continued	Recognizes or "reads" several words.	Literacy Knowledge & Skills (LK)	27. Recognizes his/her name in print. 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.
	Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name).	Literacy Knowledge & Skills (LK)	49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.
	Identifies most letters of the alphabet.	Literacy Knowledge & Skills (LK)	45. Identifies all the letters in her/his name. 46. Names 1 or more letters. 48. Names 10 or more letters. 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.
Early Writing, Language and Literacy Indicators, 3-5 Years Scale	Labels a drawing with several randomly placed letter-like shapes.	Literacy Knowledge & Skills (LK)	34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes.
	Represents ideas, stories and experiences through pictures to represent ideas, to writing recognizable letters.	Literacy Knowledge & Skills (LK)	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.
	Copies or writes familiar words and own name.		40. Copies her/his name from a sample. 43. Write her/his name, without assistance. 45. Identifies all the letters in her/his name.

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Mathematics Indicators

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Numbers and Operations, Mathematics Indicators, 3-5 Years Scale	Uses number concepts and vocabulary such as: first, last, next to, before, after, etc.		
	Combines, separates and names "how many" concrete objects.	Mathematics Knowledge & Skills (MK)	1. Uses one-to-one correspondence when counting objects. 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10.
	Uses words such as more than and less than to express some number concepts.	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).
	Recognizes numerals 1 – 20.	Mathematics Knowledge & Skills (MK)	12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.
	Uses words such as yesterday, today and tomorrow in conversation.	Social Studies Knowledge & Skills (SSK)	34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Geometry and Spatial Sense, Mathematics Indicators, 3-5 Years Scale	Recognizes simple shapes	Mathematics Knowledge & Skills (MK)	34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board.
	Compares various sizes of items (longer, shorter, same).	Mathematics Knowledge & Skills (MK)	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.
	Describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides, etc.).	Mathematics Knowledge & Skills (MK)	37. Identifies the sides and corners in a shape.
	Uses descriptive words such as: up, down, over, under, top, bottom, inside, outside, in front of and behind.	Mathematics Knowledge & Skills (MK) Language Development (LD)	32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind). 10. Understands positional words (e.g., top, bottom, on, in).
Patterns and Measurement, Mathematics Indicators, 3-5 Years Scale	Recognizes, duplicates and extends simple patterns using a variety of materials.	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).
	Creates original patterns.	Mathematics Knowledge & Skills (MK)	42. Creates an alternating visual pattern using art or play materials.
	Makes predictions about what might come next in a pattern.	Mathematics Knowledge & Skills (MK)	43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Patterns and Measurement, Mathematics Indicators, 3-5 Years Scale, Continued	Explores, compares and describes length, weight or volume using items in the environment (string, cubes, blocks, sticks, rulers, cartons, etc.).	Mathematics Knowledge & Skills (MK)	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.
	Shows awareness of time concepts (shows interest in calendar, clock, today, next week, etc.).	Mathematics Knowledge & Skills (MK)	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. 37. Labels days by function (e.g., school day, field trip day).

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Oregon Early Childhood Foundations
Alignment to Galileo G-3 Assessment Scales, 3-5 Years Scale

Physical Education and Health Indicators

Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Fine (Small) Motor, Physical Education and Health Indicators, 3-5 Years Scale	Explores and manipulates objects in multiple ways (blocks, puzzles, buttons, zippers, stringing small beads, etc.).	Physical Development & Health (PDH)	19. Unzips zippers. 20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance. 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.
	Develops strength, dexterity and control needed to master use of markers, pencils, brushes, crayons, scissors, paper punch, stapler and hammer (pulls caps off markers and replaces them firmly, etc.).	Physical Development & Health (PDH) Literacy Knowledge & Skills (LK)	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. 38. Holds pencil with thumb and forefinger.
	Develops in eye-hand coordination (builds with blocks, puts puzzles together, copies shapes and patterns, opens and closes jars or lids on containers).	Physical Development & Health (PDH)	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.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Gross (Large) Motor, Physical Education and Health Indicators, 3-5 Years Scale	Engages in complete movements such as climbing and walking up and down stairs.	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).
	Demonstrates control and balance by: marching, hopping, running, jumping, pulling toys, pushing boxes, etc.	Physical Development & Health (PDH)	53. Jumps forward several times, maintaining balance most of the time. 54. Balances on one foot for five seconds. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time.
	Demonstrates coordinated movements such as throwing balls.	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.
	Uses indoor and outdoor equipment such as the slide or swing.	Physical Development & Health (PDH)	16. Participates actively in outdoor group games (e.g., kickball). 55. Pedals a tricycle, steers and makes turns around obstacles and corners.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Health Status and Practices, Physical Education and Health Indicators, 3-5 Years Scale	Follows program safety rules.	Physical Development & Health (PDH)	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. 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
	Recognizes common signs for poison, danger and warning.	Physical Development & Health (PDH)	40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.
	Demonstrates growing independence in hygiene and personal care such as hand washing (after toilet, before eating, after animal handling, etc.).	Physical Development & Health (PDH)	6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 12. Brushes teeth in a correct fashion, without assistance. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating). 26. Uses bathroom, without assistance.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Health Status and Practices, Physical Education and Health Indicators, 3-5 Years Scale, Continued	Demonstrates growing independence in hygiene and personal care such as hand washing (after toilet, before eating, after animal handling, etc.). Continued	Physical Development & Health (PDH)	27. Initiates a trip to the bathroom, without being prompted. 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently. 29. Disposes of toilet paper/paper towels appropriately. 30. Remains dry and unsoiled between bathroom trips.
	Demonstrates healthy eating behaviors (talks about and shows interest in foods that are healthy.	Physical Development & Health (PDH)	1. Chews all food completely prior to swallowing. 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.

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Oregon Early Childhood Foundations
Alignment to Galileo G-3 Assessment Scales, 3-5 Years Scale

Science Indicators

Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Matter or the Physical World, Science Indicators, 3-5 Years Scale	Explores a variety of materials to learn about weight, size, texture, shape, color and temperature.	Science Knowledge & Skills (SK)	1. Uses senses (e.g., touch, smell) to learn about the natural and physical world. 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).
	Uses a variety of tools and objects to explore and discover the world and how things work in the world (magnets, microscope, scales, thermometer, etc.).	Science Knowledge & Skills (SK)	3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
	Makes observations and predictions, and tries things out to discover what will happen.	Science Knowledge & Skills (SK)	27. Predicts what might come next in a life cycle sequence (e.g., seed to plant). 28. Predicts that a plant will die if it does not receive water. 29. Predicts that an animal will seek shelter in bad weather. 30. Predicts that a plant will die if it does not receive sufficient light. 31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species). 32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife. 33. Predicts that plants may be destroyed when an animal population increases. 34. Predicts that it is likely to rain when dark clouds come. 35. Predicts which way a scale will tip when a weight is added to one side. 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Matter or the Physical World, Science Indicators, 3-5 Years Scale, Continued	Makes observations and predictions, and tries things out to discover what will happen. Continued	Science Knowledge & Skills (SK)	37. Predicts changes in objects when heat/cold is applied (e.g., ice melts). 38. Predicts changes in objects when liquid is added (e.g., sand, paper). 39. Predicts that the steeper the incline, the faster an object will move.
	Experiments with the effects of personal actions on objects (notices and plans for the effect of using different blocks for building stability and height).	Science Knowledge & Skills (SK)	40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event.
	Identifies and discusses changes that occur in nature and manmade materials over time (observes weather changes, leaf colors, food molding, etc.).	Science Knowledge & Skills (SK)	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).

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Force, Movement and Energy, Science Indicators, 3-5 Years Scale	Shows curiosity and inquiry through play (becomes intentional when choosing blocks for construction or experiments with toys and other materials to test speed, falling, etc.).	Science Knowledge & Skills (SK) Approaches to Learning (AL)	1. Uses senses (e.g., touch, smell) to learn about the natural and physical world. 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 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. 6. Initiates preferred purposeful activities when playing in interest centers. 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).
	Explores objects and materials and their impact on one another (uses eye dropper to drop color in glasses of water, compares what will float or sink, builds a series of inclines to see how far the marble will roll).	Science Knowledge & Skills (SK)	40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event. 43. Repeats a procedure/action several times to confirm outcomes/patterns.
	Observes and explores different ways objects and materials move and change (what make the tricycle go? How long will the swing go back and forth if I give it one big push? Explores different ways to use toys and equipment, etc.).		

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Forming the Questions and Hypothesis and Designing the Investigation, Science Indicators, 3-5 Years Scale	Shows curiosity through exploration of objects and materials.	Approaches to Learning (AL)	2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos). 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake). 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).
	Begins to ask scientific questions and use observations in making predictions and formulating theories about how things work (Where does the moon go during the day? What makes the wind blow? How do we make the water move? etc.).	Science Knowledge & Skills (SK)	41. Uses observation as a way to gather data about an object or an event. 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). 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.
	Uses appropriate materials for problem-solving and exploration of the physical world (magnifying glasses, magnifying bug container, videotape, photos, etc.).		

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Forming the Questions and Hypothesis and Designing the Investigation, Science Indicators, 3-5 Years Scale, Continued	Explores possible answers to simple science based questions through investigation (child give his/her hypothesis and then tests ideas through observation, experiments and discussion).	Science Knowledge & Skills (SK)	40. Participates in simple investigations to answer questions. 41. Uses observation as a way to gather data about an object or an event. 42. Confirms observations with another child/adult. 43. Repeats a procedure/action several times to confirm outcomes/patterns. 44. Describes her/his data to other peers/adults. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).
Collecting and Presenting Data, and Analyzing and Interpreting Results, Science Indicators, 3-5 Years Scale	Collects, describes and records information through a variety of means including: discussion, drawing, graphing, tallying, photographing, writing (attempts simple line drawings, moves to more details as experiences grow).	Science Knowledge & Skills (SK)	44. Describes her/his data to other peers/adults. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult). 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.
	Shows ability to predict and explain results of a simple investigation (discusses ideas of what might happen and why).	Science Knowledge & Skills (SK)	4. Describes what an animal is doing as it is being observed. 40. Participates in simple investigations to answer questions. 48. Shares ideas/thoughts when observing the natural world/physical phenomena.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Collecting and Presenting Data, and Analyzing and Interpreting Results, Science Indicators, 3-5 Years Scale, Continued	Describes patterns and relationships, and discusses things that are alike/different.	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). 28. Identifies the shorter or taller of two persons or things. 29. Identifies the shortest or tallest in a group.
	Shows ability to measure time, length, distance and weight.	Science Knowledge & Skills (SK)	3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
Organisms and Heredity, Science Indicators, 3-5 Years Scale	Notices similarities, differences and categories of plants and animals such as appearances, behaviors and habitats.	Science Knowledge & Skills (SK)	5. Talks about characteristics of living things (e.g., leaf is soft). 6. Describes the typical behaviors/habits of a familiar animal. 7. Draws/talks about changes in her/himself over time. 8. Describes/draws the type of shelter used by familiar animals. 9. Draws/talks about what living things need to survive (e.g., plants need water). 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Organisms and Heredity, Science Indicators, 3-5 Years Scale, Continued	Notices similarities, differences and categories of plants and animals such as appearances, behaviors and habitats. Continued	Social Studies Knowledge & Skills (SSK)	25. Identifies that animals live in plants (e.g., birds nest in trees or cacti). 26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).
	Describes similar characteristics of living things such as dogs, cats, birds, trees (cats and dogs have fur, birds have feathers, fish swim, butterflies fly, Christmas trees are different than the trees that loose their leaves.)	Science Knowledge & Skills (SK)	5. Talks about characteristics of living things (e.g., leaf is soft). 6. Describes the typical behaviors/habits of a familiar animal. 9. Draws/talks about what living things need to survive (e.g., plants need water). 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).
	Has an understanding of family (describes family make-up, learns about family differences, begins to understand family membership and roles).	Social Studies Knowledge & Skills (SSK)	2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 44. Shows respect for varying family structures.
	Show growing understanding of and respect for living things in the environment (is considerate of living things, shows interest in recycling and taking care of the world).	Science Knowledge & Skills (SK)	31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species). 32. Predicts that plants may be destroyed when an animal population increases.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Organisms and Heredity, Science Indicators, 3-5 Years Scale, Continued	Show growing understanding of and respect for living things in the environment (is considerate of living things, shows interest in recycling and taking care of the world). Continued	Social Studies Knowledge & Skills (SSK)	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).
Diversity, Interdependence and Dynamic Earth, Science Indicators, 3-5 Years Scale	Recognizes and respects that living things have unique needs such as food and water.	Science Knowledge & Skills (SK)	28. Predicts that a plant will die if it does not receive water. 29. Predicts that an animal will seek shelter in bad weather. 30. Predicts that a plant will die if it does not receive sufficient light. 32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.
	Demonstrates understanding that living things grow and change over time.	Science Knowledge & Skills (SK)	7. Draws/talks about changes in her/himself over time. 23. Classifies objects into living and non-living categories. 27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).
	Recognizes differences in non-living earth materials (rock, dirt, sand).	Science Knowledge & Skills (SK)	22. Classifies objects by their state (e.g., liquid, solid, gas). 24. Classifies objects based on whether they are found in nature or made by people. 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Diversity, Interdependence and Dynamic Earth, Science Indicators, 3-5 Years Scale, Continued	Develops awareness and beginning understanding of changes in the weather and the seasons.	Science Knowledge & Skills (SK)	12. Draws/talks about different weather conditions (e.g., sunny, rainy). 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night). 15. Associates objects/events with different temperatures (e.g., ice-low temp.). 34. Predicts that it is likely to rain when dark clouds come.

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Oregon Early Childhood Foundations
Alignment to Galileo G-3 Assessment Scales, 3-5 Years Scale

Social Emotional Development Indicators

Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Self-Concept, Social Emotional Development Indicators, 3-5 Years Scale	Is willing to try new things (play dough, finger painting, cooking, etc.).	Approaches to Learning (AL)	2. Participates in an increasing variety of experiences independently. 6. Initiates preferred purposeful activities when playing in interest centers.
	Willing to stay with a task for a meaningful period of time.	Approaches to Learning (AL)	11. Maintains concentration in an activity despite distractions or interruptions. 12. Maintains interest in an activity for an appropriate period of time.
	Expresses confidence and pride in accomplishment.	Social & Emotional Development (SED)	4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 8. Talks positively about a recent accomplishment.
	Demonstrates independence in a range of activities, routines and tasks.	Social & Emotional Development (SED) Approaches to Learning (AL)	26. Gets materials needed for an activity, without prompts. 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). 6. Initiates preferred purposeful activities when playing in interest centers.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Self-Concept, Social Emotional Development Indicators, 3-5 Years Scale, Continued	Initiates play and work activities 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. 35. Plays without disrupting or destroying the work of others. 39. Sustains a cooperative participation with others.
	Expresses awareness of self in terms of specific abilities, characteristics and preferences ("I am taller than this rock!").	Social & Emotional Development (SED)	1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender. 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 5. Describes his/her physical attributes (what I look like). 6. Talks about his/her interests (what I like to do). 7. Says positive things about his/her appearance.
Self-Control, Social Emotional Development Indicators, 3-5 Years Scale	Uses words to express feeling ("I don't like….," or "I'm happy!")	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).
	Manages feelings and is able to calm self.	Social & Emotional Development (SED)	28. Comforts self by engaging in calming/soothing activities some of the time.
	Follows simple rules and participates in routines (waits in line).	Social & Emotional Development (SED)	12. Follows established rules and routines in the classroom. 14. Comfortably accepts guidance and directions from a familiar adult. 15. Uses classroom materials safely and for their intended purpose.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Self-Control, Social Emotional Development Indicators, 3-5 Years Scale, Continued	Successfully completes transitions (moves from play to clean up; leave toys when asked to come for a ride within normal time expected).	Social & Emotional Development (SED)	13. Makes transitions between activities with minimal assistance.
	Develops understanding of how his/her actions affect others.	Social & Emotional Development (SED)	40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 41. Recognizes the impact of his/her actions on others' feelings.
	Attempts to resolve conflicts by using a variety of strategies other than aggression.	Social & Emotional Development (SED)	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).

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Cooperation, Social Emotional Development Indicators, 3-5 Years Scale	Interacts with others and actively participates by taking turns, sharing materials and interacting positively.	Social & Emotional Development (SED)	22. Shows the ability to compromise in conflict resolution. 35. Plays without disrupting or destroying the work of others. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.
	Works in small and large group settings with adult support.	Social & Emotional Development (SED)	38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.
	Enters a group and plays cooperatively.	Social & Emotional Development (SED)	38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.
	Accepts guidance and direction from adults in the environment.	Social & Emotional Development (SED) Approaches to Learning (AL) Logic & Reasoning (LR)	16. Seeks support from familiar adults to resolve conflicts with peers. 47. Accepts the consequences for own inappropriate behavior most of the time. 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). 15. Seeks assistance from an adult when attempting to solve a problem.
	Uses compromise and discussion while working, planning, playing and resolving conflicts with peers.	Social & Emotional Development (SED)	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.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Social Relationships, Social Emotional Development Indicators, 3-5 Years Scale	Communicates with range of familiar adults; responds to and initiates conversation.	Social & Emotional Development (SED) Language Development (LD)	14. Comfortably accepts guidance and directions from a familiar adult. 19. Expresses wants and needs in conflict situations. 14. Repeats or tries different words/sentences to get another child or adult to respond. 19. Responds to comments or questions from others during a conversation.
	Initiates, engages and sustains peer interactions; shares toys and materials during play.	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. 35. Plays without disrupting or destroying the work of others.
	Builds a relationship with at least one other child; shows loyalty to a friend.	Social & Emotional Development (SED)	36. Says, signs, or gestures the names of friends.
	Develops friendships with peers.	Social & Emotional Development (SED)	36. Says, signs, or gestures the names of friends.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Knowledge of Families, Community and Diversity, Social Emotional Development Indicators, 3-5 Years Scale	Understands assigned family roles and tasks.	Social Studies Knowledge & Skills (SSK)	3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
	Identifies other people in their roles and what they do (policeman).	Social Studies Knowledge & Skills (SSK)	9. Describes or illustrates the roles/responsibilities of community workers.
	Identifies his/her personal characteristics including name, age and gender.	Social & Emotional Development (SED)	1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender.
	Recognizes familiar places in the environment (home, school, parks, stores, restaurants, etc.).	Social Studies Knowledge & Skills (SSK)	19. Identifies road by pointing. 20. Identifies school building by pointing. 21. Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).
	Describes similarities and differences among families and communities (Joseph says hello in some other language).	Social Studies Knowledge & Skills (SSK)	43. Shows respect for members of different cultures. 44. Shows respect for varying family structures. 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).

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Social Science Indicators

Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
History, Social Science Indicators, 3-5 Years Scale	Recognizes the beginning and end of an event (sits on the rug when the music stops, washes hands before snack).	Social Studies Knowledge & Skills (SSK)	35. Begins to use or respond to the language of time such as related to daily routines or schedules.
	Recalls information about immediate past (before lunch, after snack, yesterday).	Social Studies Knowledge & Skills (SSK)	34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).
	Explores and is curious about changes over time.	Social Studies Knowledge & Skills (SSK)	38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").
	Demonstrates ability to put events in correct sequence (describes what takes place during different parts of the day, retells a story, talks about an event on the playground using terms such as first, then, etc.).	Social Studies Knowledge & Skills (SSK)	39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.
	Experiments with general terms related to properties of time ("Today I get to go to Grandma's house," Yesterday was my Daddy's birthday", etc.).	Social Studies Knowledge & Skills (SSK)	34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.
	Makes prediction about what might happen ("We might get a puppy.").	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.").

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Geography, Environment and Surroundings, Social Science Indicators, 3-5 Years Scale	Describes characteristics of the physical environment, (identifies playground by the swings, tells color of his/her house, talks about where the paints go and where you put the blocks, etc.).	Social Studies Knowledge & Skills (SSK)	16. Describes and represents the inside and outside of familiar environments such as home, school, or playground. 21. Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).
	Identifies different environments by the people or signs that are part of that environment such as his/her name, the stop sign at the corner by the school, the symbol for no climbing posted by the slide, etc.	Social Studies Knowledge & Skills (SSK)	23. Identifies land formations around school yard (e.g., mountains, hills). 24. Names animals that live in neighborhood (e.g., birds, ants, raccoons, coyotes, snakes). 26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).
	Shows interest in using real tools for locating places (looks at the globe or map to find a place, may bring in a compass because you are going on a walk, making maps of familiar places or a treasure map, etc.).	Social Studies Knowledge & Skills (SSK)	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.
Economics and Economic Concepts, Social Science Indicators, 3-5 Years Scale	Uses objects (pretend or real) to buy, barter, or trade. Uses play money at the play center store to buy groceries, negotiates for a toy with another toy or object, etc.		
	Understands the relationship of supply to demand, and dependence on others to provide for wants and needs (tries to problem solve when there is not enough fruit for everyone at snack time, asks to help because all the children do not have markers and they are all gone, etc.		

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Economics and Economic Concepts, Social Science Indicators, 3-5 Years Scale, Continued	Understands and recognizes the use of money as an exchange for goods or services (talks about what he/she will buy with their birthday money or allowance, may ask for money to buy something, gives the teacher money and says "this is to buy my milk," etc.).		
Civics and Government Rules, Social Science Indicators, 3-5 Years Scale	Understands different places have different rules, (he/she can't play ball where children swing and slide, know "outside voices" aren't for the home or classroom, etc.	Physical Development & Health (PDH)	42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself). 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).
	Understands basic rules and understands consequences for actions (he/she throws sand; they will not be able to play in the sand box, etc.).	Social & Emotional Development (SED)	45. Usually recognizes that inappropriate behavior leads to consequences. 47. Accepts the consequences for own inappropriate behavior most of the time.

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Civics and Government Rules, Social Science Indicators, 3-5 Years Scale, Continued	Demonstrates independence, follows routines with little supervision (can get own materials for projects, cleans up readily, puts toys/materials in proper places.).	Social & Emotional Development (SED)	26. Gets materials needed for an activity, without prompts. 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).
Family Roles and Relationships, Social Science Indicators, 3-5 Years Scale	Understands concepts of voting and making choices, (group may raise hands to choose which books to read, games to play, etc.).		
	Demonstrates ability to create rules in play (everyone gets one turn in the circle or on the new tricycle.).	Social Studies Knowledge & Skills (SSK)	6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).
	Uses knowledge of immediate surroundings to make sense of his/her family's connection to the community and world (uses a bag for a briefcase or lunch box and pretends to be parent going to work, plays on the swing and say he has a swing at home, etc.)		

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Foundations	Indicator	3-5: Galileo G3 Assessment Scale	3-5: Galileo G3 Assessment Scale Goal
Civics and Government Diversity, Social Science Indicators, 3-5 Years Scale	Identifies and recognizes gender of persons within their family, classroom and storybook characters.	Social Studies Knowledge & Skills (SSK)	41. Shows recognition of and respect for differences between genders.
	Describes self and compares similarities with others ("I have blue eyes, you have brown." "I am bigger and I can pick up my baby sister", etc.).	Social Studies Knowledge & Skills (SSK)	45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).
	Recognizes and identifies differences in personal characteristics and family makeup ("I have a sister but you don't." "Jalen has black hair but mine is blonde." "Jamal doesn't have a Daddy.").	Social Studies Knowledge & Skills (SSK)	41. Shows recognition of and respect for differences between genders. 44. Shows respect for varying family structures. 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).
	Demonstrates growing awareness that people of the world differ in language, dress, food and where they live ("Carlos talks in Spanish", comment on another child or adult's skin color, dress, food, disability, etc.).	Social Studies Knowledge & Skills (SSK)	43. Shows respect for members of different cultures.
	Describes that different people have different responsibilities and jobs in the community (identifies a fireman puts out fires, a policeman keeps us safe, the doctor gives us shots to make us well, etc.).	Social Studies Knowledge & Skills (SSK)	3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). 9. Describes or illustrates the roles/responsibilities of community workers.
	Identifies self as a member of a group outside of the family (knows what class they are in, knows what group they go with for snack, music, or physical exercise, etc.).		

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