

Galileo® G3 Assessment Scales Alignment with Your State Standards

Tennessee 3-Year-Olds



Assessment
Technology
Incorporated

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This document references the Tennessee Early Learning Developmental Standards (TN-ELDS) for 3 Year-Olds.

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Assessment Technology, Incorporated, Publishers

Tucson, Arizona, U.S.A.

Printed in the United States of America.

V2-052913

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Galileo® G3 Assessment Scales Alignment with Your State Standards

The state standards provide early childhood programs with important guidance for the provision of learning opportunities and the alignment of assessment activities to inform and facilitate developmentally appropriate practice leading to children's success at birth, now, and in the future as they make the transition to the early grades. These standards can be used by programs in a number of ways to guide everyday local decision-making and action leading to positive outcomes for children, including:

- the selection and implementation of curriculum and assessment tools as part of an overall approach to promoting positive outcomes for children;
- connecting child assessment data to various aspects of early childhood program planning and design;
- establishing school readiness goals consistent with state and local expectations;
- monitoring children's progress;
- guiding the collection of child assessment data for other early childhood reporting systems; and
- promoting continuous quality improvement in programs, child well-being and success.

Galileo Pre-K Online is uniquely designed to support systemic implementation of your state standards. Galileo is an extensively integrated, research-based, online educational management system currently used in early childhood programs to support a collaborative, data-driven, and goal-directed approach to promoting positive outcomes for children. In fact, since 1987, Galileo Pre-K Online has been successfully implemented in support of Head Start, public-school preschool, and proprietary early childhood programs' efforts in achieving these fundamental goals.

Galileo Pre-K Online is a complete and fully integrated assessment, curriculum, and reporting system linking assessment, planning, individualization and the documentation of progress aligned to your state standards. For example, the integrated set of goals established through the state standards can assist early childhood programs establish school readiness goals for children, monitor children's progress, align curricula and conduct program planning in ways that promote all aspects of child development and early learning. Galileo Pre-K Online is uniquely designed to facilitate these goals through the implementation of a program-wide, systemic approach to educational decision-making and action leading to positive outcomes for children.

Alignment with Your State Standards

The Galileo® G3 Assessment Scales provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, the state standards for children ages 3 to 5. The *Galileo G3 Assessment Scales* are organized into 12 domains of knowledge. This alignment document is also organized into 11 sections displaying the *Galileo G3 Assessment Scales*,

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

TABLE 1
Galileo G3 Assessment Scales

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

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

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

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

TABLE 2

Galileo® G3 Nature and Science Assessment Scale Knowledge Areas

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

As you read through each *Galileo G3 Assessment Scale* in this document, you will note that the domain is labeled at the top of each table. The knowledge areas/concepts of your state standards are then listed, as well as any subcategories in your state standards. In the left column are the details of how the

Galileo scales and goals correspond to the state standards Galileo. The columns on the right side of each section detail how the *Galileo Schools Readiness Scales* goals (which are a compilation of select Galileo G3 goals) correspond to the state standards.

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

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

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

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Tennessee Pre-Kindergarten Content Standards For Three Year-Olds Alignment to Galileo® 3-5 Years G3 Assessment Scales & Galileo School Readiness Scale

Creative Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
COGNITIVE/SOCIAL/EMOTIONAL DEVELOPMENT	
CREATIVE ARTS: MUSIC	
RESPONDS TO SOUNDS	
<p>Participates in group music experiences.</p> <p>Explores, with increasing interest and enjoyment, a variety of music activities, including listening, signing, finger plays, games and performances.</p> <p>“Plays with” with a variety of musical instruments; may use them in unique ways.</p>	
<p>Creative Arts</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>2. Shows an interest in listening to short musical selections.</p>	
CREATIVE ARTS: ART	
FOCUSES ON AND SHOWS FASCINATION FOR FUN THINGS	
<p>Begins to develop ability to work independently; begins to establish a sense of “order” in art’s messy mediums by use and practice with each medium.</p> <p>Begins to demonstrate some care and some persistence in a variety of art projects, often trying one medium many ...</p>	
<p>Creative Arts</p> <p>15. Works with other children on a cooperative art project (e.g., mural).</p> <p>16. Takes care of art materials/supplies (e.g., washes brushes, covers paint).</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p> <p>25. Uses various tools to create art projects (e.g., rollers, string, straw).</p> <p>26. Recombines and experiments with art materials to see what happens.</p>	
SCRIBBLES AND PAINTS	
Begins to add some detail to drawings, paintings, models and other art creations	
<p>Creative Arts</p> <p>18. Draws representations of human and animal figures.</p> <p>26. Recombines and experiments with art materials to see what happens.</p>	<p>Approaches to Learning</p> <p>65. Draws representations of human and animal figures.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
USES A VARIETY OF ART MATERIALS FOR TACTILE EXPERIENCE AND EXPLORATION	
Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	
<p>Creative Arts 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials. 25. Uses various tools to create art projects (e.g., rollers, string, straw). 26. Recombines and experiments with art materials to see what happens.</p>	
RESPONDS TO ARTISTIC CREATIONS OR EVENTS	
Begins to share opinions about artistic products and experiences	
<p>Creative Arts 15. Works with other children on a cooperative art project (e.g., mural). 27. Describes the steps/plan for constructing a self-initiated art project. 28. Uses a variety of colors to create moods or feelings in artwork.</p>	
CREATIVE ARTS: MOVEMENT AND DRAMATIC PLAY	
CONTROLS BODY TO PARTICIPATE IN CREATIVE MOVEMENT AND DRAMA	
Expresses through movement and dancing what is felt through music. Shows growth in moving to music. Imitates and pretends to be different characters.	
<p>Creative Arts 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. 31. Acts out a real make-believe character during dramatic play.</p>	<p>Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
BEGINS TO PURPOSEFULLY ACT ON HIS ENVIRONMENT	
<p>Participates in a variety of dramatic play activities; shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</p> <p>Takes things apart and starts to try to fit things together; enjoys the process of destruction and recreation.</p>	
<p>Creative Arts</p> <p>30. Uses dramatic play to express feelings (e.g., fear).</p> <p>31. Acts out a real make-believe character during dramatic play.</p> <p>32. Acts out stories or situations during a dramatic play activity.</p> <p>33. Describes the story or situation that will occur during dramatic play.</p> <p>34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>35. Practices “working out” new situations (e.g., going to doctor, new baby, trip).</p> <p>36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	

Early Literacy

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
COGNITIVE DEVELOPMENT	
EARLY LITERACY: VERBAL EXPRESSION AND COMMUNICATION	
ENGAGES VERBALLY WITH STORIES IN BOOKS AND MOVIES	
Makes relevant comments and asks logical questions about the story; begins to predict what will happen next. Tells own story, with a sequence, using one or more pictures.	
<p>Language</p> <p>4. Asks questions and/or makes comments about a story, poem, or song.</p> <p>5. Retells a familiar story, poem or song in his/her own words.</p> <p>10. Understands positional words (e.g., top, bottom, on, in).</p> <p>11. Understands pronouns (e.g., she, he, it).</p> <p>12. Understands words that describe the qualities of objects (e.g., color, soft, cold).</p> <p>31. Recalls story events using some spoken dialogue.</p> <p>Literacy</p> <p>10. Uses picture cues to tell what is happening in a story.</p> <p>11. Predicts story events using picture or verbal cues.</p> <p>12. Makes guesses about why things happen or change in a story.</p> <p>20. Initiates conversations with a peer or an adult about a story, book or poem.</p>	<p>Language & Literacy</p> <p>32. Asks questions and/or makes comments about a story, poem, or song.</p> <p>33. Retells a familiar story, poem or song in his/her own words.</p> <p>42. Uses picture cues to tell what is happening in a story.</p> <p>43. Predicts story events using picture or verbal cues.</p>
USES MORE ADVANCES SENTENCE STRUCTURE AND VARIED VOCABULARY IN VERBAL EXPRESSION	
Speaks in longer sentences, using more adjectives and adverbs, and some clauses beginning with when, if, after; asks to have unknown words explained.	
<p>Language</p> <p>10. Understands positional words (e.g., top, bottom, on, in).</p> <p>11. Understands pronouns (e.g., she, he, it).</p> <p>12. Understands words that describe the qualities of objects (e.g., color, soft, cold).</p>	<p>Language & Literacy</p> <p>36. Understands positional words (e.g., top, bottom, on, in).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Asks for names of unknown objects, colors, etc.	
<p>Language</p> <p>13. Understands past and future tense (e.g., went, will).</p> <p>23. Combines words to create meaningful short sentences.</p> <p>24. Uses negative words (e.g., not, no).</p> <p>26. Takes apart and puts together compound words.</p> <p>27. Uses pronouns to refer to people and things (e.g., she, he, it).</p> <p>28. Uses past and future tenses (e.g., went, will).</p> <p>29. Uses possessive endings (e.g., Jose’s, Emma’s).</p> <p>30. Uses compound sentences (e.g., sentences joined by and, but, or).</p>	
EARLY LITERACY: LISTENING AND UNDERSTANDING	
LISTENS ATTENTIVELY TO STORIES, CONVERSATIONS, AND EXPLANATIONS AND DEMONSTRATES UNDERSTANDING	
<p>Maintains attention to stories and responds to questions appropriately.</p> <p>Participation with understanding in activities with stories, songs, finger plays and poems.</p> <p>Notices if reader omits parts of a familiar story.</p>	
<p>Language</p> <p>1. Listens attentively to a conversation, story, poem, or song.</p>	
UNDERSTANDS AN INCREASINGLY COMPLEX AND VARIED VOCABULARY FOR OBJECTS, ATTRIBUTES, ACTIONS AND EVENTS	
Comprehends and uses new words that are introduced with stories, thematic units, field trips and other daily activities.	
<p>Language</p> <p>7. Understands nouns commonly found in books for young children.</p> <p>8. Understands action words (e.g., give, run).</p> <p>9. Understands negative words (e.g., not, no).</p> <p>10. Understands positional words (e.g., top, bottom, on, in).</p> <p>11. Understands pronouns (e.g., she, he, it).</p> <p>12. Understands words that describe the qualities of objects (e.g., color, soft, cold).</p> <p>13. Understands past and future tense (e.g., went, will).</p>	<p>Language & Literacy</p> <p>34. Understands nouns commonly found in books for young children.</p> <p>35. Understands action words (e.g., give, run).</p> <p>36. Understands positional words (e.g., top, bottom, on, in).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
EARLY LITERACY: PHONOLOGICAL AWARENESS	
INITIATES WORD PLAY AND LIKES RHYMES AND SILLY SOUNDS AND WORDS	
Repeats rhymes without prompts and enjoys rhymes in songs, poems, and finger plays. Identifies whether or not two words rhyme. Enjoys stories with alliterations, where all words have the same speech sound; plays with the sounds and participates in the production of more words.	
Literacy 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities.	Language & Literacy 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
COMPLETES A RHYME AND RECITES AT LEAST THREE RHYMES	
With a familiar poem, supplies a missing word that rhymes with another word	
Literacy 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities.	Language & Literacy 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
COMPLETES A RHYME AND RECITES AT LEAST THREE RHYMES	
With a familiar poem, supplies a missing word that rhymes with another word	
Literacy 4. Recognizes rhymes in poems, readings, or conversation, most of the time. 6. Creates rhyming words in play activities.	Language & Literacy 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
BEGINS TO DETECT THE SYLLABLE STRUCTURE (RHYTHM) OF ORAL WORDS	
Claps or beats the rhythm (syllable beats) in own name and other familiar names	
Literacy 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.
BEGINS TO COMBINE (BLEND) PARTS OF COMPOUND WORDS TO MAKE A WHOLE WORD	
When the adult provides 2 words that can be combined to form a compound word, child identifies the compound word (e.g., given base and ball, she produces the word baseball).	
Literacy 8. Puts sounds together to make short words (e.g., k-a-t, cat). 9. Segments short words into their component sounds (e.g., trick, t-r-i-k).	Language & Literacy 40. Puts sounds together to make short words (e.g., k-a-t, cat). 41. Segments short words into their component sounds (e.g., trick, t-r-i-k).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
EARLY LITERACY: PRINT AWARENESS	
DEMONSTRATED INTEREST IN BOOKS AND WHAT THEY CONTAIN	
Recognizes specific books by their covers; asks to be read to; asks for favorite books to be read again and again; pretends to read; makes comments and asks questions as story is read; participates in re-reading by supplying repetitive phrases.	
<p>Literacy</p> <p>13. Selects books, sometimes, over other activities when given a choice.</p> <p>14. Requests rereading of favorite book.</p> <p>19. Requests a favorite book by title, author, or illustrator.</p> <p>20. Initiates conversation with a peer or an adult about a story, book or poem.</p>	<p>Language & Literacy</p> <p>44. Requests a favorite book by title, author, or illustrator.</p>
UNDERSTANDS HOW BOOKS WORK AND THE WAY THEY ARE HANDLED	
Recognizes when books are upside down or backwards, and turns to correct orientation	
<p>Literacy</p> <p>16. Handles books and other reading material with care.</p> <p>17. Views reading materials one page at a time (front and back), most of the time.</p> <p>21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p> <p>24. Recognizes that pages are ready 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>48. Recognizes that pages are ready from top to bottom.</p> <p>49. Recognizes that sentences are read from left to right.</p>
BEGINS TO ATTEND TO PRINT IN THE ENVIRONMENT, ESPECIALLY OWN NAME	
Asks questions about printed name and letters in it; recognizes printed name and attempts to print; uses same purposeful scribbling when "writing."	
<p>Literacy</p> <p>23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p> <p>26. Asks adults to read printed information such as signs, labels, advertisements.</p> <p>27. Recognizes his/her name in print.</p> <p>31. Reads a printed label or a sign on a familiar object, some of the time.</p>	<p>Language & Literacy</p> <p>47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</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
SHOWS AWARENESS THAT PRINT CONVEYS A MESSAGE, THAT PRINT IS READ RATHER THAN THE PICTURES	
Begins to look at and comment about the print as much as the pictures; begins to “read” common signs and other print when traveling in a vehicle.	
Literacy 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). 26. Asks adults to read printed information such as signs, labels, and advertisements.	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).
EARLY LITERACY: VISUAL DISCRIMINATION	
DISCRIMINATES LIKENESSES/DIFFERENCES IN REAL OBJECTS	
Identifies which objects are the same or different in color, shape, size, texture.	
Logic & Reasoning 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).	Cognition & General Knowledge 11. Provides rationale for sorting objects into specific groups (e.g., all flat).
DISCRIMINATES LIKENESSES/DIFFERENCES IN PICTURED OBJECTS	
Can discriminate which pictured objects are alike or different based on color, shape, size, number	
Logic & Reasoning 33. Places 2 to 3 pictures in sequential order.	
EARLY LITERACY: VISUAL WHOLE-PART-WHOLE RELATIONSHIPS	
DEVELOPS AWARENESS OF PARTS AND WHOLE AND HOW THE PARTS RELATE TO THE WHOLE	
Completes puzzles of 4 to 10 pieces; notices and identifies missing parts and common objects; constructs a simple block design, using a model. Finds hidden figure pictures.	
Logic & Reasoning 30. Uses trial and error to solve a problem or puzzle. 31. Puts a simple puzzle together, without assistance. 32. Uses solution from a basic puzzle to solve a more difficult puzzle.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
EARLY LITERACY: VISUAL SEQUENCING (PATTERNING)	
USES LEFT-TO-RIGHT AND TOP-TO-BOTTOM SCANNING AND OBSERVES AND REPRODUCES EACH ELEMENT IN A PATTERN OF 3-DIMENSIONAL OBJECTS	
Continues a color-, shape- or size-pattern using a concrete model. Continues a pattern of 2 variables (shape and color, color and size, or size and shape) from a concrete model.	
<p>Logic & Reasoning 33. Places 2 to 3 pictures in sequential order. 34. Describes the sequential steps to perform the basic activity. 35. Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red). 36. Creates an original AB pattern when shown an AB pattern (e.g., circle, square, circle, square).</p> <p>Early Math 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 39. Repeats alternating visual patterns (e.g., red/green/red/green).</p>	
EARLY LITERACY: LETTER RECOGNITION	
BEGINS TO RECOGNIZE BEGINNING LETTERS OF FAMILIAR WORDS OR ENVIRONMENTAL PRINT	
Looks at peer’s name in print and recognizes that Johnny starts with the same letter as his own name, Joshua	
<p>Literacy 47. Points to and names the first letter in a familiar word.</p>	<p>Language & Literacy 57. Points to and names the first letter in a familiar word.</p>
ATTEMPTS TO “WRITE” HIS OWN NAME	
“Writes” name on paper; letters may or may not be readily identified by others; letters may or may not be from left to right or in a straight line.	
<p>Literacy 40. Copies her/his name from a sample. 43. Write her/his name, without assistance. 45. Identifies all the letters in her/his name.</p>	<p>Language & Literacy 54. Copies her/his name from a sample. 55. Write her/his name, without assistance. 56. Identifies all the letters in her/his name.</p>

Math and Science

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
COGNITIVE DEVELOPMENT	
MATH: NUMBER AND OPERATIONS	
BEGINS TO IDENTIFY AND LABEL OBJECTS USING NUMBERS	
Counts collections of 1-4 items and begins to understand that the last counting word tells how many. Can quickly “see” and label a group of objects of one to three with a number. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	
Early Math 1. Uses one-to-one correspondence when counting objects. 2. Counts to find how many are in a group. 3. Counts forward from a number > 1 to find how many are in a group. 12. Identifies numerals 0 to 5.	Cognition & General Knowledge 1. Counts to find how many are in a group. 2. Counts forward from a number > 1 to find how many are in a group.
MATH: PATTERNS AND ALGEBRA	
EXPLORES AND BEGINS TO SORT AND CLASSIFY OBJECTS	
Begins to sort objects on the basis of one dimension, color, size, shape.	
Early Math 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).	Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).
BEGINS TO IDENTIFY, DESCRIBE, AND EXTEND PATTERNS	
Begins to recognize, duplicate and create patterns. Begins to place objects in order through trial and error.	
Early Math 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.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
MATH: MEASUREMENT	
BEGINS TO DEMONSTRATE UNDERSTANDING OF TIME, LENGTH, WEIGHT, CAPACITY AND TEMPERATURE.	
Recognizes and labels measurable characteristics of objects (e.g., “I need the long string.”). Uses approximate measures of familiar objects using nonconventional measurement tools. Begins to use conventional measurement terms (mile, age span, month, cup, etc.) without accuracy. Understands time as a sequence of events relates to her daily life.	
Early Math 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length. 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).	Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.
MATH: GEOMETRY AND SPATIAL SENSE	
BECOMES AWARE OF HIS BODY AND PERSONAL SPACE DURING ACTIVE EXPLORATION OF PHYSICAL ENVIRONMENT	
Begins to build mental and physical maps of their surroundings. Responds to “Put it beside,” or “Put it under”. Explores geometric shapes using their hands, eyes and mind. (No matching goals)	
BEGINS TO EXPLORE THE SIZE, SHAPE, AND SPATIAL ARRANGEMENT OF REAL OBJECTS	
Notices and copies simple repeating patterns, such as wall of blocks with long, short, long, short ... Begins to notice different shapes and identifies big and small shapes.	
Early Math 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 and object in its proper position in a group ordered by size. 32. Understands objects directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
MATH: PROBLEM SOLVING AND ANALYZING DATA	
BEGINS TO DEVELOP FOUNDATION FOR LINKING CONCEPTS AND PROCEDURES WITH ACTIVE EXPERIENCES	
Sorts objects and counts and compares the groups formed. Builds simple structures with blocks. (No matching goal)	
SCIENCE: LIFE SCIENCE	
OBSERVES SURROUNDINGS IN RELATION TO KNOWLEDGE AND METHODS ABOUT LIFE SCIENCE	
Understands new information and begins to explore more complex situations and concepts. Expands knowledge of an respect for their body and the environment. Expands knowledge of an abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.	
Nature & Science 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world. 4. Describe what an animal is doing as it is being observed. 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.	
SCIENCE: EARTH AND SPACE SCIENCE	
UNDERSTANDS SEQUENCING AND TIME IN RELATION TO KNOWLEDGE AND METHODS ABOUT EARTH AND SPACE.	
Understands the sequence of daily events. Demonstrates some understanding of duration of time, “all day,” “for two days.”	
Nature & Science 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).	
SCIENCE: PHYSICAL SCIENCE	
SOLVES PROBLEMS IN RELATION TO KNOWLEDGE AND METHODS ABOUT ENERGY.	
Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. Thinks about a problem and figures out what to do.	
Nature & Science 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.	

Physical Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PHYSICAL DEVELOPMENT	
GROSS MOTOR: MOVEMENT AND COORDINATION	
MOVES WITH ENOUGH CONTROL TO PERFORM MORE COMPLEX TASKS	
<p>Maintains balance on a two-by-four.</p> <p>Climbs with more agility on the jungle gym.</p> <p>Jumps with confidence in ability from low platform.</p> <p>Develops coordination of moving arms and legs in order to pump on a swing.</p> <p>Runs up to ball and kicks it while maintaining balance.</p> <p>Gallops, runs, walks, wiggles, and tiptoes along with classmates, watching and imitating movements.</p> <p>Throws a variety of objects overhand with increasing accuracy.</p>	
<p>Physical Development & Health</p> <p>46. Jumps in place and off low objects, such as a step.</p> <p>49. Walks along a line on the floor, most of the time.</p> <p>50. Climbs up and down stairs.</p> <p>51. Walks along a wide beam, most of the time.</p> <p>52. Climbs a short ladder (e.g., on playground toys).</p> <p>54. Balances on one foot for five seconds.</p> <p>56. Hops with direction and control, most of the time.</p> <p>57. Jumps backward without losing balance.</p> <p>58. Skips with direction and control, most of the time.</p> <p>60. Throws a ball a short distance with accuracy, most of the time.</p> <p>61. Kicks a ball a short distance with accuracy, most of the time.</p>	<p>Physical Development & Health</p> <p>83. Climbs up and down stairs.</p> <p>84. Climbs a short ladder (e.g., on playground toys).</p> <p>85. Skips with direction and control, most of the time.</p>
FINE MOTOR: FINE MOTOR	
USES HANDS WITH INCREASING CONTROL AND PRECISION FOR A VARIETY OF PURPOSES	
<p>Easily grasps hold of writing tools such as pencils, crayons, paint brushes and markers.</p> <p>Continues to fit together a wide variety of manipulatives such as connecting blocks, pop beads, stacking rings, bristle blocks, etc.</p> <p>Shapes play dough or clay into more intricate/representational creations.</p> <p>Continues to experiment with scissors.</p> <p>Experiments with fitting a variety of objects into a defined space.</p> <p>Continues to experiment with building and designing familiar structures with blocks.</p>	
<p>Physical Development & Health</p> <p>65. Begins to use a fork.</p> <p>66. Eats with a fork and a spoon, or other appropriate utensils.</p> <p>72. Builds short structures with blocks or other materials (e.g., 3 blocks high).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
HEALTH AND SAFETY: SELF-HELP AND SAFETY	
BEGINS TO PERFORM SELF-HELP SKILLS INDEPENDENTLY	
Uses the toilet independently. Puts on own hat, coat. Washes and dries hands with verbal prompts and support. Unties shoes, buttons and unbuttons with little or no assistance.	
Physical Development & Health 6. Washes and dries hands with some supervision. 26. Uses bathroom, without assistance. 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.	Physical Development & Health 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.
FOLLOWS BASIC HEALTH AND SAFETY RULES	
Asks permission before leaving the room. Knows basic safety rules and follows them with verbal reminder. Begins to look both ways before crossing the street. Begins to understand how to dial 911 for an emergency. Begins to avoid dangers such as hot stoves and sharp knives.	
Physical Development & Health 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. 22. Puts on front-opening garment, without assistance. 23. Puts on pull-over garment, without assistance. 24. Puts on shoes correctly, without assistance. 25. Ties own shoes, without assistance.	

Social and Emotional Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SOCIAL AND EMOTIONAL DEVELOPMENT	
APPROACHES TO LEARNING: SELF CONCEPT	
SHOWS GREATER COMFORT WITH INDEPENDENCE AND INCREASED FEELINGS OF SELF-WORTH	
Takes pride in accomplishments (e.g., “I washed my hands by myself!” or “I did the puzzle myself.”) Develops a sense of humor; can laugh at self and others when small accidents happen.	
Social & Emotional Development 8. Talks positively about a recent accomplishment.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SHOWS POSITIVE SELF-ESTEEM	
Recognizes own special interests and abilities (e.g., child announces, “I am a scientist because I can figure out how things work!”). Has trusting relationships with other children and adults.	
Social & Emotional Development 4. Refers to her/himself by positive characteristics (e.g., “smart” or “strong”). 6. Talks about his/her interests (what I like to do).	
VERBALIZES FEELINGS, NEEDS, AND WANTS	
Talks to others (including dolls, puppets, imaginary friends) about what she is thinking about and how she feels. Continues to use physical ways of expressing self when feelings are intense.	
Social & Emotional Development 11. Answers the question, “How do you feel?” with a feeling word (e.g., angry, happy, mad, sad, alone).	
APPROACHES TO LEARNING: SELF CONTROL	
MANAGES OWN BEHAVIOR WITH INCREASING SKILL	
Gains new understanding about other people’s feelings to guide the way he manages own behavior	
Social & Emotional Development 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. 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). 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. 28. Comforts self by engaging in calming/soothing activities some of the time. 31. Responds appropriately to greetings by familiar peers. 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
GAINS CONTROL OVER IMPULSES	
Can delay having desires met (e.g., offers to set the timer to indicate when it will be his turn to use the computer). Shows empathy and compassion for others.	
Social & Emotional Development 22. Shows the ability to compromise in conflict resolution. 41. Recognizes the impact of his/her actions on others' feelings. 42. Respects the rights of others. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	Social & Emotional Development 70. Shows the ability to compromise in conflict resolution.
SHOWS WILLINGNESS TO FOLLOW SIMPLE RULES	
Relates rules verbally, although she might lapse into forgetting to follow them at times. Can follow group rules and recognizes when a classmate has not followed the rules.	
Social & Emotional Development 12. Follows established rules and routines in the classroom. 14. Comfortable accepts guidance and directions from a familiar adult. 15. Uses classroom materials safely and for their intended purpose.	Social & Emotional Development 68. Follows established rules and routines in the classroom.
APPROACHES TO LEARNING: COOPERATION	
ENGAGES IN COOPERATIVE PLAY WITH OTHER CHILDREN	
Can include give-and-take play with others. Can sometimes work out problems encountered during play with others.	
Social & Emotional Development 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. 38. Joins a cooperative play activity. 39. Sustains a cooperative participation with others.	Social & Emotional Development 70. Shows the ability to compromise in conflict resolution. 73. Joins a cooperative play activity.
SHOWS INCREASING ABILITY TO UNDERSTAND THE FEELINGS OF OTHER CHILDREN	
Is aware of how actions affect others (e.g., finishes painting at the easel and calls waiting child to come). Can verbalize how others are feeling (e.g., explains to adult why another child is upset).	
Social & Emotional Development 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. 42. Respects the rights of others. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SHOWS INCREASING WILLINGNESS TO WORK OUT PROBLEMS WITH PEERS	
More willing to discuss problems and issues to work out solutions	
Participates in transitions and assists with routines (e.g., helps other children pick up spilled blocks)	
<p>Social & Emotional Development</p> <p>16. Seeks support from familiar adults to resolve conflicts with them.</p> <p>17. Moves around another child that is in her/his way (e.g., going up a slide).</p> <p>20. Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p>22. Shows the ability to compromise in conflict resolution.</p> <p>23. Uses negotiation to reach a solution.</p> <p>24. Maintains a negotiated plan.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p>Social & Emotional Development</p> <p>70. Shows the ability to compromise in conflict resolution.</p>
IS WILLING TO PARTICIPATE IN GROUP ACTIVITIES	
Able to accept others' ideas and change own behavior.	
Stays with a task until it is completed.	
<p>Social & Emotional Development</p> <p>39. Sustains a cooperative participation with others.</p>	

Social Studies

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
COGNITIVE/SOCIAL-EMOTIONAL	
SOCIAL STUDIES: HUMAN INTERACTIONS/CULTURE	
DISCRIMINATES INDIVIDUAL, CULTURE AND COMMUNITY	
Begins to recognize likenesses and differences in others. Begins to understand family structures and roles. Draws self, usually with head and not much detail. Acts out family roles in dramatic play center.	
Social Studies 1. Shares personal family stories and traditions. 2. Identifies family members and relationship to each 3. Tells each family member’s duties or responsibilities in the household (e.g., who cooks, who does the laundry). 41. Shows recognition of and respect for differences between genders. 42. Shows respect for those with special needs. 43. Shows respect for members of different cultures. 44. Shows respect for varying family structures. 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	Cognition & General Knowledge 26. Tells each family member’s duties or responsibilities in the household (e.g., who cooks, who does the laundry).
DEVELOPS GROWING AWARENESS OF JOBS AND WHAT IS REQUIRED TO PREFORM THEM	
Participates in classroom jobs	
Social Studies 3. Tells each family member’s duties or responsibilities in the household (e.g., who cooks, who does the laundry). 9. Describes or illustrates the roles/responsibilities of community workers. 40. Predicts future career or what like will be like as an adult (e.g., “I will be a fireman when I grow up.”).	Cognition & General Knowledge 26. Tells each family member’s duties or responsibilities in the household (e.g., who cooks, who does the laundry). 27. Describes or illustrates the roles/responsibilities of community workers.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
BEGINS TO UNDERSTAND THE REASON FOR RULES	
<p>Follows simple class rules.</p> <p>Participates in class clean-up or group activities.</p> <p>Understands that there is no hitting because it hurts.</p> <p>Learns to wait (for a short period of time) for her turn.</p>	
<p>Social Studies</p> <p>4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p> <p>6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play).</p> <p>7. Demonstrates increasing ability to follow through on plans.</p> <p>10. Tells why cars and people need to stop at red lights.</p>	<p>Cognition & General Knowledge</p> <p>31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>
SOCIAL STUDIES: HISTORY	
IDENTIFIES COMMON EVENTS AND ROUTINES	
<p>Knows when it is snack time or meal time.</p> <p>Recognizes routines of washing hands before eating or brushing teeth after meals or before bed time.</p>	
<p>Social Studies</p> <p>3. Tells each family member’s duties or responsibilities in the household (e.g., who cooks, who does the laundry).</p> <p>27. Throws trash in garbage can.</p> <p>28. Points out recycling container in the classroom.</p> <p>29. Tells what goes into the recycling container in the classroom.</p> <p>35. Begins to use or respond to the language of time such as related to daily routines or schedules.</p> <p>37. Labels days by function (e.g., school day, field trip day).</p>	<p>Cognition & General Knowledge</p> <p>26. Tells each family member’s duties or responsibilities in the household (e.g., who cooks, who does the laundry).</p> <p>30. Begins to use or respond to the language of time such as related to daily routines or schedules.</p>
BEGINS TO CATEGORIZE TIME INTERVALS	
Uses the word “today,” or “day” and “night” to talk about time of day; sometimes uses the wrong term.	
<p>Social Studies</p> <p>34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).</p> <p>35. Begins to use or respond to the language of time such as related to daily routines or schedules.</p> <p>36. Identifies events that might occur in the future.</p> <p>37. Labels days by function (e.g., school day, field trip day).</p>	<p>Cognition & General Knowledge</p> <p>29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).</p> <p>30. Begins to use or respond to the language of time such as related to daily routines or schedules.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
RECOGNIZES THE CHANGES IN ENVIRONMENT	
Recognizes that it is rainy, sunny, hot or cold.	
<p>Nature & Science 12. Draws/talks about different weather conditions (e.g., sunny, rainy). 34. Predicts that it is likely to rain when dark clouds come.</p>	