

Galileo® G3 Assessment Scales Alignment with Your State Standards

Utah



Assessment
Technology
Incorporated

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Table of Contents

Table of Contents.....	i
Galileo® G-3 Assessment Scales Alignment with Your State Olds.....	1
Reading Standards: Literature.....	5
Reading Standards: Informational Text.....	8
Reading Standards: Foundational Skills.....	11
Writing Standards.....	13
Speaking and Listening Standards.....	16
Language Standards.....	18
Mathematics.....	21
Approaches to Learning and Science.....	25
Social/Emotional and Social Studies.....	29
Creative Arts.....	35
Physical/Health and Safety.....	38

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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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Utah Preschool Foundational Standards Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Reading Standards: Literature

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: KEY IDEAS AND DETAILS	
RL1 CR Anchor Standard K–12	
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
1. With prompting and support, state some details of a text.	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
RL2 CR Anchor Standard K–12	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
2. Listen attentively and retell simple stories through conversation, art, movement, or drama.	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
RL3 CR Anchor Standard K–12	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
3. Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).	
Language Development (LD) 31. Recalls story events using some spoken dialogue.	
CLUSTER: CRAFT AND STRUCTURE	
RL4 CR Anchor Standard K–12	
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
4. With prompting and support, ask and answer questions about unknown words in a text.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p align="center">RL5 CR Anchor Standard K–12 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p align="center">5. With prompting and support, recognize common types of texts (e.g., storybooks, poems). (no matching goal)</p>	
<p align="center">RL6 CR Anchor Standard K–12 Assess how point of view or purpose shapes the content and style of a text.</p>	
<p align="center">6. With prompting and support, recognize that books have a title, author, and illustrator.</p>	
<p>Literacy Knowledge & Skills (LK) 19. Requests a favorite book by title, author, or illustrator.</p>	<p>Language & Literacy 44. Requests a favorite book by title, author, or illustrator.</p>
<p align="center">CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEALS</p>	
<p align="center">RL7 CR Anchor Standard K–12 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p align="center">7. Understand that illustrations help tell the story.</p>	
<p>Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues.</p>	<p>Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.</p>
<p align="center">RL8 CR Anchor Standard K–12 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p align="center">8. (Not applicable to literature)</p>	
<p align="center">RL9 CR Anchor Standard K–12 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p align="center">9. Identify characters and their experiences in familiar stories.</p>	
<p>Language Development (LD) 31. Recalls story events using some spoken dialogue.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: RANGE OF READING AND LEVEL OF COMPLEXITY	
RL10 CR Anchor Standard K–12	
Read and comprehend complex literary and informational texts independently and proficiently.	
10. Engage in shared reading experiences and explore books independently.	
<p>Literacy Knowledge & Skills (LK)</p> <p>14. Request rereading of favorite book.</p> <p>15. Makes connections between her/his own experiences and those presented in books/stories.</p> <p>16. Handles books and other reading material with care.</p> <p>17. Views reading materials one page at a time (front to back), most of the time.</p> <p>18. Engages in pretend reading with other children, doll, or toy animal.</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>32. Tracks by moving his/her finger along text as it is read by an adult.</p> <p>33. Reads familiar words in a sentence from a book/poem, with assistance.</p>	<p>Language & Literacy</p> <p>44. Requests a favorite book by title, author, or illustrator.</p> <p>51. Reads familiar words in a sentence from a book/poem, with assistance.</p>

Reading Standards: Informational Text

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: KEY IDEAS AND DETAILS	
RI1 CR Anchor Standard K–12	
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.	
1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
RI2 CR Anchor Standard K–12	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
2. Listen to a wide variety of informational text.	
a. With prompting and support, participate in discussion of a text.	
b. Identify some details of a text.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song. 33. Retells a familiar story, poem or song in his/her own words.
RI3 CR Anchor Standard K–12	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
3. With prompting and support, discuss information in a text and make connections to personal experiences.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories.	
CLUSTER: CRAFT AND STRUCTURE	
RI4 CR Anchor Standard K–12	
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
4. With guidance and support, connect new vocabulary in a text with known words or experiences. (no matching goal)	
RI5 CR Anchor Standard K–12	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
5. With prompting and support, identify the front cover, back cover, and title page of a book.	
Literacy Knowledge & Skills (LK) 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
RI6 CR Anchor Standard K–12	
Assess how point of view or purpose shapes the content and style of a text.	
6. With prompting and support, understand that a book has an author and an illustrator/photographer.	
Literacy Knowledge & Skills (LK) 19. Requests a favorite book by title, author, or illustrator.	Language & Literacy 44. Requests a favorite book by title, author, or illustrator.
CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS	
RI7 CR Anchor Standard K–12	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
7. With modeling and support, understand that illustrations/photographs provide information about a text.	
Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
RI8 CR Anchor Standard K–12	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
8. With modeling and support, recall details from a text.	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
RI9 CR Anchor Standard K–12	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
9. With prompting and support, recognize that there are similarities and differences between two texts on the same topic.	
Logic & Reasoning (LR) 24. Describes the similarities/differences between two events (e.g., day/night).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RI10 CR Anchor Standard K–12	
Read and comprehend complex literary and informational texts independently and proficiently.	
10. With modeling and support, participate in shared reading experiences.	
<p>Literacy Knowledge & Skills (LK)</p> <p>13. Selects books, sometimes, over other activities when given a choice.</p> <p>14. Request rereading of favorite book.</p> <p>15. Makes connections between her/his own experiences and those presented in books/stories.</p> <p>16. Handles books and other reading material with care.</p> <p>17. Views reading materials one page at a time (front to back), most of the time.</p> <p>18. Engages in pretend reading with other children, doll, or toy animal.</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>

Reading Standards: Foundational Skills

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: PRINT CONCEPTS	
RF1	
Demonstrate understanding of the organization and basic features of print.	
1. With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page. <ol style="list-style-type: none"> a. Recognize that print is read from top to bottom and left to right. b. Recognize the difference between pictures and words on a page or in the environment. c. (Begins in kindergarten readiness section.) d. Recognize the difference between letters, numbers, and other symbols. e. Recognize print in everyday life (e.g., numbers, letters, one’s name, words, familiar logos, and environmental print). 	
Literacy Knowledge & Skills (LK) 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right. 26. Asks adults to read printed information such as signs, labels, advertisements. 30. Identifies familiar short words in print, some of the time. 31. Reads a printed label or a sign on a familiar object, some of the time. 33. Reads familiar words in a sentence from a book/poem, with assistance.	Language & Literacy 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right. 50. Reads a printed label or a sign on a familiar object, some of the time. 51. Reads familiar words in a sentence from a book/poem, with assistance.
CLUSTER: PHONOLOGICAL AWARENESS	
RF2	
Demonstrate understanding of spoken words and sounds (phonemes).	
2. With guidance and support, begin to identify sounds (phonemes) in spoken words. <ol style="list-style-type: none"> a. Respond to the rhythm of spoken language, such as songs, poems, or chants. b. Begin to recognize syllables (word parts) in simple words. c. Begin to recognize initial sounds in words (e.g., own name). d. Begin to demonstrate understanding the concept of first, middle and last. e. (Begins in kindergarten readiness section.) 	
Literacy Knowledge & Skills (LK) 1. Recognizes matching and dissimilar sounds of consonants and vowels. 2. Distinguishes between some beginning consonant sounds in spoken language. 5. Distinguishes between some ending consonant sounds in spoken language. 6. Creates rhyming words in play activities. 7. Distinguishes between some vowel sounds in spoken language. 9. Segments short words into their component sounds (e.g., trick, t-r-i-k).	Language & Literacy 37. Recognizes matching and dissimilar sounds of consonants and vowels. 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
CLUSTER: PHONICS AND WORD RECOGNITION	
RF3	
Know and apply grade-level phonics and word analysis skills in decoding words.	
<p data-bbox="253 344 1373 373" style="text-align: center;">3. With guidance and support, recognize that words are made up of letters and their sounds.</p> <p data-bbox="516 380 1110 409" style="text-align: center;">a. Recognize that letters have names and sounds.</p> <p data-bbox="602 415 1024 445" style="text-align: center;">b. (Begins in kindergarten section.)</p> <p data-bbox="667 451 959 480" style="text-align: center;">c. Recognize own name.</p> <p data-bbox="224 487 1403 516" style="text-align: center;">d. Distinguish between items that are the same or different, such as pictures, objects, and letters.</p>	
<p data-bbox="139 527 526 556">Literacy Knowledge & Skills (LK)</p> <p data-bbox="139 562 662 592">45. Identifies all the letters in her/his name.</p> <p data-bbox="139 598 483 627">46. Names 1 or more letters.</p> <p data-bbox="139 634 727 695">47. Points to and names the first letter in familiar words.</p> <p data-bbox="139 701 496 730">48. Names 10 or more letters.</p> <p data-bbox="139 737 721 798">49. Identifies 1 or more sounds to corresponding letters.</p> <p data-bbox="139 804 737 865">50. Identifies 10 or more sounds to corresponding letters.</p>	<p data-bbox="824 527 1073 556">Language & Literacy</p> <p data-bbox="824 562 1349 592">56. Identifies all the letters in her/his name.</p> <p data-bbox="824 598 1414 659">57. Points to and names the first letter in familiar words.</p> <p data-bbox="824 665 1182 695">58. Names 10 or more letters.</p>
CLUSTER: FLUENCY	
RF4	
Read emergent-reader texts with purpose and understanding.	
4. (Begins in kindergarten section.)	

Writing Standards

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: TEXT TYPES AND PURPOSES	
W1 CR Anchor Standard K–12	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
1. With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic (e.g., “This is my family...”).	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
W2 CR Anchor Standard K–12	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2. With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic.	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
W3 CR Anchor Standard K–12	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
3. With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story.	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: PRODUCTION AND DISTRIBUTION OF WRITING	
W4 CR Anchor Standard K–12	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
4. (Begins in grade 3.)	
W5 CR Anchor Standard K–12	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
5. With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing.	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
W6 CR Anchor Standard K–12	
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
6. Use a variety of writing/drawing tools (e.g., chalk, crayon, paint, markers, stamps, Magna Doodle, pencil, and computer) to represent ideas.	
Literacy Knowledge & Skills (LK) 39. Uses a variety of writing tools and materials to communicate with others.	
CLUSTER: RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
W7 CR Anchor Standard K–12	
Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.	
7. With guidance and support, participate in group activities that use a combination of drawing, dictating, and scribbling specific to a topic.	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
W8 CR Anchor Standard K–12	
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
8. With guidance and support, participate in discovery activities to gain new information.	
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.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
W9 CR Anchor Standard K–12	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
9. (Begins in grade 4.)	
CLUSTER: RANGE OF WRITING	
W10 CR Anchor Standard K–12	
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting, or a day or two) for a range of tasks, purposes, and audiences.	
10. (Begins in grade 3.)	

Speaking & Listening Standards

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: COMPREHENSION AND COLLABORATION	
SL1 CR Anchor Standard K–12	
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
1. Communicate with adults and peers in small and larger groups.	
a. Recognize that there are rules for discussions (e.g., listening to others and taking turns speaking).	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
SL2 CR Anchor Standard K–12	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
2. With guidance and support, ask and answer simple questions about text or media.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
SL3 CR Anchor Standard K–12	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
3. With guidance and support, ask and answer simple questions.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 16. Asks questions to obtain information or assistance. 19. Responds to comments or questions from others during a conversation.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
CLUSTER: PRESENTATION OF KNOWLEDGE AND IDEAS	
SL4 CR Anchor Standard K–12	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
4. With prompting and support, describe familiar people, places, things, and events.	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p align="center">SL5 CR Anchor Standard K–12 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p align="center">5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.</p>	
<p>Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>	<p>Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues. 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>
<p align="center">SL6 CR Anchor Standard K–12 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p align="center">6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
<p>Literacy Knowledge & Skills (LK) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	

Language Standards

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: CONVENTIONS OF STANDARD ENGLISH	
L1 CR Anchor Standard K–12	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Experiment with writing. b. Speak in simple sentences to communicate needs and wants. c. Orally use singular and plural nouns, (e.g., bird, birds; house, houses; tree, trees). d. Respond to and ask questions (e.g., who, what, where, when, why, and how). e. Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Speak in simple sentences to communicate ideas. 	
Language Development (LD) 23. Combines words to create meaningful short sentences. 30. Uses compound sentences (e.g., sentences joined by and, but, or). Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 39. Uses a variety of writing tools and materials to communicate with others. 42. Writes using inventive spelling. 44. Communicates by writing complete words.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
L2 CR Anchor Standard K–12	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Recognize that there are upper- and lowercase letters. <ol style="list-style-type: none"> b. (Begins in kindergarten.) c. (Begins in kindergarten.) d. Use beginning phonemic awareness, including making up chants, rhymes, and playing with alliterative language. 	
Literacy Knowledge & Skills (LK) 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.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
CLUSTER: KNOWLEDGE OF LANGUAGE	
L3 CR Anchor Standard K–12	
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
3. (Begins in grade 2.)	
CLUSTER: VOCABULARY ACQUISITION AND USE	
L4 CR Anchor Standard K–12	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
4. With prompting and support, ask questions and name familiar people, objects, and animals from picture cues or objects in the child’s environment. a. With prompting and support, connect new vocabulary with known words and experiences. b. With prompting and support, discuss words, phrases, and their meanings as found in texts, instruction, and conversations.	
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. Social Studies Knowledge & Skills (SSK) 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories. 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
L5 CR Anchor Standard K–12	
Demonstrate understand of figurative language, word relationships, and nuances in word meanings.	
5. With guidance and support, identify common words regarding people, objects, and animals in the environment. <ul style="list-style-type: none"> a. Discuss commonalities and differences and sort by one attribute (e.g., color, size). b. Increase vocabulary to include contrasting and descriptive words/opposites (e.g., night/day, boy/girl, up/down). c. Access prior knowledge and experiences to identify connections between words and their applications to real life. d. Engage in and describe simple actions. 	
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. Literacy Knowledge & Skills (LK) 33. Reads familiar words in a sentence from a book/poem, with assistance. Logic & Reasoning (LR) 24. Describes the similarities/differences between two events (e.g., day/night).	Language & Literacy 51. Reads familiar words in a sentence from a book/poem, with assistance.
L6 CR Anchor Standard K–12	
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
6. With prompting and support, begin simple dialogue about self or texts read aloud.	
Literacy Knowledge & Skills (LK) 20. Initiates conversation with a peer or an adult about a story, book or poem.	

Mathematics

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
COUNTING AND CARDINALITY (CC)	
Cluster: Know number names and count sequence.	
1. Begin to count to 10 by ones.	
Mathematics Knowledge & Skills (MK) 4. Counts to find how many are in a group up to 10.	Cognition & General Knowledge 3. Counts to find how many are in a group up to 10.
2. Recognize that numbers have a certain order (1, 2, 3, etc.).	
Mathematics Knowledge & Skills (MK) 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.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
3. Recognize the difference between letters, numbers, and other symbols. (no matching goal)	
CLUSTER: COUNT TO TELL THE NUMBER OF OBJECTS.	
4. Begin to count objects with support.	
a. Begin to count objects with support. b. Recite numbers in the correct order and understand that numbers have a correct sequence. c. (Begins in kindergarten readiness section.)	
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. 6. Counts backward to find how many are left.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
5. Begin to count objects with support.	
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. 6. Counts backward to find how many are left.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Cluster: Compare numbers.	
6. Visually identify or count to determine which of two sets has more objects (1–5).	
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).	
7. Recognize the difference between letters, numbers, and other symbols. (no matching goal)	
OPERATIONS AND ALGEBRAIC THINKING (OA)	
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Explore how adding to and/or taking away objects changes the size of a group.	
Mathematics Knowledge & Skills (MK) 15. Adds one to a small group, when asked. 16. Indicates that a small group has more after some have been added. 17. Adds two small groups by combining the groups and counting all the objects. 18. Indicates that a small group has less after taking some away. 19. Indicates that one was taken away from a small group. 20. Indicates how many are left after taking one from a small group.	Cognition & General Knowledge 8. Adds two small groups by combining the groups and counting all the objects. 9. Indicates how many are left after taking one from a small group.
2. Begin to explore adding and taking away of objects in a set. a. Explore how adding objects makes the size of a group larger. b. Explore how removing objects makes the size of a group smaller.	
Mathematics Knowledge & Skills (MK) 15. Adds one to a small group, when asked. 16. Indicates that a small group has more after some have been added. 17. Adds two small groups by combining the groups and counting all the objects. 18. Indicates that a small group has less after taking some away. 19. Indicates that one was taken away from a small group. 20. Indicates how many are left after taking one from a small group.	Cognition & General Knowledge 8. Adds two small groups by combining the groups and counting all the objects. 9. Indicates how many are left after taking one from a small group.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
3. (Begins in kindergarten readiness section.)	
4. (Begins in kindergarten readiness section.)	
5. (Begins in kindergarten readiness section.)	
6. Begin to duplicate and extend simple patterns (e.g., ababab).	
<p>Mathematics Knowledge & Skills (MK) 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 39. Repeats an alternating visual pattern (e.g., red/green/red/green). 40. Repeats an alternating auditory pattern (e.g., loud/soft claps). 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
NUMBERS AND OPERATIONS IN BASE TEN (NBT)	
Cluster: Work with numbers 11–19 to gain foundations for place value.	
1. (Begins in kindergarten section.)	
MEASUREMENT AND DATA (MD)	
Cluster: Describe and compare measurable attributes.	
1. Understand and describe measurable attributes (e.g., how big, how tall, how long, or how heavy).	
a. Compare simple data (e.g., likes/dislikes, number of boys/girls in class today).	
<p>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.</p> <p>Science Knowledge & Skills (SK) 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
2. Begin to compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	
<p>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.</p> <p>Science Knowledge & Skills (SK) 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Cluster: Classify objects and count the number of objects in each category.	
3. Sort objects into given categories.	
Mathematics Knowledge & Skills (MK) 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).
GEOMETRY (G)	
Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. Begin to recognize and name basic shapes.	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 37. Identifies the sides and corners in a shape.	
2. Begin to recognize basic shapes, regardless of size.	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 37. Identifies the sides and corners in a shape.	
3. Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object).	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 37. Identifies the sides and corners in a shape.	
Cluster: Analyze, compare, create, and compose shapes.	
4. Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object).	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 37. Identifies the sides and corners in a shape.	
5. Explore shapes using a variety of media (e.g., blocks, stickers, play dough/clay, art supplies, etc.).	
Mathematics Knowledge & Skills (MK) 35. Places a circle, square, or triangle appropriately on a foam board. 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
6. Begin to recognize basic shapes when shown simple line drawings.	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 37. Identifies the sides and corners in a shape.	

Approaches to Learning and Science

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
APPROACHES TO LEARNING AND SCIENCE (AL&S)	
Standard 1: Students will learn the processes, communication, and nature of science.	
The child displays an orientation to learning. 1-2. Displays a sense of curiosity and willingness to try new things. a. Actively explores and experiments. b. Shows interest and curiosity in new people and objects. c. Pays attention to people and objects. d. Makes things happen and watches for results or repeats action.	
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). Approaches to Learning (AL) 1. Explores most areas of the classroom. 2. Participates in an increasing variety of experiences independently.	Name of Knowledge Area Enter Goals
The child displays an orientation to learning. 3-5. Demonstrates confidence in a range of abilities. a. Is aware of and believes in own abilities. b. Attempts challenging activities. c. Asks for help when needed.	
Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently. Social & Emotional Development (SED) 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 8. Talks positively about a recent accomplishment. Logic & Reasoning (LR) 15. Seeks assistance from an adult when attempting to solve a problem.	
Child develops abilities and skills that promote learning. 1. Persists in completing tasks. a. Maintains interest in a project or activity. b. Ignores minor distractions.	
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.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p>Child develops abilities and skills that promote learning.</p> <p>2. Works collaboratively with others.</p> <p style="margin-left: 40px;">a. Shares materials.</p> <p style="margin-left: 40px;">b. Helps others.</p> <p style="margin-left: 40px;">c. Follows simple rules and routines.</p> <p>d. Uses imitation or pretend play to learn new roles and relationships.</p> <p>e. Communicate with familiar adults and accept guidance.</p>	
<p>Creative Arts (CA)</p> <p>15. Works with other children on a cooperative art project (e.g., mural).</p> <p>30. Uses dramatic play to express feelings (e.g., fear).</p> <p>31. Acts out a real or 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> <p>Social Studies Knowledge & Skills (SSK)</p> <p>4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p>Approaches to Learning</p> <p>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>Cognition & General Knowledge</p> <p>31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>
<p>Child develops abilities and skills that promote learning.</p> <p>3. Approaches tasks with organization.</p> <p style="margin-left: 40px;">a. Recognizes the process (such as cause and effect, first steps, etc.).</p> <p style="margin-left: 40px;">b. Knows how to access resources.</p> <p style="margin-left: 40px;">c. Knows how to find an appropriate space to work or play.</p>	
<p>Logic & Reasoning (LR)</p> <p>27. Observes the effects of an action.</p> <p>28. Predicts the effects of an action.</p> <p>29. States the cause of an effect (e.g., what caused the tricycle to stop).</p> <p>Social & Emotional Development (SED)</p> <p>35. Plays without disrupting or destroying the work of others.</p>	<p>Social & Emotional Development</p> <p>71. Plays without disrupting or destroying the work of others.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Standard 2: Students will gain an understanding of earth and space science.	
1. Use senses to explore objects and the environment.	
Science Knowledge & Skills (SK) 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.	
2. Attend to colors and textures in the natural environment.	
Science Knowledge & Skills (SK) 5. Talks about characteristics of living things (e.g., leaf is soft).	
3. Show interest and curiosity in indoor and outdoor environments. (no matching goal)	
4. Ask questions for further information.	
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.	
1. Recognize the difference between day and night.	
Science Knowledge & Skills (SK) 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).	
1. Recognize changes in the seasons.	
Science Knowledge & Skills (SK) 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).	
2. Understand hot and cold.	
Science Knowledge & Skills (SK) 15. Associates objects/events with different temperatures (e.g., ice-low temp.). 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).	
3. Understand rain, snow, and sun.	
Science Knowledge & Skills (SK) 12. Draws/talks about different weather conditions (e.g., sunny, rainy).	
Standard 3: Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.	
1. Set objects in motion by pushing, pulling, kicking, and rolling.	
Science Knowledge & Skills (SK) 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed). 39. Predicts that the steeper the incline, the faster an object will move.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. Describe motion as fast or slow.	
Science Knowledge & Skills (SK) 39. Predicts that the steeper the incline, the faster an object will move.	
1. Identify objects that are a part of the nonliving world such as rocks and manmade objects.	
Science Knowledge & Skills (SK) 23. Classifies objects into living and non-living categories.	Cognition & General Knowledge 17. Classifies objects into living and non-living categories.
Standard 4: Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.	
1. Watch intently and say names and sounds of animals at a zoo or farm. (no matching goal)	
2. Match mother and baby animals. (no matching goal)	
1. Identify objects that are a part of the living world, such as animals, insects, plants, and humans.	
Science Knowledge & Skills (SK) 23. Classifies objects into living and non-living categories.	Cognition & General Knowledge 17. Classifies objects into living and non-living categories.
2. Identify animals with their common living environment.	
Science Knowledge & Skills (SK) 18. Distinguishes between land and water animals. 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).	

Social/Emotional and Social Studies

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)	
Standard 1: The child develops self-awareness and positive self-esteem.	
1. Knows personal information. a. Calls self by name and begins to use words such as “I” or “me.” b. Develops awareness of self as separate from others, and engages in behaviors that build relationships with familiar adults. c. Knows and uses friends’ names.	
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. 8. Talks positively about a recent accomplishment. 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). 36. Says, signs, or gestures the names of friends. Approaches to Learning (AL) 22. Shares part or all of something with an adult.	Name of Knowledge Area Enter Goals
2. Demonstrates awareness of abilities and preferences. a. Selects activities based on preferences. b. Participates in activities. c. Asks others for help when needed.	
Social & Emotional Development (SED) 6. Talks about his/her interests (what I like to do). 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers. Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p>3. Develops growing capacity for independence.</p> <p>a. Leaves parent or caregiver without undue anxiety.</p> <p>b. Plays independently or engages in parallel play with other children.</p> <p>c. Begins to initiate interactions with adults and peers.</p>	
<p>Social & Emotional Development (SED)</p> <p>13. Makes transitions between activities with minimal assistance.</p> <p>26. Gets materials needed for an activity, without prompts.</p> <p>27. Insists on routines for transitions (e.g., when parents drop-off the child at the center).</p> <p>28. Comforts self by engaging in calming/soothing activities some of the time.</p> <p>29. Accepts arrival and departure transitions as routine parts of the day.</p> <p>30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).</p> <p>Approaches to Learning (AL)</p> <p>2. Participates in an increasing variety of experiences independently.</p>	<p>Social & Emotional Development</p> <p>69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).</p>
<p>4. Expresses self in different roles and mediums.</p> <p>a. Engages in pretend play and acts out roles.</p> <p>b. Expresses feelings and emotions through facial expressions, sounds, or gestures and words.</p> <p>c. Expresses feelings, needs, and wants in a socially productive manner.</p> <p>d. Shows pride in increasing abilities.</p>	
<p>Social & Emotional Development (SED)</p> <p>4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</p> <p>7. Says positive things about his/her appearance.</p> <p>8. Talks positively about a recent accomplishment.</p> <p>10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</p> <p>19. Expresses wants and needs in conflict situations.</p> <p>37. Chooses to express self to others safely/respectfully in calm situations.</p> <p>43. Chooses to express self to others safely/respectfully in difficult situations.</p> <p>Logic & Reasoning (LR)</p> <p>4. Assigns parts to self and peers to act out scene.</p> <p>5. Uses body to act out pretend scene.</p> <p>7. Talks to peers in pretend character.</p> <p>9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p>	<p>Social & Emotional Development</p> <p>72. Chooses to express self to others safely/respectfully in calm situations.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Standard 2: The child develops social skills that promote positive interactions with others.	
1. Develops skills to interact cooperatively with others. a. Participates in learning activities. b. Responds to and interacts with another child. c. Takes turns, verbally and nonverbally.	
Social & Emotional Development (SED) 31. Responds appropriately to greeting by familiar peers. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others. Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Social & Emotional Development (SED) 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
2. Participates in cooperative play. a. Follows agreed-upon rules (e.g., not hitting, etc.). b. Joins in ongoing activities. c. Initiates play with others.	
Social & Emotional Development (SED) 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Social & Emotional Development (SED) 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p align="center">3. Employs positive social behaviors with peers and adults.</p> <p align="center">a. Recognizes and begins to respond to positive nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults.</p> <p align="center">b. Forms positive relationships with adults.</p> <p align="center">c. Develops friendships with peers.</p>	
<p>Social & Emotional Development (SED)</p> <p>31. Responds appropriately to greeting by familiar peers.</p> <p>32. Initiates greeting of familiar peers.</p> <p>33. Verbally or nonverbally invites a peer to play.</p> <p>34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.</p> <p>Approaches to Learning (AL)</p> <p>22. Shares part or all of something with an adult.</p> <p>Logic & Reasoning (LR)</p> <p>14. Practices building relationships with other children (offering direction, help).</p>	
<p align="center">4. Develops self-control by regulating impulses and feelings.</p> <p align="center">a. Begins to follow simple rules, routines, and directions.</p> <p align="center">b. Understands and accepts limitations (e.g., being told “no”).</p> <p align="center">c. Seeks ways to find comfort in new situations, and shows ability to cope with stress.</p>	
<p>Social & Emotional Development (SED)</p> <p>9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</p> <p>12. Follows established rules and routines in the classroom.</p> <p>Language Development (LD)</p> <p>2. Follows a simple one-step direction.</p> <p>3. Follows a small set of step-by-step directions, without prompts.</p>	<p>Social & Emotional Development</p> <p>68. Follows established rules and routines in the classroom.</p>
<p align="center">5. Expresses emotions and feelings.</p> <p align="center">a. Identifies emotions (e.g., happy, sad, angry, frustrated, bored, lonely, afraid).</p> <p align="center">b. Identifies feelings (e.g., thirsty, hungry, hot, cold).</p> <p align="center">c. Begins to show concern for others.</p>	
<p>Social & Emotional Development (SED)</p> <p>10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.</p> <p>11. Answers the question, “How do you feel?” with a feeling word (e.g., angry, happy, mad, sad, alone).</p> <p>46. Expresses empathy or caring for others by consoling, comforting, or helping.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p style="text-align: center;">6. Develops skills to solve conflicts. With guidance, child:</p> <p style="text-align: center;">a. Begins to recognize other children’s feelings and emotions.</p> <p style="text-align: center;">b. Begins to respond to other children’s feelings and emotions.</p> <p style="text-align: center;">c. Learns social skills, and eventually words, for expressing feelings, needs, and wants.</p> <p style="text-align: center;">d. Helps, shares, and cooperates in a group.</p> <p style="text-align: center;">e. Resolves conflict with peers alone and/or with adult intervention as appropriate.</p>	
<p>Social & Emotional Development (SED)</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</p> <p>17. Moves around another child that is in her/his way (e.g., going up a slide).</p> <p>18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p> <p>19. Expresses wants and needs in conflict situations.</p> <p>20. Says, signs, or gestures to a child who is being offensive to stop the behavior.</p> <p>21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.</p> <p>22. Shows the ability to compromise in conflict resolution.</p> <p>23. Uses negotiation to reach a solution.</p> <p>24. Maintains a negotiated plan.</p> <p>25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p> <p>41. Recognizes the impact of his/her actions on others' feelings.</p> <p>46. Expresses empathy or caring for others by consoling, comforting, or helping.</p> <p>Social Studies Knowledge & Skills (SSK)</p> <p>4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p>Social & Emotional Development</p> <p>70. Shows the ability to compromise in conflict resolution.</p> <p>Cognition & General Knowledge</p> <p>31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>
<p style="text-align: center;">7. Respects others and their belongings.</p> <p style="text-align: center;">a. Uses polite language to interact with others (e.g. “please,” “sorry,” “thank you”).</p> <p style="text-align: center;">b. Begins to demonstrate ability to wait for his/her turn to use materials.</p> <p style="text-align: center;">c. Uses and shares materials with peers.</p> <p style="text-align: center;">d. Recognizes that others’ needs are important.</p>	
<p>Social & Emotional Development (SED)</p> <p>42. Respects the rights of others.</p> <p>Social Studies Knowledge & Skills (SSK)</p> <p>4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p>Cognition & General Knowledge</p> <p>31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
8-9. Uses imitation or pretend play to learn new roles and relationships.	
<p>Creative Arts (CA) 34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks). 35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p>	<p>Approaches to Learning 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>
<p>10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment). d. Finds ways to help others. e. Seeks out appropriate help when unable to find a solution.</p>	
<p>Social Studies Knowledge & Skills (SSK) 6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play). 11. Identifies landmarks to describe location of residence or school (e.g., school is by the store). 15. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision. 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.</p>	

CREATIVE ARTS (CA)

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STANDARD 1: STUDENTS WILL PARTICIPATE IN A VARIETY OF ACTIVITIES THAT ALLOW FOR CREATIVE AND IMAGINATIVE EXPRESSION.	
1. Learn several simple songs. a. Know several simple songs. b. Experiment with musical instruments. c. Show awareness and appreciation of different kinds of music.	
Creative Arts (CA) 1. Shows an interest in using musical instruments to produce sounds. 2. Shows an interest in listening to short musical selections. 3. Sing or hums familiar songs or tunes. 5. Talks about the kinds of music enjoyed (e.g., favorites). 7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.). 10. Invents songs or tunes using voice or musical instruments. 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).	Approaches to Learning 66. Sing or hums familiar songs or tunes.
2. Use their body to move to music and express themselves. a. Bounce in rhythm with music. b. Move body to express feelings and ideas. c. Demonstrate large motor balance, stability, and control. d. Move body, arms and legs with coordination.	
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.	Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p align="center">3. Use a variety of media and materials to create drawings, pictures, or other objects.</p> <p align="center">a. Show interest in a variety of art materials.</p> <p align="center">b. Explore various materials, tools, and processes to create works of art.</p>	
<p>Creative Arts (CA)</p> <p>17. Creates collages with various materials and textures (e.g., fabrics, pictures).</p> <p>19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials .</p> <p>20. Draws recognizable environmental objects (e.g., house, trees, ball).</p> <p>21. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p> <p>22. Selects materials that will be needed for a self-initiated art project.</p> <p>25. Uses various tools to create art projects (e.g., rollers, string, straws).</p> <p>26. Recombines and experiments with art materials to see what happens.</p> <p>28. Uses a variety of colors to create moods or feelings in artwork.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p>4. Portray a variety of events, characters, or stories through drama, props and language.</p> <p>a. Learn to express ideas, information, and feelings through dramatic play.</p> <p>b. Listen attentively to an adult tell stories or nursery rhymes and act out different parts.</p> <p>c. Show that real-life roles can be imitated.</p>	
<p>Creative Arts (CA)</p> <p>30. Uses dramatic play to express feelings (e.g., fear).</p> <p>31. Acts out a real or 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> <p>Logic & Reasoning (LR)</p> <p>2. Mimics a movie, book, or past experience.</p> <p>3. Uses objects to represent characters (e.g., stuffed animal as the dad).</p> <p>4. Assigns parts to self and peers to act out scene.</p> <p>5. Uses body to act out pretend scene.</p> <p>9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p> <p>14. Practices building relationships with other children (offering direction, help).</p>	<p>Approaches to Learning</p> <p>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>

Physical/Health & Safety

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PHYSICAL /HEALTH AND SAFETY (PHS)	
Standard 1: The child develops fine and gross motor coordination (small and large muscle).	
1. Exhibits fine motor coordination (small muscle). a. Manipulates and explores objects: i. Builds with a variety of blocks. ii. Makes line, circles, or scribbles with writing tools. iii. Manipulates small pieces or objects (e.g., puzzle pieces, Unifix cubes, pop beads, lacing, and pegboards, etc.). iv. Digs in sand with spoon or small shovel. v. Tears paper into small pieces.	
Physical Development & Health (PDH) 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils. 67. Correctly holds a pencil or crayon. 68. Cuts with scissors along a straight line. 69. Cuts with scissors along a curved line. 70. Uses scissors to cut out a pre-formed simple shape. 71. Strings large beads on a piece of yarn. 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape. 88. Uses computer keyboard/mouse for writing/drawing, without assistance.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p style="text-align: center;">2. Exhibits gross motor coordination (large muscle).</p> <p>a. Participates in activities that develop control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects).</p> <p>b. Participates in activities that develop coordination and balance in movements that do not move the child from one place to another (nonlocomotor; e.g., balances on one foot, moves body parts in isolation).</p> <p>c. Participates in activities that develop control of large muscles to manipulate objects (e.g., throws, catches, and kicks balls; rides wheeled toys).</p> <p>d. Participates in activities that develop control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances).</p>	
<p>Physical Development & Health (PDH)</p> <p>15. Exercises large muscles (e.g., running, swinging, hopping, throwing).</p> <p>45. Walks to a destination without help.</p> <p>46. Jumps in place and off low objects, such as a step.</p> <p>47. Moves around obstacles with balance and direction.</p> <p>48. Stops and turns while running.</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>53. Jumps forward several times, maintaining balance most of the time.</p> <p>54. Balances on one foot for five seconds.</p> <p>55. Pedals a tricycle, steers and makes turns around obstacles and corners.</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>59. Gallops maintaining direction and control, 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>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Standard 2: The child develops an understanding of health and safety.	
1. Shows independence in personal care. a. Participates in personal hygiene and care.	
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).	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating).
2. Participates in self-selected or organized activities that enhance physical fitness. a. Demonstrates awareness that personal boundaries exist. b. Uses movement to show ideas and feelings. c. Eats foods from a variety of food groups.	
Physical Development & Health (PDH) 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball). 17. Identifies a variety of games/exercises that help enhance fitness. 18. Talks about ways exercise keeps us healthy, with assistance.	Physical Development & Health (PDH) 77. Participates actively in outdoor group games (e.g., kickball).
3. Practices safety procedures. a. Begins to learn outdoor and indoor safety rules.	
Physical Development & Health (PDH) 37. Follows outdoor and indoor play rules, without prompts.	