

Galileo G3 Assessment Scales Alignment with Your State Standards Virginia



Assessment
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Incorporated

Assessment Technology, Incorporated

6700 E. Speedway Boulevard
Tucson, Arizona 85710

Phone: 520.323.9033 • Fax: 520.323.9139

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Galileo G3 Assessment Scales Alignment with Your State Standards

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

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

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

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

Alignment with Your State Standards

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

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

TABLE 1
Galileo G3 Assessment Scales

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

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

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

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

TABLE 2

Galileo G3 Nature and Science Assessment Scale Knowledge Areas

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

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

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

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

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

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

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Virginia Milestones of Child Development Alignment to Galileo 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

Domain: Social and Emotional Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1: RELATIONSHIPS WITH OTHERS	
36 MONTHS TO 48 MONTHS	
Indicators: Demonstrate increasing social problem solving. (A7)	
<p>Social & Emotional Development (SED)</p> <p>16. Seeks support from familiar adults to resolve conflicts with peers.</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>
Develop friendships with one or more peers. (A8)	
<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>37. Chooses to express self to others safely/respectfully in calm situations.</p> <p>39. Sustains a cooperative participation with others.</p> <p>40. Expresses encouragement in a variety of ways (e.g., clapping, cheering).</p> <p>41. Recognizes the impact of his/her actions on others' feelings.</p> <p>42. Respects the rights of others.</p> <p>43. Chooses to express self to others safely/respectfully in difficult situations.</p> <p>44. Recognizes inappropriate behavioral choices of self most of the time.</p> <p>45. Usually recognizes that inappropriate behavior leads to consequences.</p> <p>46. Expresses empathy or caring for others by consoling, comforting, or helping.</p> <p>47. Accepts the consequences for own inappropriate behavior most of the time.</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
Successfully enter and engage in group pretend play. (A9)	
<p>Creative Arts (CA) 30. Uses dramatic play to express feelings (e.g., fear). 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. 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). 36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	<p>Approaches to Learning 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>
48 MONTHS AND OLDER	
Show empathy and caring for others. (A10)	
<p>Social & Emotional Development (SED) 46. Expresses empathy or caring for others by consoling, comforting, or helping.</p>	
Cooperate with others. (A11)	
<p>Social & Emotional Development (SED) 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.</p>	<p>Social & Emotional Development 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p>
Demonstrate increased ability to resolve conflicts. (A12)	
<p>Social & Emotional Development (SED) 16. Seeks support from familiar adults to resolve conflicts with peers. 20. Says, signs, or gestures to a child who is being offensive to stop the behavior. 21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing. 22. Shows the ability to compromise in conflict resolution. 23. Uses negotiation to reach a solution. 24. Maintains a negotiated plan. 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>	<p>Social & Emotional Development 70. Shows the ability to compromise in conflict resolution.</p>
Interact easily with one or more children and adults. (A13)	
<p>Social & Emotional Development (SED) 14. Comfortably accepts guidance and directions from a familiar adult. 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 2: LEARNING ABOUT SELF (SELF-PERCEPTIONS)	
36 MONTHS TO 48 MONTHS	
Show increasing ability to distinguish between self and others. (B9)	
<p>Social & Emotional Development (SED)</p> <p>4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong").</p> <p>5. Describes his/her physical attributes (what I look like).</p> <p>6. Talks about his/her interests (what I like to do).</p> <p>7. Says positive things about his/her appearance.</p> <p>8. Talks positively about a recent accomplishment.</p> <p>9. Engages in reassuring self-talk or changing goals when frustrated or frightened.</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>18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).</p>	
Adjust comfortably to new surroundings. (B10)	
<p>Social & Emotional Development (SED)</p> <p>13. Makes transitions between activities with minimal assistance.</p> <p>Approaches to Learning (AL)</p> <p>1. Explores most areas of the classroom.</p> <p>2. Participates in an increasing variety of experiences independently.</p>	
Demonstrate confidence and pride in accomplishments. (B11)	
<p>Social & Emotional Development (SED)</p> <p>8. Talks positively about a recent accomplishment.</p>	
48 MONTHS AND OLDER	
Continue to perceive self as worthwhile and accepted. (B12)	
<p>Social & Emotional Development (SED)</p> <p>7. Says positive things about his/her appearance.</p> <p>8. Talks positively about a recent accomplishment.</p>	
Begin to understand consequences of actions, especially as choices affect others. (B13)	
<p>Social & Emotional Development (SED)</p> <p>41. Recognizes the impact of his/her actions on others' feelings.</p> <p>45. Usually recognizes that inappropriate behavior leads to consequences.</p> <p>47. Accepts the consequences for own inappropriate behavior most of the time.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences. (B14)	
Social & Emotional Development (SED) 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.	
See self as able to have power and make responsible choices. (B15)	
Social & Emotional Development (SED) 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy). 19. Expresses wants and needs in conflict situations.	
STRAND 3: EXPRESSION OF FEELINGS AND SELF-REGULATION	
36 MONTHS TO 48 MONTHS	
Follow simple rules and routines with guidance. (C8)	
Social & Emotional Development (SED) 12. Follows established rules and routines in the classroom.	Social & Emotional Development 68. Follows established rules and routines in the classroom.
Manage transitions. (C9)	
Social & Emotional Development (SED) 13. Makes transitions between activities with minimal assistance.	
48 MONTHS AND OLDER	
Use socially acceptable behavior when completing tasks or problem solving. (C10)	
Social & Emotional Development (SED) 35. Plays without disrupting or destroying the work of others. 37. Chooses to express self to others safely/respectfully in calm situations. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others. 43. Chooses to express self to others safely/respectfully in difficult situations. 44. Recognizes inappropriate behavioral choices of self most of the time. 45. Usually recognizes that inappropriate behavior leads to consequences.	Social & Emotional Development 71. Plays without disrupting or destroying the work of others. 72. Chooses to express self to others safely/respectfully in calm situations. 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Name and talk about own emotions and can associate them with varying facial expressions. (C11)	
<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>	

Domain: Approaches to Learning

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1: PERSISTENCE	
36 MONTHS TO 48 MONTHS	
Indicators: Grow in ability to persist in and complete tasks, activities, projects, and experiences. (A6)	
<p>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. 15. Persists with a difficult or non-preferred activity. 16. Checks to see if a simple task has been completed, without being asked.</p>	
Increase persistence in activities despite frustration or disappointment. (A7)	
<p>Approaches to Learning (AL) 11. Maintains concentration in an activity despite distractions or interruptions. 15. Persists with a difficult or non-preferred activity.</p>	
48 MONTHS AND OLDER	
Recognize and solve problems independently. (A8)	
<p>Approaches to Learning (AL) 9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). 10. Experiments with a variety of strategies to solve a problem or complete a task.</p>	
Set goals, develop plans, and complete tasks. (A9)	
<p>Approaches to Learning (AL) 16. Checks to see if a simple task has been completed, without being asked. 17. While playing, says what s/he wants to accomplish, when asked. 18. Sets a goal prior to beginning of an activity or a project. 19. Says, signs, or gestures whether or not a simple task has been completed. 20. Sets a goal, and with adult help, plans a small number of steps to achieve it. 21. Revises, with adult help, a plan that has not produced the intended result.</p>	<p>Approaches to Learning 59. Sets a goal, and with adult help, plans a small number of steps to achieve it. 60. Revises, with adult help, a plan that has not produced the intended result.</p>
Show growing capacity to maintain concentration over time. (A10)	
<p>Approaches to Learning (AL) 11. Maintains concentration in an activity despite distractions or interruptions.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 2: INITIATIVE AND CURIOSITY	
36 MONTHS TO 48 MONTHS	
Develop increased ability to make independent choices. (B6)	
<p>Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently. 4. Selects activities or objects from a choice of at least two in a daily routine. 5. Selects activities that are within her/his capabilities, most of the time.</p>	
Find and use materials to follow through on an idea. (B7)	
<p>Approaches to Learning (AL) 10. Experiments with a variety of strategies to solve a problem or complete a task.</p> <p>Logic & Reasoning (LR) 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 18. Uses concrete materials to solve a problem (e.g., blocks to count).</p>	<p>Cognition & General Knowledge 14. Uses concrete materials to solve a problem (e.g., blocks to count).</p>
Initiate play with others. (B8)	
<p>Social & Emotional Development (SED) 33. Verbally or nonverbally invites a peer to play. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.</p>	
48 MONTHS AND OLDER	
Offer to help with chores. (B9)	
<p>Approaches to Learning (AL) 25. Is helpful to an adult when prompted. 26. Voluntarily helps a peer.</p>	
Invent projects and work on them with little assistance. (B10)	
<p>Approaches to Learning (AL) 6. Initiates preferred purposeful activities when playing in interest centers.</p> <p>Creative Arts (CA) 22. Selects materials that will be needed for a self-initiated art project.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. (B11)	
Approaches to Learning (AL) 1. Explores most areas of the classroom. 2. Participates in an increasing variety of experiences independently. 6. Initiates preferred purposeful activities when playing in interest centers. 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).	Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).
STRAND 3: CREATIVITY AND INVENTIVENESS	
36 MONTHS TO 48 MONTHS	
Imitate action observed in another situation. (C5)	
Logic & Reasoning (LR) 2. Mimics a movie, book, or past experience.	
Approach tasks experimentally, adapting as the activity evolves. (C6)	
Approaches to Learning (AL) 10. Experiments with a variety of strategies to solve a problem or complete a task. Logic & Reasoning (LR) 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).	
Use imagination to create original thoughts, ideas, or products. (C7)	
Language Development (LD) 33. Makes up a story from beginning, to middle, to end.	
48 MONTHS AND OLDER	
Approach tasks and activities with increased flexibility, imagination, and inventiveness. (C8)	
Approaches to Learning (AL) 2. Participates in an increasing variety of experiences independently. 3. Combines materials, objects, equipment in new ways to produce multiple uses.	Approaches to Learning 61. Combines materials, objects, equipment in new ways to produce multiple uses.
Use creativity and inventiveness to complete projects or tasks. (C9)	
Approaches to Learning (AL) 9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). 10. Experiments with a variety of strategies to solve a problem or complete a task.	
Represent reality in a variety of ways. (C11)	
Approaches to Learning (AL) 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 4: REASONING AND PROBLEM-SOLVING	
36 MONTHS TO 48 MONTHS	
Demonstrate beginning understanding of cause and effect, especially of own actions. (D6)	
Social & Emotional Development (SED) 41. Recognizes the impact of his/her actions on others' feelings. 47. Accepts the consequences for own inappropriate behavior most of the time. 45. Usually recognizes that inappropriate behavior leads to consequences.	
Seek assistance from an adult or another child to solve problems. (D7)	
Logic & Reasoning (LR) 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.	
Explain reasons why simple events occur. (D8)	
Science Knowledge & Skills (SK) 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 50. Provides two explanations for why an event/outcome occurred (e.g., birds left).	Cognition & General Knowledge 22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 23. Provides two explanations for why an event/outcome occurred (e.g., birds left).
48 MONTHS AND OLDER	
Develop increasing abilities to classify, compare and contrast objects, events, and experiences. (D9)	
Science Knowledge & Skills (SK) 5. Talks about characteristics of living things (e.g., leaf is soft). 9. Draws/talks about what living things need to survive (e.g., plants need water). 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal. 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	
Recognize and solve problems. (D10)	
Approaches to Learning (AL) 9. Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy). 10. Experiments with a variety of strategies to solve a problem or complete a task.	
Create a strategy based on one event and extend it to a new one. (D11)	
Science Knowledge & Skills (SK) 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Demonstrate understanding of what others are thinking, their intentions, or motivations. (D12)	
Social & Emotional Development (SED) 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 41. Recognizes the impact of his/her actions on others' feelings.	
Work with others to find a solution. (D14)	
Logic & Reasoning (LR) 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem.	

Domain: Language and Literacy

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1: LISTENING AND SPEAKING	
36 MONTHS TO 48 MONTHS	
Indicators: Demonstrate increased understanding of oral language through actions and responses to directions and questions. (A8)	
Language Development (LD) 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts. 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.
Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (A9)	
Language Development (LD) 6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze). 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.	
48 MONTHS AND OLDER	
Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (A10)	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). 23. Combines words to create meaningful short sentences.	
Develop increasing abilities to understand and use language for a variety of purposes. (A11)	
Language Development (LD) 24. Uses negative words (e.g., not, no). 25. Uses descriptive words with objects (e.g. pretty flowers). 26. Takes apart and puts together compound words. 27. Uses pronouns to refer to people and things (e.g., she, he, it). 28. Uses past and future tenses (e.g., went, will). 29. Uses possessive endings (e.g., Jose's, Emma's). 30. Uses compound sentences (e.g., sentences joined by and, but, or).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Enjoy hearing and creating humorous stories characterized by exaggeration. (A12)	
Language Development (LD) 21. Changes inflection during a conversation to communicate meaning. 33. Makes up a story from beginning, to middle, to end.	
STRAND 2: PHONOLOGICAL AWARENESS AND ALPHABETIC KNOWLEDGE	
36 MONTHS TO 48 MONTHS	
Begin to identify words that rhyme. (B6)	
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.
Show growing ability to discriminate and identify sounds. (B7)	
Literacy Knowledge & Skills (LK) 1. Recognizes matching and dissimilar sounds of consonants and vowels. 2. Distinguishes between some beginning consonant sounds in spoken language.	Language & Literacy 37. Recognizes matching and dissimilar sounds of consonants and vowels.
48 MONTHS AND OLDER	
Identify matching sounds and produce original rhymes. (B8)	
Literacy Knowledge & Skills (LK) 6. Creates rhyming words in play activities.	
Show growing ability to hear and discriminate separate syllables in words. (B9)	
Literacy Knowledge & Skills (LK) 3. Says both syllables of a two-syllable word, with distinct separation.	Language & Literacy 38. Says both syllables of a two-syllable word, with distinct separation.
Show growing awareness of beginning and ending sounds of words. (B10)	
Literacy Knowledge & Skills (LK) 5. Distinguishes between some ending consonant sounds in spoken language.	
Develop beginning awareness of alphabet letters. (B11)	
Literacy Knowledge & Skills (LK) 45. Identifies all the letters in her/his name. 46. Names 1 or more letters. 47. Points to and names the first letter in familiar words. 48. Names 10 or more letters. 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	Language & Literacy 56. Identifies all the letters in her/his name. 57. Points to and names the first letter in familiar words. 58. Names 10 or more letters.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Recognize that sounds are associated with letters of the alphabet and that they form words. (B12)	
Literacy Knowledge & Skills (LK) 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	
Understand that letters of the alphabet are a special category of visual graphics that can be individually named. (B13)	
Literacy Knowledge & Skills (LK) 45. Identifies all the letters in her/his name. 47. Points to and names the first letter in familiar words.	Language & Literacy 56. Identifies all the letters in her/his name. 57. Points to and names the first letter in familiar words.
STRAND 3: PRINT AWARENESS AND CONCEPTS	
36 MONTHS TO 48 MONTHS	
Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. (C5)	
Literacy Knowledge & Skills (LK) 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, advertisements. 27. Recognizes his/her name in print. 31. Reads a printed label or a sign on a familiar object, some of the time.	Language & Literacy 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 50. Reads a printed label or a sign on a familiar object, some of the time.
Show growing interest in reading-related activities. (C6)	
Literacy Knowledge & Skills (LK) 13. Selects books, sometimes, over other activities when given a choice. 14. Request rereading of favorite book. 15. Makes connections between her/his own experiences and those presented in books/stories. 16. Handles books and other reading material with care. 17. Views reading materials one page at a time (front to back), most of the time. 18. Engages in pretend reading with other children, doll, or toy animal. 19. Requests a favorite book by title, author, or illustrator. 20. Initiates conversation with a peer or an adult about a story, book or poem.	Language & Literacy 44. Requests a favorite book by title, author, or illustrator.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
48 MONTHS AND OLDER	
Show increased awareness of print concepts. (C7)	
Literacy Knowledge & Skills (LK) 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 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). 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right.	Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 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). 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right.
Recognize a word as a unit of print that is formed by individual letters. (C8)	
Literacy Knowledge & Skills (LK) 29. Recognizes that words are separated by spaces.	
Read some environmental print. (C9)	
Literacy Knowledge & Skills (LK) 31. Reads a printed label or a sign on a familiar object, some of the time.	Language & Literacy 50. Reads a printed label or a sign on a familiar object, some of the time.
STRAND 4: COMPREHENSION	
36 MONTHS TO 48 MONTHS	
Show increased comprehension and response to stories read aloud. (D5)	
Language Development (LD) 4. 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.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
Recall specific characters or actions from familiar stories. (D6)	
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.
Understand the meaning of some environmental print. (D7)	
Literacy Knowledge & Skills (LK) 31. Reads a printed label or a sign on a familiar object, some of the time.	Language & Literacy 50. Reads a printed label or a sign on a familiar object, some of the time.
48 MONTHS AND OLDER	
Demonstrate understanding of basic plots of simple stories in a variety of ways. (D8)	
Language Development (LD) 31. Recalls story events using some spoken dialogue.	
Begin to understand the connection between books and personal experiences. (D9)	
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Use strategies such as questioning or predicting to comprehend printed material. (D11)	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
STRAND 5: EARLY WRITING	
36 MONTHS TO 48 MONTHS	
Use scribbles and unconventional shapes to convey messages. (E6)	
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.
Represent ideas and stories through pictures, dictation, and play. (E7)	
Language Development (LD) 32. Draws pictures or uses dramatic play or music to tell a story. Literacy Knowledge & Skills (LK) 36. Draws figures and shapes to convey meanings.	
Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (E8)	
Literacy Knowledge & Skills (LK) 39. Uses a variety of writing tools and materials to communicate with others.	
48 MONTHS AND OLDER	
Use letter-like shapes, symbols, and letters to convey meaning. (E9)	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
Understand purposes for writing. (E10)	
Literacy Knowledge & Skills (LK) 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).	Language & Literacy 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
Begin to use familiar words (e.g., mom, love) in writing and drawing. (E11)	
Literacy Knowledge & Skills (LK) 44. Communicates by writing complete words.	

Domain: Cognition and General Knowledge

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1 SUB-STRAND A. NUMBER AND OPERATIONS	
36 MONTHS TO 48 MONTHS	
Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. (A6)	
<p>Mathematics Knowledge & Skills (MK)</p> <ol style="list-style-type: none"> 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. 7. Writes numerals to indicate 6 or less objects. 8. Writes numerals to indicate between 7 and 10 objects. 9. Writes numerals to indicate between 11 and 20 objects. 	<p>Cognition & General Knowledge</p> <ol style="list-style-type: none"> 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. 4. Writes numerals to indicate 6 or less objects. 5. Writes numerals to indicate between 7 and 10 objects. 6. Writes numerals to indicate between 11 and 20 objects.
Demonstrate advancing knowledge of numbers and counting. (A7)	
<p>Mathematics Knowledge & Skills (MK)</p> <ol style="list-style-type: none"> 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 11. Separates a group into two sets and identifies the number of items in both sets. 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. 	<p>Cognition & General Knowledge</p> <ol style="list-style-type: none"> 7. Separates a group into two sets and identifies the number of items in both sets. 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.
48 MONTHS AND OLDER	
Begin to make use of one-to-one correspondence in counting objects and matching groups of objects. (A8)	
<p>Mathematics Knowledge & Skills (MK)</p> <ol style="list-style-type: none"> 1. Uses one-to-one correspondence when counting objects. 	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Increase in ability to compare numbers of objects using appropriate vocabulary. (A9)	
<p>Mathematics Knowledge & Skills (MK)</p> <p>10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p>11. Separates a group into two sets and identifies the number of items in both sets.</p> <p>15. Adds one to a small group, when asked.</p> <p>16. Indicates that a small group has more after some have been added.</p> <p>17. Adds two small groups by combining the groups and counting all the objects.</p> <p>18. Indicates that a small group has less after taking some away.</p> <p>19. Indicates that one was taken away from a small group.</p> <p>20. Indicates how many are left after taking one from a small group.</p>	<p>Cognition & General Knowledge</p> <p>7. Separates a group into two sets and identifies the number of items in both sets.</p> <p>8. Adds two small groups by combining the groups and counting all the objects.</p> <p>9. Indicates how many are left after taking one from a small group.</p>
Develop increasing ability to count in sequence and to use one-to-one correspondence. (A10)	
<p>Mathematics Knowledge & Skills (MK)</p> <p>1. Uses one-to-one correspondence when counting objects.</p> <p>2. Counts to find how many are in a group up to 5.</p> <p>3. Counts forward from a number > 1 to find how many are in a group.</p> <p>4. Counts to find how many are in a group up to 10.</p> <p>5. Counts to find out how many are in a group greater than 10.</p> <p>6. Counts backward to find how many are left.</p>	<p>Cognition & General Knowledge</p> <p>1. Counts to find how many are in a group up to 5.</p> <p>2. Counts forward from a number > 1 to find how many are in a group.</p> <p>3. Counts to find how many are in a group up to 10.</p>
Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity. (A11)	
<p>Mathematics Knowledge & Skills (MK)</p> <p>2. Counts to find how many are in a group up to 5.</p> <p>3. Counts forward from a number > 1 to find how many are in a group.</p> <p>4. Counts to find how many are in a group up to 10.</p> <p>5. Counts to find out how many are in a group greater than 10.</p> <p>6. Counts backward to find how many are left.</p> <p>10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p>	<p>Cognition & General Knowledge</p> <p>1. Counts to find how many are in a group up to 5.</p> <p>2. Counts forward from a number > 1 to find how many are in a group.</p> <p>3. Counts to find how many are in a group up to 10.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1 SUB-STRAND B. MEASUREMENT	
36 MONTHS TO 48 MONTHS	
Explore measuring tools (e.g., measuring cup, ruler, scale). (B6)	
<p>Mathematics Knowledge & Skills (MK) 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length. 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p>Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.</p>
Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light). (B7)	
<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>	
Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none). (B8)	
<p>Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p>	
48 MONTHS AND OLDER	
Use non-standard units of measurement to explore the environment. (B9)	
<p>Mathematics Knowledge & Skills (MK) 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length.</p>	<p>Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.</p>
Use standard tools to explore and understand the environment. (B10)	
<p>Mathematics Knowledge & Skills (MK) 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	
Compare objects based on differences in length, weight, and temperature using appropriate vocabulary. (B11)	
<p>Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Show progress in using standard and nonstandard measures for length, capacity, weight, time, and temperature. (B12)	
<p>Mathematics Knowledge & Skills (MK) 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length. 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p>Cognition & General Knowledge 12. Uses non-standard units (e.g., paper clips) to measure length.</p>
STRAND 1 SUB-STRAND C. PATTERNS AND RELATIONSHIPS	
36 MONTHS TO 48 MONTHS	
Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture). (C7)	
<p>Mathematics Knowledge & Skills (MK) 25. Sorts diverse objects based on a physical attribute (e.g., shape). 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).</p>	<p>Cognition & General Knowledge 10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
Continue to understand the relationship between objects. (C8)	
<p>Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 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. 24. Matches objects to an example. 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>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.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
48 MONTHS AND OLDER	
Recognize and copy simple patterns (e.g., sounds, objects, shapes). (C9)	
<p>Mathematics Knowledge & Skills (MK) 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down). 39. Repeats an alternating visual pattern (e.g., red/green/red/green). 40. Repeats an alternating auditory pattern (e.g., loud/soft claps). 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). 42. Creates an alternating visual pattern using art or play materials. 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
Use patterns to predict relationships between objects. (C10)	
<p>Mathematics Knowledge & Skills (MK) 30. Arranges objects in order by size. 31. Places an object in its proper position in a group ordered by size.</p>	
Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape). (C11)	
<p>Mathematics Knowledge & Skills (MK) 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). 42. Creates an alternating visual pattern using art or play materials.</p>	
STRAND 1 SUB-STRAND D. SHAPES	
36 MONTHS TO 48 MONTHS	
Recognize simple shapes (e.g., circle, triangle, rectangle, and square). (D4)	
<p>Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board.</p>	
Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes. (D5)	
<p>Mathematics Knowledge & Skills (MK) 36. Creates new shapes from familiar shapes by folding, cutting, or twisting. 37. Identifies the sides and corners in a shape.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square). (D6)	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board. 36. Creates new shapes from familiar shapes by folding, cutting, or twisting. 37. Identifies the sides and corners in a shape.	
48 MONTHS AND OLDER	
Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences. (D7)	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.	
Create, build, or draw shapes using a variety of materials. (D8)	
Mathematics Knowledge & Skills (MK) 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
STRAND 1 SUB-STRAND E. SPATIAL SENSE	
36 MONTHS TO 48 MONTHS	
Show understanding of different relationships of objects in space. (E5)	
Mathematics Knowledge & Skills (MK) 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	
Show understanding of several positional words. (E6)	
Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up, down).	
48 MONTHS AND OLDER	
Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom. (E7)	
Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	
STRAND 1 SUB-STRAND F. DATA COLLECTION AND ANALYSIS	
36 MONTHS TO 48 MONTHS	
Apply knowledge or experience to a new context. (F7)	
Science Knowledge & Skills (SK) 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Demonstrate understanding that physical objects and experiences are quantifiable. (F8)	
Mathematics Knowledge & Skills (MK) 1. Uses one-to-one correspondence when counting objects. 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
48 MONTHS AND OLDER	
Collect and organize data about themselves, their environment, and their experiences. (F9)	
Science Knowledge & Skills (SK) 41. Uses observation as a way to gather data about an object or an event. 42. Confirms observations with another child/adult. 45. Uses more than one approach to gather data/answer a question (e.g., book, adult).	
Organize and display their information by shared attribute or relationship. (F10)	
Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	
Analyze collected data and generate logical conclusions. (F11)	
Science Knowledge & Skills (SK) 44. Describes her/his data to other peers/adults.	
STRAND 1 SUB-STRAND G. TIME AND SEQUENCE	
36 MONTHS TO 48 MONTHS	
Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night). (G6)	
Social Studies Knowledge & Skills (SSK) 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules.	Cognition & General Knowledge 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.
Demonstrate improved understanding of past, present, and future using words such as before, after, now, and then. (G7)	
Social Studies Knowledge & Skills (SSK) 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).	Cognition & General Knowledge 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).
48 MONTHS AND OLDER	
Demonstrate beginning understanding of sequence. (G8)	
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
Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after). (G9)	
Mathematics Knowledge & Skills (MK) 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 2 SUB-STRAND A. SCIENTIFIC KNOWLEDGE	
36 MONTHS TO 48 MONTHS	
Explore characteristics, basic needs, and life cycles of living things. (A6)	
Science Knowledge & Skills (SK) 5. Talks about characteristics of living things (e.g., leaf is soft). 9. Draws/talks about what living things need to survive (e.g., plants need water). 10. Draws/talks about observed life cycle changes in a familiar plant. 11. Draws/talks about observed life cycle changes in a familiar animal. 17. Distinguishes plants from animals. 18. Distinguishes between land and water animals.	
Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.) (A7)	
Science Knowledge & Skills (SK) 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).	
48 MONTHS AND OLDER	
Show beginning understanding of the interrelationships in earth/space systems. (A8)	
Science Knowledge & Skills (SK) 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).	
Recognize matter in its three forms (i.e., solid, liquid, gas). (A9)	
Science Knowledge & Skills (SK) 22. Classifies objects by their state (e.g., liquid, solid, gas).	
Describe the observable properties of objects using pictures and words. (A10)	
Science Knowledge & Skills (SK) 22. Classifies objects by their state (e.g., liquid, solid, gas). 23. Classifies objects into living and non-living categories. 24. Classifies objects based on whether they are found in nature or made by people. 25. Classifies objects based on their physical composition (e.g., metal, rock, soil). 26. Classifies objects based on whether or not they require electricity/battery.	Cognition & General Knowledge 17. Classifies objects into living and non-living categories.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Expand knowledge of and respect for their environment, living creatures, and plant life. (A11)	
Science Knowledge & Skills (SK) 6. Describes the typical behaviors/habits of a familiar animal. 9. Draws/talks about what living things need to survive (e.g., plants need water).	
STRAND 2 SUB-STRAND B. SCIENTIFIC INQUIRY AND EXPLORATION	
36 MONTHS TO 48 MONTHS	
Ask questions about scientific phenomena. (B8)	
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.	Cognition & General Knowledge 55. Asks "What will happen if" questions to help predict a future event.
Provide some explanations for scientific phenomena. (B10)	
Science Knowledge & Skills (SK) 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). 51. Attempts to explain why living things change (e.g., leaves turn brown). 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).	Cognition & General Knowledge 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).
48 MONTHS AND OLDER	
Begin to use simple tools and equipment for investigation. (B11)	
Science Knowledge & Skills (SK) 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).	Cognition & General Knowledge 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
Make comparisons among objects in terms of what they are made of and their physical properties. (B12)	
Science Knowledge & Skills (SK) 25. Classifies objects based on their physical composition (e.g., metal, rock, soil).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Observe and remark upon changes and cause-effect relationships in the physical world. (B13)	
<p>Science Knowledge & Skills (SK)</p> <p>7. Draws/talks about changes in her/himself over time.</p> <p>10. Draws/talks about observed life cycle changes in a familiar plant.</p> <p>11. Draws/talks about observed life cycle changes in a familiar animal.</p> <p>14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).</p> <p>27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>28. Predicts that a plant will die if it does not receive water.</p> <p>29. Predicts that an animal will seek shelter in bad weather.</p> <p>30. Predicts that a plant will die if it does not receive sufficient light.</p> <p>31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).</p> <p>32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p> <p>34. Predicts that it is likely to rain when dark clouds come.</p> <p>35. Predicts which way a scale will tip when a weight is added to one side.</p> <p>36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).</p> <p>38. Predicts changes in objects when liquid is added (e.g., sand, paper).</p> <p>39. Predicts that the steeper the incline, the faster an object will move.</p>	<p>Cognition & General Knowledge</p> <p>18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>19. Predicts which way a scale will tip when a weight is added to one side.</p> <p>20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Begin to collect, describe, and record information. (B14)	
<p>Science Knowledge & Skills (SK)</p> <p>40. Participates in simple investigations to answer questions.</p> <p>41. Uses observation as a way to gather data about an object or an event.</p> <p>43. Repeats a procedure/action several times to confirm outcomes/patterns.</p> <p>44. Describes her/his data to other peers/adults.</p> <p>45. Uses more than one approach to gather data/answer a question (e.g., book, adult).</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>50. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>	<p>Cognition & General Knowledge</p> <p>21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>23. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. (B15)	
<p>Science Knowledge & Skills (SK)</p> <p>40. Participates in simple investigations to answer questions.</p> <p>41. Uses observation as a way to gather data about an object or an event.</p> <p>42. Confirms observations with another child/adult.</p> <p>43. Repeats a procedure/action several times to confirm outcomes/patterns.</p> <p>44. Describes her/his data to other peers/adults.</p> <p>45. Uses more than one approach to gather data/answer a question (e.g., book, adult).</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>50. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>51. Attempts to explain why living things change (e.g., leaves turn brown).</p> <p>52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>	<p>Cognition & General Knowledge</p> <p>21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>22. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>23. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>
Apply information or experience to a new context. (B16)	
<p>Science Knowledge & Skills (SK)</p> <p>47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p>	
Form explanations and communicate scientific information. (B17)	
<p>Science Knowledge & Skills (SK)</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>51. Attempts to explain why living things change (e.g., leaves turn brown).</p>	<p>Cognition & General Knowledge</p> <p>21. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>23. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p>
STRAND 3 SUB-STRAND A. HISTORY	
36 MONTHS TO 48 MONTHS	
Order/sequence events and objects. (A6)	
<p>Social Studies Knowledge & Skills (SSK)</p> <p>39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Distinguish between events that happen in the past, present, and future. (A7)	
<p>Social Studies Knowledge & Skills (SSK) 34. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 35. Begins to use or respond to the language of time such as related to daily routines or schedules. 36. Identifies events that might occur in the future. 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.</p>	<p>Cognition & General Knowledge 29. Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow). 30. Begins to use or respond to the language of time such as related to daily routines or schedules.</p>
48 MONTHS AND OLDER	
Understand that artifacts reveal information about the past. (A8)	
Engage in storytelling about past experiences. (A9)	
<p>Social Studies Knowledge & Skills (SSK) 1. Shares personal family stories and traditions.</p>	
STRAND 3 SUB-STRAND B. GEOGRAPHY	
36 MONTHS TO 48 MONTHS	
Use some words to indicate direction, position, and relative location. (B5)	
<p>Social Studies Knowledge & Skills (SSK) 14. Demonstrates and uses terms related to location, direction, and distance.</p> <p>Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).</p>	<p>Cognition & General Knowledge 28. Demonstrates and uses terms related to location, direction, and distance.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Identify and describe characteristics of own surroundings and geographic region. (B6)	
<p>Social Studies Knowledge & Skills (SSK) 15. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision. 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground. 21. Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant). 23. Identifies land formations around school yard (e.g., mountains, hills). 24. Names animals that live in neighborhood (e.g., birds, ants, raccoons, coyotes, snakes). 25. Identifies that animals live in plants (e.g., birds nest in trees or cacti). 26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).</p>	
48 MONTHS AND OLDER	
Demonstrate beginning knowledge of the relationship between people, places, and regions. (B7)	
<p>Social Studies Knowledge & Skills (SSK) 43. Shows respect for members of different cultures.</p>	
Identify common geographic tools. (B8)	
<p>Social Studies Knowledge & Skills (SSK) 18. Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.</p>	
Understand and use direction and position words to describe and compare location and spatial relationships. (B9)	
<p>Social Studies Knowledge & Skills (SSK) 14. Demonstrates and uses terms related to location, direction, and distance.</p>	
Create representations of locations and space during play. (B10)	
<p>Social Studies Knowledge & Skills (SSK) 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.</p>	
Use labels and symbols that show enhanced understanding of geographic concepts. (B11)	
<p>Social Studies Knowledge & Skills (SSK) 17. Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 3 SUB-STRAND C. ECONOMICS	
36 MONTHS TO 48 MONTHS	
Develop awareness of jobs and what is required to perform them. (C4)	
Social Studies Knowledge & Skills (SSK) 9. Describes or illustrates the roles/responsibilities of community workers. 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").	Cognition & General Knowledge 27. Describes or illustrates the roles/responsibilities of community workers.
STRAND 3 SUB-STRAND D. FAMILIES AND COMMUNITIES	
36 MONTHS TO 48 MONTHS	
Identify personal characteristics, including gender and family composition. (D6)	
Social Studies Knowledge & Skills (SSK) 2. Identifies family members and relationship to each. 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). Social & Emotional Development (SED) 1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender.	Cognition & General Knowledge 26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).
Recognize ways in which people are alike and different. (D7)	
Social Studies Knowledge & Skills (SSK) 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).	
Develop understanding of individual, family, culture, and community. (D8)	
Social Studies Knowledge & Skills (SSK) 1. Shares personal family stories and traditions. 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.	
48 MONTHS AND OLDER	
Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores. (D9)	
Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Respect differences among people, such as gender, race, special needs, culture, language, and family structures. (D10)	
Social Studies Knowledge & Skills (SSK) 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.	
Exhibit enhanced positive citizenship behaviors. (D11)	
Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. 5. Demonstrates increasing ability to make independent choices. 6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play). 7. Demonstrates increasing ability to follow through on plans. 8. Demonstrates awareness of the outcomes of one's own choices.	Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.

Domain: Fine Arts

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1: DANCE ARTS	
36 MONTHS TO 48 MONTHS	
Indicators: Express feelings and ideas through drama and movement. (A7)	
<p>Creative Arts (CA) 4. Uses movement to express what is being felt/heard in various songs or tunes.</p>	<p>Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes.</p>
48 MONTHS AND OLDER	
Participate in creative movement, dance, and drama. (A8)	
<p>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. 30. Uses dramatic play to express feelings (e.g., fear). 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. 33. Describes the story or situation that will occur during dramatic play. 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). 36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	<p>Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes. 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>
Show creativity using their bodies. (A9)	
<p>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. 30. Uses dramatic play to express feelings (e.g., fear). 31. Acts out a real or make-believe character during dramatic play. 32. Acts out stories or situations during a dramatic play activity. 33. Describes the story or situation that will occur during dramatic play. 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). 36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	<p>Approaches to Learning 67. Uses movement to express what is being felt/heard in various songs or tunes. 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 2: MUSIC	
36 MONTHS TO 48 MONTHS	
Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. (B7)	
<p>Creative Arts (CA)</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</p> <p>9. Synchronizes movements to different patterns of beat/tempo, most of the time.</p> <p>10. Invents songs or tunes using voice or musical instruments.</p> <p>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p> <p>13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).</p> <p>14. Matches pitch and tempo during a singing activity most of the time.</p>	
Use music as an avenue to express thoughts, feelings, and energy. (B8)	
<p>Creative Arts (CA)</p> <p>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p>	
48 MONTHS AND OLDER	
Show interest in more complicated instruments (e.g., piano, guitar). (B9)	
<p>Creative Arts (CA)</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p>	
Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern. (B10)	
<p>Creative Arts (CA)</p> <p>8. Matches the type of sound to a particular instrument.</p> <p>11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</p> <p>12. Identifies differences in tempo, tone, and volume, most of the time.</p> <p>14. Matches pitch and tempo during a singing activity most of the time.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 3 THEATRE ARTS	
36 MONTHS TO 48 MONTHS	
Understand that objects, photos, or illustrations can stand for real things. (C7)	
<p>Logic & Reasoning (LR) 3. Uses objects to represent characters (e.g., stuffed animal as the dad). 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</p> <p>Approaches to Learning (AL) 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).</p>	
48 MONTHS AND OLDER	
Participate with others in dramatic play, negotiating roles and setting up events. (C8)	
<p>Logic & Reasoning (LR) 4. Assigns parts to self and peers to act out scene. 7. Talks to peers in pretend character. 8. Reacts to peers remaining in pretend character. 9. Acts out different roles (e.g., child, adult) in dramatic play situations. 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p>	<p>Cognition & General Knowledge 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p>
Tell about and/or role-play characters from familiar stories or known people and own imagination. (C9)	
<p>Logic & Reasoning (LR) 2. Mimics a movie, book, or past experience.</p>	
STRAND 4 VISUAL ARTS	
36 MONTHS TO 48 MONTHS	
Explore colors and shapes of objects. (D5)	
<p>Creative Arts (CA) 28. Uses a variety of colors to create moods or feelings in artwork.</p> <p>Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board.</p>	
Create art to express and represent what they know, think, believe, or feel. (D6)	
<p>Creative Arts (CA) 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
48 MONTHS AND OLDER	
Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects. (D7)	
<p>Creative Arts (CA) 15. Works with other children on a cooperative art project (e.g., mural). 16. Takes care of art materials/supplies (e.g., washes brushes, covers paint). 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 22. Selects materials that will be needed for a self-initiated art project. 27. Describes the steps/plan for constructing a self-initiated art project.</p>	
Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. (D9)	
<p>Creative Arts (CA) 18. Draws representations of human and animal figures. 20. Draws recognizable environmental objects (e.g., house, trees, ball). 23. Draws some details in representations of animals, people, or objects.</p>	<p>Approaches to Learning 65. Draws representations of human and animal figures.</p>
Understand and develop the vocabulary to share opinions about artistic creations and experiences. (D10)	
<p>Creative Arts (CA) 24. Describes a self-made art project (tells what it is about) to a child or adult. 27. Describes the steps/plan for constructing a self-initiated art project.</p>	

Domain: Physical Development and Health

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1: GROSS MOTOR DEVELOPMENT	
36 MONTHS TO 48 MONTHS	
Indicators: Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. (A6)	
<p>Physical Development & Health (PDH) 45. Walks to a destination without help. 46. Jumps in place and off low objects, such as a step. 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 49. Walks along a line on the floor, most of the time. 51. Walks along a wide beam, most of the time. 53. Jumps forward several times, maintaining balance most of the time. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.</p>	<p>Physical Development & Health 85. Skips with direction and control, most of the time.</p>
Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slid and swing. (A7)	
<p>Physical Development & Health (PDH) 50. Climbs up and down stairs. 52. Climbs a short ladder (e.g., on playground toys). 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 60. Throws a ball a short distance with accuracy, most of the time. 61. Kicks a ball a short distance with accuracy, most of the time. 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time. 63. Dribbles a large ball several times with both hands. 64. Dribbles a large ball several times with one hand.</p>	<p>Physical Development & Health 83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys).</p>
Make successful transitions between sequential motor skills. (A8)	
<p>Physical Development & Health (PDH) 48. Stops and turns while running.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
48 MONTHS AND OLDER	
Coordinate movements to perform simple tasks. (A9)	
<p>Physical Development & Health (PDH)</p> <p>16. Participates actively in outdoor group games (e.g., kickball).</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>62. Catches a ball thrown underhand from 3 to 5 feet, most of the time.</p> <p>63. Dribbles a large ball several times with both hands.</p> <p>64. Dribbles a large ball several times with one hand.</p>	
Demonstrate increasing stamina, endurance, control, balance, and coordination. (A10)	
<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>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>62. Catches a ball thrown underhand from 3 to 5 feet, most of the time.</p> <p>63. Dribbles a large ball several times with both hands.</p> <p>64. Dribbles a large ball several times with one hand.</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
Use balance and control to perform large motor tasks. (A11)	
Physical Development & Health (PDH) 49. Walks along a line on the floor, most of the time. 51. Walks along a wide beam, most of the time. 55. Pedals a tricycle, steers and makes turns around obstacles and corners.	
Coordinate movements to perform more complex tasks. (A12)	
Physical Development & Health (PDH) 49. Walks along a line on the floor, most of the time. 51. Walks along a wide beam, most of the time. 55. Pedals a tricycle, steers and makes turns around obstacles and corners.	
STRAND 2: FINE MOTOR DEVELOPMENT	
36 MONTHS TO 48 MONTHS	
Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks. (B4)	
Physical Development & Health (PDH) 49. Walks along a line on the floor, most of the time. 51. Walks along a wide beam, most of the time. 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 60. Throws a ball a short distance with accuracy, most of the time. 61. Kicks a ball a short distance with accuracy, most of the time. 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time. 63. Dribbles a large ball several times with both hands. 64. Dribbles a large ball several times with one hand.	
Demonstrate advancing strength, control, and eye-hand coordination. (B5)	
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
Use strength and control to perform simple tasks. (B6)	
Physical Development & Health (PDH) 71. Strings large beads on a piece of yarn. 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). 74. Uses computer keyboard/mouse for writing/drawing, without assistance.	
48 MONTHS AND OLDER	
Use eye-hand coordination to perform simple tasks. (B7)	
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 88. Uses computer keyboard/mouse for writing/drawing, without assistance.
Imitate writing by scribbling, usually without regard to direction or location. (B8)	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
Show beginning control of writing, drawing, and art tools. (B9)	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes.	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
Persist in accomplishing more difficult fine motor tasks. (B10)	
<p>Literacy Knowledge & Skills (LK) 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings.</p> <p>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.</p>	<p>Language & Literacy 53. Communicates by scribbling and with some letter-like shapes.</p> <p>Physical Development & Health 86. Correctly holds a pencil or crayon. 87. Uses scissors to cut out a pre-formed simple shape.</p>
Progress in abilities to use writing, drawing and art tools and various types of technology. (B11)	
<p>Physical Development & Health (PDH) 74. Uses computer keyboard/mouse for writing/drawing, without assistance.</p> <p>Literacy Knowledge & Skills (LK) 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 39. Uses a variety of writing tools and materials to communicate with others.</p>	<p>Physical Development & Health 88. Uses computer keyboard/mouse for writing/drawing, without assistance.</p> <p>Language & Literacy 45. Participates in various art activities (e.g., paint, sculpture, collage, masks).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 3: HEALTH AND WELL-BEING	
36 MONTHS TO 48 MONTHS	
Show increased physical growth, strength, stamina, and flexibility. (C5)	
<p>Physical Development & Health (PDH)</p> <p>15. Exercises large muscles (e.g., running, swinging, hopping, throwing).</p> <p>16. Participates actively in outdoor group games (e.g., kickball).</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>77. Participates actively in outdoor group games (e.g., kickball).</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
Demonstrate increased participation in selfcare. (C6)	
<p>Physical Development & Health (PDH)</p> <ol style="list-style-type: none"> 1. Chews all food completely prior to swallowing. 2. Feeds his/herself without help. 3. Independently selects and eats a variety of food types. 4. Serves self an appropriate amount of food. 5. Identifies examples of foods that are healthy. 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). 25. Ties own shoes, without assistance. 26. Uses bathroom, without assistance. 27. Initiates a trip to the bathroom, without being prompted. 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently. 29. Disposes of toilet paper/paper towels appropriately. 30. Remains dry and unsoiled between bathroom trips. 31. Has calm and settled rest periods. 33. Properly uses corrective and assistive visual devices consistently (e.g., glasses). 34. Uses assistive audiological devices, such as hearing aids, if appropriate. 	<p>Physical Development & Health</p> <ol style="list-style-type: none"> 74. Independently selects and eats a variety of food types. 75. Identifies examples of foods that are healthy. 76. Requests or initiates hand washing when needed (e.g., before eating). 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Demonstrate personal health and hygiene skills and understand that those practices help to maintain good health. (C7)	
<p>Physical Development & Health (PDH)</p> <ol style="list-style-type: none"> 1. Chews all food completely prior to swallowing. 2. Feeds his/herself without help. 3. Independently selects and eats a variety of food types. 4. Serves self an appropriate amount of food. 5. Identifies examples of foods that are healthy. 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). 25. Ties own shoes, without assistance. 26. Uses bathroom, without assistance. 27. Initiates a trip to the bathroom, without being prompted. 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently. 29. Disposes of toilet paper/paper towels appropriately. 30. Remains dry and unsoiled between bathroom trips. 31. Has calm and settled rest periods. 33. Properly uses corrective and assistive visual devices consistently (e.g., glasses). 34. Uses assistive audiological devices, such as hearing aids, if appropriate. 	<p>Physical Development & Health</p> <ol style="list-style-type: none"> 74. Independently selects and eats a variety of food types. 75. Identifies examples of foods that are healthy. 76. Requests or initiates hand washing when needed (e.g., before eating). 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.
48 MONTHS AND OLDER	
Show awareness of healthy eating habits. (C8)	
<p>Physical Development & Health (PDH)</p> <ol style="list-style-type: none"> 3. Independently selects and eats a variety of food types. 4. Serves self an appropriate amount of food. 6. Washes and dries hands with some supervision. 	<p>Physical Development & Health</p> <ol style="list-style-type: none"> 74. Independently selects and eats a variety of food types.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Participate actively in games, outdoor play, and other forms of exercise. (C9)	
<p>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.</p>	<p>Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).</p>
Identify harmful objects, substances, or behaviors. (C10)	
<p>Physical Development & Health (PDH) 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.</p>	<p>Physical Development & Health 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance.</p>
Be aware of and follow universal safety rules. (C11)	
<p>Physical Development & Health (PDH) 36. Follows fire safety/fire drill rules, without assistance. 37. Follows outdoor and indoor play rules, without prompts. 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 39. Describes basic traffic safety rules, without assistance. 40. Identifies nonedible/poisonous substances, without assistance. 41. Identifies potentially dangerous situations/activities, without assistance.</p>	<p>Physical Development & Health 79. Follows fire safety/fire drill rules, without assistance. 80. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 81. Identifies potentially dangerous situations/activities, without assistance.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Perform self-care tasks independently. (C12)	
<p>Physical Development & Health (PDH)</p> <p>9. Begins to independently brush his/her teeth with supervision.</p> <p>10. Disposes of tissues appropriately in a container.</p> <p>12. Brushes teeth in a correct fashion, without assistance.</p> <p>20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</p> <p>21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</p> <p>22. Puts on front-opening garment, without assistance.</p> <p>23. Puts on pull-over garment, without assistance.</p> <p>24. Puts on shoes correctly, without assistance.</p> <p>25. Ties own shoes, without assistance.</p> <p>26. Uses bathroom, without assistance.</p> <p>28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p> <p>29. Disposes of toilet paper/paper towels appropriately.</p> <p>30. Remains dry and unsoiled between bathroom trips.</p>	<p>Physical Development & Health</p> <p>78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</p>
Demonstrate the stamina and energy to participate in daily activities. (C14)	
<p>Physical Development & Health (PDH)</p> <p>15. Exercises large muscles (e.g., running, swinging, hopping, throwing).</p> <p>16. Participates actively in outdoor group games (e.g., kickball).</p>	<p>Physical Development & Health</p> <p>77. Participates actively in outdoor group games (e.g., kickball).</p>