

Galileo® G3 Scales Alignment with Wyoming State Early Learning Standards



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Technology
Incorporated**

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This document references the Wyoming Early Learning Foundations

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I. Galileo® G3 Scales Alignment with Wyoming Early Learning Standards

State early learning standards provide early childhood programs with important guidance for the provision of standards-aligned learning opportunities via a comprehensive curriculum integrated with assessment activities. The guidance provided by the state early learning standards can inform and facilitate developmentally appropriate practice leading to early learners' success now, and in the future as these children make the transition to the early grades. The 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. They can be included in:

- the selection and use of quality curriculum and assessment tools as part of an overall approach to promoting positive outcomes for children;
- the selection and implementation of developmentally appropriate learning opportunities in a variety of developmental domains;
- the establishment of school readiness goals consistent with state and local expectations;
- the monitoring of children's progress;
- the integration of child assessment data with various aspects of early childhood program planning and design;
- the collection of child assessment data for other early childhood reporting systems; and
- the promotion of child well-being, success and continuous quality improvement in programs.

Galileo Pre-K Online is uniquely designed to support systemic implementation of Wyoming early learning standards. Galileo Pre-K Online is a complete, fully integrated, research-based, and standards-aligned curriculum, assessment, and reporting system. Galileo Pre-K Online includes a comprehensive curriculum with an empirically based scope and sequence as well as tools supporting planning, individualization, assessment, and the documentation of progress. Since 1987, Galileo Pre-K has been successfully implemented by Head Start, public-school preschool, and proprietary early childhood programs. Galileo Pre-K Online is currently used in early childhood programs to support a collaborative, data-driven, and goal-directed approach to promoting positive outcomes for children.

A. Alignment with Wyoming Early Learning Standards

The Galileo G3 scales for ages 3 through 5 provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, state early learning standards for children ages 3 through 5. These reliable, valid scales form the basis for the comprehensive Galileo curriculum as well as the integrated Galileo assessment tools by defining research-based and empirically based developmental sequences in 12 domains of knowledge. This alignment document is organized into sections displaying the state standards along with the aligned capabilities from the Galileo G3 scales. The Galileo G3 scales represent 12 domains of knowledge. In addition, the Galileo *School Readiness Scale* draws capabilities from across these domains to provide information about child progress towards mastery of the essential capabilities for school readiness. The following table indicates the number of capabilities included in each of the Galileo G3 scales.

TABLE 1
Galileo® G3 Scales

3-5 Galileo G3 Scales	Capabilities
Physical Development and Health	74
Social and Emotional Development	47
Approaches to Learning	30
Language Development	33
Literacy Knowledge and Skills	50
Mathematics Knowledge and Skills	47
Nature and Science	56
Creative Arts	36
Logic and Reasoning	36
Social Studies	45
English Language Acquisition	30
Technology	33
School Readiness	88

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

The knowledge areas comprising the Galileo G3 scales for ages 3 through 5 provide comprehensive coverage of a domain of knowledge in a way that makes it possible to implement a comprehensive curriculum, effectively assess children’s learning, and provide meaningful developmentally appropriate learning opportunities. Overall, the state early learning standards are comprehensively represented through the wide variety of knowledge areas comprising the 12 developmental domains. These knowledge areas make it possible for preschool programs to effectively assess the broad range and depth of knowledge and skills acquired by young children during the early years of learning, including capabilities important for school readiness. The knowledge areas within the Galileo *G3 Nature and Science Scale*, for example, are indicated in Table 2.

TABLE 2
Galileo® G3 Nature and Science Scale Knowledge Areas

3-5 Galileo G3 Nature and Science Knowledge Areas
Using Senses and Scientific Devices to Learn
Observing and Describing Living Things
Observing and Describing Physical Phenomena
Classifying Living Things
Classifying Physical Phenomena
Predicting Outcomes About Living Things
Predicting Physical Phenomena
Gathering and Presenting Data
Explaining Events and Outcomes
Questioning and Developing Hypotheses

As you read through the alignment in this document, you will note that the domain from Wyoming’s early learning standards is labeled at the top of each table. The knowledge areas/concepts of Wyoming standards are then listed, as well as any subcategories in Wyoming standards. In the left column are the details of how the Galileo G3 scales and the included capabilities correspond to the state standards. The column on the right side of each section also details how the *Galileo School Readiness Scale* capabilities (which are a compilation of select Galileo G3 capabilities) correspond to the state standards.

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

The state early learning standards provide important information about key knowledge, behaviors, and skills acquired by young children and serve as a useful guide for the selection of a comprehensive curriculum as well as assessment instruments to assess children’s progress. The Galileo G3 scales illustrated in this document are comprised of in-depth, comprehensive, and empirically based developmental sequences for Galileo knowledge areas and capabilities, reflecting the state early learning standards. In this regard, the Galileo G3 scales make it possible for early childhood programs to implement a research-based, standards-aligned, comprehensive, and developmentally appropriate approach to the provision of learning opportunities and the assessment of young children. As just one example of this capability, each Galileo knowledge area is comprised of a full range of capabilities forming empirically based developmental sequences. These empirically based sequences make it possible for early childhood programs to implement a comprehensive curriculum and 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 scales can be effectively utilized to measure growth over an extended period of time and to document program impact on children’s learning.



Wyoming Early Learning Foundations Alignment to Galileo® 3-5 Years G-3 Scales And Galileo® School Readiness Scale

II. Approaches to Learning

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Initiative and Curiosity: An interest in varied activities, a desire to learn, creativeness, and independence in learning	
Demonstrated flexibility, imagination, and inventiveness in approaching tasks and activities.	
Approaches to Learning 1. Explores most areas of the classroom. 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.
Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.	
Approaches to Learning 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). 10. Experiments with a variety of strategies to solve a problem or complete a task. Language 4. Asks questions and/or makes comments about a story, poem, or song.	Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
Asks questions and seeks new information.	
Approaches to Learning 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). Language 4. Asks questions and/or makes comments about a story, poem, or song.	Approaches to Learning 62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
Explores things in the environment and tries to figure out how they work (e.g., how they can be combined, new uses, etc.)	
Approaches to Learning 10. Experiments with a variety of strategies to solve a problem or complete a task. Nature & Science 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world. 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).	

Persistence and Attention: The ability to begin and finish activities with attention and persistence.

When adults provide resources and activities that children are interested in and allow them to continue to stay involved in meaningful activities that they choose, children will stay interested and engaged for extended periods of time.

Approaches to Learning
 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.
 11. Maintains concentration in an activity despite distractions or interruptions.
 12. Maintains interest in an activity for an appropriate period of time.
 13. Completes a simple self-selected activity or task.
 15. Persists with a difficult or non-preferred activity.

Sets goals, develops and follows through on plans.

Approaches to Learning
 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.
 20. Sets a goal, and with adult help, plans a small number of steps to achieve it.
 21. Revises, with adult help, a plan that has not produced the intended result.

Approaches to Learning
 59. Sets a goal, and with adult help, plans a small number of steps to achieve it.
 60. Revises, with adult help, a plan that has not produced the intended result.

Resists distractions, maintains attention, and continues the task at hand through frustrations and distractions.

Approaches to Learning
 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.

Cooperation: An interest and engagement in group experiences.

Plans, initiates and completes learning activities with peers.

Approaches to Learning
 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.

Joins in cooperative play with others and invites others to play.

Social & Emotional Development
 33. Verbally or nonverbally invites a peer to play.
 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.

Social & Emotional Development
 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****Models or teaches peers.**

Logic & Reasoning

14. Practices building relationships with other children (offering direction, help).

Social Studies

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.

Helps, shares, and cooperates in a group.

Approaches to Learning

30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.

III. Creative Arts Expression

3-5: Galileo® G3 Assessment Scale Goal		Galileo School Readiness Scale	
Music: The use of the voice and instruments to create sounds.			
Participates in music activities, such as listening, singing, or performing.			
<p>Creative Arts</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>2. Shows an interest in listening to short musical selections.</p> <p>3. Sings or hums familiar songs or tunes.</p> <p>5. Talks about the kinds of music enjoyed (e.g., favorites).</p> <p>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</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>		<p>Approaches to Learning</p> <p>66. Sings or hums familiar songs or tunes.</p>	
Experiments with musical instruments.			
<p>Creative Arts</p> <p>1. Shows an interest in using musical instruments to produce sounds.</p> <p>7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.).</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>			
Creative Movement and Dance: The use of the body to move to music and express oneself.			
Expresses what is being felt and heard in various musical tempos, and styles.			
<p>Creative Arts</p> <p>4. Uses movement to express what is being felt/heard in various songs or tunes.</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>Approaches to Learning</p> <p>67. Uses movement to express what is being felt/heard in various songs or tunes.</p>	

Moves to different patterns of beat and rhythm in music.

Creative Arts
 4. Uses movement to express what is being felt/heard in various songs or tunes.
 9. Synchronizes movements to different patterns of beat/tempo, most of the time.

Approaches to Learning
 67. Uses movement to express what is being felt/heard in various songs or tunes.

Uses creative movement to express concepts, ideas, or feelings.

Creative Arts
 4. Uses movement to express what is being felt/heard in various songs or tunes.

Approaches to Learning
 67. Uses movement to express what is being felt/heard in various songs or tunes.

Visual Arts: The use of a range of media and materials to create drawings, pictures, or other objects.

Uses different materials and techniques to make art creations.

Creative Arts
 17. Creates collages with various materials and textures (e.g., fabrics, pictures).
 25. Uses various tools to create art projects (e.g., rollers, string, straws).
 26. Recombines and experiments with art materials to see what happens.

Creates artistic work that reflects thoughts, feelings, experiences or knowledge.

Creative Arts
 18. Draws representations of human and animal figures.
 20. Draws recognizable environmental objects (e.g., house, trees, ball).
 24. Describes a self-made art project (tells what it is about) to a child or adult.
 28. Uses a variety of colors to create moods or feelings in artwork.
 29. Draws a series of pictures that depict a story.

Approaches to Learning
 65. Draws representations of human and animal figures.

Discusses one's artistic creations and those of others.

Creative Arts
 24. Describes a self-made art project (tells what it is about) to a child or adult.

Drama: The portrayal of events, characters, or stories through acting or puppets, using props and language.

Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.

<p>Creative Arts</p> <p>30. Uses dramatic play to express feelings (e.g., fear).</p> <p>31. Acts out a real or make-believe character during dramatic play.</p> <p>32. Acts out stories or situations during a dramatic play activity.</p> <p>34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p> <p>36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	<p>Approaches to Learning</p> <p>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>
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Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.

<p>Logic & Reasoning</p> <p>3. Uses objects to represent characters (e.g., stuffed animal as the dad).</p> <p>4. Assigns parts to self and peers to act out scene.</p> <p>5. Uses body to act out pretend scene.</p> <p>6. Uses drawings to embellish scene.</p>	
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IV. Language Development (Common Core Listening and Speaking)

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Receptive Language: The ability to understand or comprehend language.	
Responds to language during conversations, songs, stories or other learning experiences.	
Language 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.	
Follows one and two-step directions.	
Language 2. Follows a simple one-step direction. 3. Follows a small set of step-by-step directions, without prompts.	
Comprehends increasingly complex and varied vocabulary.	
Language 7. Understands nouns commonly found in books for young children. 8. Understands action words (e.g., give, run). 9. Understands negative words (e.g., not, no). 10. Understands positional words (e.g., top, bottom, on, in). 11. Understands pronouns (e.g., she, he, it). 12. Understands words that describe the qualities of objects (e.g., color, soft, cold).	Language & Literacy 34. Understands nouns commonly found in books for young children. 35. Understands action words (e.g., give, run). 36. Understands positional words (e.g., top, bottom, on, in).
Comprehends different forms of language, such as questions or exclamations.	
Language 6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze). 13. Understands past and future tense (e.g., went, will).	
Expressive Language: The ability to use one or more languages to communicate.	
Engages in communication and conversation with peers and adults.	
Language 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.	

Uses increasingly complex and varied vocabulary to express ideas and needs.

Language
 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
 23. Combines words to create meaningful short sentences.
 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).

Uses difference forms of language such as questions, comments or explanations.

Language
 16. Asks questions to obtain information or assistance.
 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.
 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).

Asks and answers questions in order to seek help, get information, or clarify something that is not understood.

Language
 4. Asks questions and/or makes comments about a story, poem, or song.
 16. Asks questions to obtain information or assistance.
 19. Responds to comments or questions from others during a conversation.

With guidance and support, uses the conventions of Standard English grammar when speaking.

Language
 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).

Engages in storytelling by asking and answering questions about key details and requesting clarifications.

Language
 1. Listens attentively to a conversation, story, poem, or song.
 4. Asks questions and/or makes comments about a story, poem, or song.
 5. Retells a familiar story, poem or song in his/her own words.
 31. Recalls story events using some spoken dialogue.

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****Identifies and applies meanings to familiar words.**

Language

- 7. Understands nouns commonly found in books for young children.
- 8. Understands action words (e.g., give, run).
- 9. Understands negative words (e.g., not, no).
- 10. Understands positional words (e.g., top, bottom, on, in).
- 11. Understands pronouns (e.g., she, he, it).
- 12. Understands words that describe the qualities of objects (e.g., color, soft, cold).
- 15. Uses appropriate words or gestures to share information or experiences.
- 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.

Language & Literacy

- 34. Understands nouns commonly found in books for young children.
- 35. Understands action words (e.g., give, run).
- 36. Understands positional words (e.g., top, bottom, on, in).

Identifies real-life connection between words and their use.

Language

- 23. Combines words to create meaningful short sentences.

V. Literacy Knowledge and Skills (Common Core English Language Arts)

3-5: Galileo® G3 Assessment Scale Goal		Galileo School Readiness Scale	
Book Appreciation and Knowledge: The interest in books and their features, and the ability to understand and get meaning from stories and information from books and other texts.			
Shows an interest in shared reading experiences and looking at books independently.			
Literacy 13. Selects books, sometimes, over other activities when given a choice. 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.		Language & Literacy 44. Requests a favorite book by title, author, or illustrator.	
Recognizes how books are read (front to back and one page at a time) and recognizes basic features of books such as title, author and illustrator.			
Literacy 17. Views reading materials one page at a time (front to back), most of the time. 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).		Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	
Asks and answers questions and makes comments about printed materials.			
Language 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.	
Shows interest in different kinds of literature-fiction, non-fiction, information text, poetry-on a range of topics.			
Literacy 13. Selects books, sometimes, over other activities when given a choice. 22. Recognizes that a spoken word/speech can be written and read. 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 26. Asks adults to read printed information such as signs, labels, advertisements. 31. Reads a printed label or a sign on a familiar object, some of the time. 33. Reads familiar words in a sentence from a book/poem, with assistance.		Language & Literacy 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). 50. Reads a printed label or a sign on a familiar object, some of the time. 51. Reads familiar words in a sentence from a book/poem, with assistance.	

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

Retells stories or information from books through conversations, artistic works, creative movement, or drama.

Language 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.
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Relates content to real-life experience.

Literacy 15. Makes connections between her/his own experiences and those presented in books/stories.	
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Makes connection between illustrations and text.

Literacy 32. Tracks by moving his/her finger along text as it is read by an adult. 33. Reads familiar words in a sentence from a book/poem, with assistance.	Language & Literacy 51. Reads familiar words in a sentence from a book/poem, with assistance.
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Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).

Recognizes print in everyday life, such as numbers, letters, the child's name, words and familiar logos and signs.

Literacy 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. 33. Reads familiar words in a sentence from a book/poem, with assistance.	Language & Literacy 51. Reads a printed label or a sign on a familiar object, some of the time. 52. Reads familiar words in a sentence from a book/poem, with assistance.
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Points to writing and asks what it says.

Literacy 26. Asks adults to read printed information such as signs, labels, advertisements.	
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Pretends to read following English print convention of reading right to left and top to bottom of the page.

Literacy 18. Engages in pretend reading with other children, doll, or toy animal.	
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Can point to a word on a page in a book.

Literacy 30. Identifies familiar short words in print, some of the time. 32. Tracks by moving his/her finger along text as it is read by an adult.	
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Recognizes the association between spoken or signed and written words and will ask an adult to write specific words.

<p>Literacy</p> <p>22. Recognizes that a spoken word/speech can be written and read.</p> <p>23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>	<p>Language & Literacy</p> <p>46. Recognizes that a spoken word/speech can be written and read.</p> <p>47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p>
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Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.

Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.

<p>Literacy</p> <p>1. Recognizes matching and dissimilar sounds of consonants and vowels.</p> <p>2. Distinguishes between some beginning consonant sounds in spoken language.</p> <p>3. Says both syllables of a two-syllable word, with distinct separation.</p> <p>4. Recognizes rhymes in poems, readings, or conversation, most of the time.</p> <p>5. Distinguishes between some ending consonant sounds in spoken language.</p> <p>7. Distinguishes between some vowel sounds in spoken language.</p> <p>8. Puts sounds together to make short words (e.g., k-a-t, cat).</p> <p>9. Segments short words into their component sounds (e.g., trick, t-r-i-k).</p>	<p>Language & Literacy</p> <p>37. Recognizes matching and dissimilar sounds of consonants and vowels.</p> <p>38. Says both syllables of a two-syllable word, with distinct separation.</p> <p>39. Recognizes rhymes in poems, readings, or conversation, most of the time.</p> <p>40. Puts sounds together to make short words (e.g., k-a-t, cat).</p> <p>41. Segments short words into their component sounds (e.g., trick, t-r-i-k).</p>
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Alphabetical Skills: The names and sounds associated with letters.

Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.

<p>Literacy</p> <p>45. Identifies all the letters in her/his name.</p> <p>46. Names 1 or more letters.</p> <p>47. Points to and names the first letter in familiar words.</p> <p>48. Names 10 or more letters.</p>	<p>Language & Literacy</p> <p>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p> <p>58. Names 10 or more letters.</p>
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Recognizes that letters have distinct sound(s) associated with them.

<p>Literacy</p> <p>49. Identifies 1 or more sounds to corresponding letters.</p> <p>50. Identifies 10 or more sounds to corresponding letters.</p>	
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Attends to the beginning letters and sounds in familiar words.

<p>Literacy</p> <p>2. Distinguishes between some beginning consonant sounds in spoken language.</p>	
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Identifies letters and associates correct sounds with letters.	
Literacy 49. Identifies 1 or more sounds to corresponding letters. 50. Identifies 10 or more sounds to corresponding letters.	
Identifies name and familiar words (environmental print).	
Literacy 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.
Early Writing: The familiarity with writing tools, conventions, and emerging skills to communicate through written representations, symbols and letters.	
Experiments with writing tools and materials.	
Literacy 39. Uses a variety of writing tools and materials to communicate with others.	
Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, hearing stories, or giving an opinion.	
Literacy 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 34. Uses scribble on paper to communicate a message. 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 47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences or ideas.	
Literacy 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.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
Copies, traces, or independently writes letters or words.	
Literacy 40. Copies her/his name from a sample. 41. Writes some letters. 42. Writes using inventive spelling. 43. Write her/his name, without assistance. 44. Communicates by writing complete words.	Language & Literacy 54. Copies her/his name from a sample. 55. Write her/his name, without assistance.

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale**

With guidance and support, uses a combination of drawing, dictating, or writing to express an opinion or tell a simple story.

Literacy

- 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.
- 41. Writes some letters.
- 42. Writes using inventive spelling.
- 43. Write her/his name, without assistance.
- 44. Communicates by writing complete words.

Language

- 32. Draws pictures or uses dramatic play or music to tell a story.

Language & Literacy

- 52. Uses scribble on paper to communicate a message.
- 53. Communicates by scribbling and with some letter-like shapes.
- 54. Write her/his name, without assistance.
- 55. Communicates by writing complete words.

With guidance and support, participates in shared research and writing projects.

Logic & Reasoning

- 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.

VI. Logic and Reasoning

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Reasoning and Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	
Seeks multiple solutions to a question, task or problem.	
<p>Logic & Reasoning</p> <p>17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</p> <p>18. Uses concrete materials to solve a problem (e.g., blocks to count).</p> <p>19. Tries out new ideas to see if they will work.</p> <p>20. Suggests an alternative solution to solve a problem, without assistance.</p> <p>21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away).</p> <p>22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).</p>	<p>Cognition & General Knowledge</p> <p>14. Uses concrete materials to solve a problem (e.g., blocks to count).</p>
Recognizes cause-and-effect relationships.	
<p>Logic & Reasoning</p> <p>27. Observes the effects of an action.</p> <p>28. Predicts the effects of an action.</p> <p>29. States the cause of an effect (e.g., what caused the tricycle to stop).</p>	
Classifies, compares, and contrasts objects, events and experiences.	
<p>Logic & Reasoning</p> <p>23. Identifies which object does not belong in a group.</p> <p>24. Describes the similarities/differences between two events (e.g., day/night).</p> <p>25. Provides rationale for sorting objects into specific groups (e.g., all flat).</p> <p>26. Associates events/experiences with their intent(s) (e.g., school:learning).</p>	<p>Cognition & General Knowledge</p> <p>11. Provides rationale for sorting objects into specific groups (e.g., all flat).</p>
Uses past knowledge to build new knowledge.	
<p>Nature & Science</p> <p>47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p>	

Symbolic Representation: The use of symbols or objects to represent something else.

Represents people, places or things through drawings, movement, and three-dimensional objects.

Logic & Reasoning
 2. Mimics a movie, book, or past experience.
 5. Uses body to act out pretend scene.
 6. Uses drawings to embellish scene.
 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).
 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).
 22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).

Cognition & General Knowledge
 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).

Engages in pretend play and acts out roles.

Logic & Reasoning
 3. Uses objects to represent characters (e.g., stuffed animal as the dad).
 4. Assigns parts to self and peers to act out scene.
 5. Uses body to act out pretend scene.
 6. Uses drawings to embellish 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).

Creative Arts
 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.

Cognition & General Knowledge
 15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).

Approaches to Learning
 64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).

Recognizes the difference between pretend or fantasy situations and reality.

Logic & Reasoning
 12. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).

Cognition & General Knowledge
 16. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).

VII. Mathematics Knowledge and Skills

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank, order, particular size, or position in a list).	
Recognizes numbers and quantities in the everyday environment.	
Early Math 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	
Recites numbers in the correct order and understands that numbers come "before" or "after" one another.	
Early Math 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. 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
Associates quantities and the names of numbers with written numerals.	
Early Math 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. 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.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10. 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.
Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.	
Early Math 1. Uses one-to-one correspondence when counting objects.	

Uses the number name of the last object counted to represent the number of objects in the set.

Early Math

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.
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.

Cognition & General Knowledge

1. Counts to find how many are in a group up to 5.
2. Counts forward from a number > 1 to find how many are in a group.
3. Counts to find how many are in a group up to 10.
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.

Number Relations and Operations: The use of numbers to describe relationships and solve problems.

Uses a range of strategies, such as counting, subitizing ("seeing" how many objects without counting), or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as "more," "less," "greater than," "fewer," or "equal to."

Early Math

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.
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.
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.

Cognition & General Knowledge

1. Counts to find how many are in a group up to 5.
2. Counts forward from a number > 1 to find how many are in a group.
3. Counts to find how many are in a group up to 10.
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.
7. Separates a group into two sets and identifies the number of items in both sets.

Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.

Early Math

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.

Cognition & General Knowledge

8. Adds two small groups by combining the groups and counting all the objects.

Identifies the number of items in a set that is created when items are combined or separated.

Early Math

10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).
17. Adds two small groups by combining the groups and counting all the objects.

Cognition & General Knowledge

8. Adds two small groups by combining the groups and counting all the objects.

Geometry, Patterns, and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another. The recognition of patterns, sequencing, and critical thinking skills are necessary to predict and classify objects in a pattern.

Recognizes and names common shapes- their parts and attributes.

Early Math
 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.
 35. Places a circle, square, or triangle appropriately on a foam board.

Combines and separates shapes to make other shapes.

Early Math
 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.

Compares objects in size and shape.

Early Math
 25. Sorts diverse objects based on a physical attribute (e.g., shape).
 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.

Cognition & General Knowledge
 10. Sorts diverse objects based on a physical attribute (e.g., shape).

Can follow directions or name positions of objects, such as "up," "down," "in front," "behind," "between," "next to," and "under."

Early Math
 32. Understands object directionality concepts (e.g., right, left, up, down).
 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).

Sorts, classifies, and serializes (puts in a pattern) objects, such as by color, shape, and size.

Early Math
 25. Sorts diverse objects based on a physical attribute (e.g., shape).
 26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).
 27. Sorts diverse objects based on multiple attributes (e.g., size and shape).
 28. Identifies the shorter or taller of two persons or things.
 29. Identifies the shortest or tallest in a group.
 30. Arranges objects in order by size.
 31. Places an object in its proper position in a group ordered by size.

Cognition & General Knowledge
 10. Sorts diverse objects based on a physical attribute (e.g., shape).

Recognizes, duplicates, and extends simple patterns.

Early Math
 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).

Creates patterns through the repetition of a unit.

Early Math
 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).
 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).

Measurement and Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.

Compares and describes objects using attributes of length, weight, and size (bigger, longer, taller, and heavier).

Early Math
 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).
 28. Identifies the shorter or taller of two persons or things.
 29. Identifies the shortest or tallest in a group.

Orders objects by size or length.

Early Math
 28. Identifies the shorter or taller of two persons or things.
 29. Identifies the shortest or tallest in a group.
 30. Arranges objects in order by size.
 31. Places an object in its proper position in a group ordered by size.

Uses nonstandard and standard techniques and tools to measure and compare.

Early Math

- 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area.
- 45. Uses non-standard units (e.g., paper cups) to measure volume.
- 46. Uses non-standard units (e.g., paper clips) to measure length.
- 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

Sorts objects by count (more or less).

Early Math

- 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.

Cognition & General Knowledge

- 7. Separates a group into two sets and identifies the number of items in both sets.

VIII. Physical Development and Health

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Physical Health Status: The maintenance of healthy and age-appropriate physical well-being.	
Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.	
Physical Development & Health 33. Properly uses corrective and assistive visual devices consistently (e.g., glasses). 34. Uses assistive audiological devices, such as hearing aids, if appropriate.	
Participates in prevention and management of chronic health conditions and avoids toxins such as lead.	
Physical Development & Health 32. Cooperates by opening mouth for a quick visual exam. 33. Properly uses corrective and assistive visual devices consistently (e.g., glasses). 34.. Uses assistive audiological devices, such as hearing aids, if appropriate. 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. 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands). 44. Tells why people need to go to the doctor and dentist.	Physical Development & Health 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron). 41. Identifies potentially dangerous situations/activities, without assistance.
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height and age. (no matching goal)	
Gets sufficient rest and exercise to support healthy development.	
Physical Development & Health 15. Exercises large muscles (e.g., running, swinging, hopping, throwing).	

Health Knowledge and Practice: The understanding of healthy, safe habits and practicing healthy habits.

Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.

Physical Development & Health

- 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).
- 19. Unzips zippers.
- 20. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.
- 21. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.
- 22. Puts on front-opening garment, without assistance.
- 23. Puts on pull-over garment, without assistance.
- 24. Puts on shoes correctly, without assistance.
- 25. Ties own shoes, without assistance.

Physical Development & Health

- 76. Requests or initiates hand washing when needed (e.g., before eating).

Communicates an understanding of the importance of health and safety routines and rules.

Physical Development & Health

- 42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).
- 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).
- 44. Tells why people need to go to the doctor and dentist.

Physical Development & Health

- 82. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).

Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.

Physical Development & Health

- 36. Follows fire safety/fire drill rules, without assistance.
- 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.
- 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).

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.

Distinguishes food on a continuum from most healthy to least healthy.

Physical Development & Health

- 5. Identifies examples of foods that are healthy.

Physical Development & Health

- 75. Identifies examples of foods that are healthy.

Eats a variety of nutritious foods.

Physical Development & Health 3. Independently selects and eats a variety of food types.	Physical Development & Health 74. Independently selects and eats a variety of food types.
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Participates in structured and unstructured physical activities.

Physical Development & Health 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball).	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).
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Recognizes the importance of doctor and dentist visits.

Physical Development & Health 44. Tells why people need to go to the doctor and dentist.	
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Cooperates during doctor and dentist visits and health and developmental screenings.

Physical Development & Health 32. Cooperates by opening mouth for a quick visual exam.	
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Gross Motor: The control of large muscles for movement, navigation, and balance.

Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing and hopping.

Physical Development & Health 45. Walks to a destination without help. 46. Jumps in place and off low objects, such as a step. 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 49. Walks along a line on the floor, most of the time. 50. Climbs up and down stairs. 51. Walks along a wide beam, most of the time. 52. Climbs a short ladder (e.g., on playground toys). 53. Jumps forward several times, maintaining balance most of the time. 55. Pedals a tricycle, steers and makes turns around obstacles and corners. 56. Hops with direction and control, most of the time. 57. Jumps backward without losing balance. 58. Skips with direction and control, most of the time. 59. Gallops maintaining direction and control, most of the time.	Physical Development & Health 83. Climbs up and down stairs. 84. Climbs a short ladder (e.g., on playground toys). 85. Skips with direction and control, most of the time.
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3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting ball and riding a tricycle.

Physical Development & Health

- 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.

Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.

Physical Development & Health

- 47. Moves around obstacles with balance and direction.
- 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.

Physical Development & Health

- 50. Climbs up and down stairs.
- 52. Climbs a short ladder (e.g., on playground toys).

Fine Motor: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

Uses hands to manipulate objects, fasteners, tools, and toys using a variety of grasps.

Physical Development & Health
 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.
 74. Uses computer keyboard/mouse for writing/drawing, without assistance.

Technology
 16. Uses a mouse or finger pad to move a cursor around the screen.
 19. Types letters or numbers as directed by an adult or an age appropriate software program.
 21. Is able to use a mouse or finger pad to point to images on a computer screen.
 23. Is able to use a computer to create artwork with assistance.
 24. Is able to use a computer to create written communications with assistance.

Literacy
 38. Holds pencil with thumb and forefinger.

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.

Turns pages in a book.

Literacy
 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).

Language & Literacy
 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).

Builds block towers and structures with a variety of materials.

Physical Development & Health
 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).

Manipulates writing, drawing and art tools.

Physical Development & Health

74. Uses computer keyboard/mouse for writing/drawing, without assistance.

Technology

24. Is able to use a computer to create written communications with assistance.

Literacy

21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).

36. Draws figures and shapes to convey meanings.

37. Draws horizontal and vertical lines.

38. Holds pencil with thumb and forefinger.

39. Uses a variety of writing tools and materials to communicate with others.

Creative Arts

18. Draws representations of human and animal figures.

21. Participates in various art activities (e.g., paint, sculpture, collage, masks).

23. Draws some details in representations of animals, people, or objects.

25. Uses various tools to create art projects (e.g., rollers, string, straws).

Physical Development & Health

88. Uses computer keyboard/mouse for writing/drawing, without assistance.

Language & Literacy

45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).

Approaches to Learning

65. Draws representations of human and animal figures.

IX. Science Knowledge and Skills

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Science Skills and Methods: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.	
Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	
<p>Nature & Science</p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.</p> <p>2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p> <p>41. Uses observation as a way to gather data about an object or an event.</p> <p>45. Uses more than one approach to gather data/answer a question (e.g., book, adult).</p> <p>Technology</p> <p>33 Uses a computer or laptop to answer a simple question or do research with assistance.</p>	<p>Cognition & General Knowledge</p> <p>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
Observes and discusses common properties, differences, and comparisons among objects.	
<p>Nature & Science</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p> <p>42. Confirms observations with another child/adult.</p> <p>44. Describes her/his data to other peers/adults.</p> <p>46. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>48. Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted).</p> <p>50. Provides two explanations for why an event/outcome occurred (e.g., birds left).</p> <p>52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p> <p>53. Describes the functions of objects (e.g., containers hold things).</p>	<p>Cognition & General Knowledge</p> <p>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</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>

Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.

<p>Nature & Science</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>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>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>24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>
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Collects, describes, and records information through discussions, drawings, maps, and charts.

<p>Nature & Science</p> <p>44. Describes her/his data to other peers/adults.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>
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Describes and discusses predictions, explanations, and generalizations based on past experience.

<p>Nature & Science</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>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>24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p>
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Conceptual Knowledge of the Natural and Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.

Observes, describes, and discusses living things and natural processes.

Nature & Science

4. Describes what an animal is doing as it is being observed.
5. Talks about characteristics of living things (e.g., leaf is soft).
6. Describes the typical behaviors/habits of a familiar animal.
7. Draws/talks about changes in her/himself over time.
8. Describes/draws the type of shelter used by familiar animals.
9. Draws/talks about what living things need to survive (e.g., plants need water).
10. Draws/talks about observed life cycle changes in a familiar plant.
11. Draws/talks about observed life cycle changes in a familiar animal.
17. Distinguishes plants from animals.
18. Distinguishes between land and water animals.
19. Classifies animals into groups by the way they move (e.g., flying, running).
20. Classifies animals into those that are domestic and those that are wild.
21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).
27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).
28. Predicts that a plant will die if it does not receive water.
29. Predicts that an animal will seek shelter in bad weather.
30. Predicts that a plant will die if it does not receive sufficient light.
31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).
32. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.
33. Predicts that plants may be destroyed when an animal population increases.
51. Attempts to explain why living things change (e.g., leaves turn brown).

Cognition & General Knowledge

18. Predicts what might come next in a life cycle sequence (e.g., seed to plant).

Observes, describes, and discusses properties of materials and transformation of substances.

Nature & Science

- 35. Predicts which way a scale will tip when a weight is added to one side.
- 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
- 37. Predicts changes in objects when heat/cold is applied (e.g., ice melts).
- 38. Predicts changes in objects when liquid is added (e.g., sand, paper).
- 39. Predicts that the steeper the incline, the faster an object will move.
- 44. Describes her/his data to other peers/adults.
- 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).
- 48. Shares ideas/thoughts when observing the natural world/physical phenomena.
- 53. Describes the functions of objects (e.g., containers hold things).

Cognition & General Knowledge

- 19. Predicts which way a scale will tip when a weight is added to one side.
- 20. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
- 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).

Begins to learn concepts related to: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering/Technology/ Applications of Science.

Nature & Science

- 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.
- 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).
- 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
- 40. Participates in simple investigations to answer questions.

Cognition & General Knowledge

- 13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).

X. Social and Emotional Development

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Social Relationships: The healthy relationships and interactions with adults and peers.	
Communicates with familiar adults and accepts or requests guidance.	
Social & Emotional Development 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers.	
Cooperates with others.	
Social & Emotional Development 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others. Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.	Social & Emotional Development 78. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.
Develops friendships with peers.	
Social & Emotional Development 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play. Logic & Reasoning 14. Practices building relationships with other children (offering direction, help).	
Establishes secure relationships with adults.	
Social & Emotional Development 16. Seeks support from familiar adults to resolve conflicts with peers. Approaches to Learning 22. Shares part or all of something with an adult.	

Uses socially appropriate behavior with peers and adults. Socially appropriate behavior in this age group means participating in activities that promote helping, sharing, and taking turns.

<p>Social Studies 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p> <p>Approaches to Learning 22. Shares part or all of something with an adult. 23. Shares part or all of something with a peer. 24. Takes turns playing with a toy or object. 25. Is helpful to an adult when prompted. 26. Voluntarily helps a peer. 27. Says, signs, or gestures when it is her/his turn in a game or activity. 30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner.</p>	<p>Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p> <p>Approaches to Learning 63. Takes turns playing with a toy or object.</p>
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Resolves conflicts with peers alone and/or with adult intervention as appropriate.

<p>Social & Emotional Development 16. Seeks support from familiar adults to resolve conflicts with peers. 17. Moves around another child that is in her/his way (e.g., going up a slide). 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy). 19. Expresses wants and needs in conflict situations. 20. Says, signs, or gestures to a child who is being offensive to stop the behavior. 21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing. 22. Shows the ability to compromise in conflict resolution. 23. Uses negotiation to reach a solution. 24. Maintains a negotiated plan. 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages). 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations.</p>	<p>Social & Emotional Development 70. Shows the ability to compromise in conflict resolution. 72. Chooses to express self to others safely/respectfully in calm situations.</p>
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Uses words and actions to assert self in socially appropriate ways.

<p>Social & Emotional Development 37. Chooses to express self to others safely/respectfully in calm situations. 43. Chooses to express self to others safely/respectfully in difficult situations.</p>	<p>Social & Emotional Development 72. Chooses to express self to others safely/respectfully in calm situations.</p>
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Recognizes and labels others' emotions.

Social & Emotional Development
 41. Recognizes the impact of his/her actions on others' feelings.
 46. Expresses empathy or caring for others by consoling, comforting, or helping.

Expresses empathy and sympathy to peers.

Social & Emotional Development
 46. Expresses empathy or caring for others by consoling, comforting, or helping.

Recognizes how actions affect others and accepts consequences of one's actions.

Social & Emotional Development
 41. Recognizes the impact of his/her actions on others' feelings.
 45. Usually recognizes that inappropriate behavior leads to cons
 47. Accepts the consequences for own inappropriate behavior most of the time.

Demonstrates affection in socially appropriate ways by offering compliments, choosing to sit next to a peer, offering a toy, etc.

Social & Emotional Development
 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering).

 Logic & Reasoning
 14. Practices building relationships with other children (offering direction, help).

Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

Identifies personal characteristics, preferences, thoughts and feelings.

Social & Emotional Development
 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.

Demonstrates age-appropriate independence in a range of activities, routines, and tasks.

Social & Emotional Development
 13. Makes transitions between activities with minimal assistance.

Approaches to Learning
 1. Explores most areas of the classroom.
 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.
 6. Initiates preferred purposeful activities when playing in interest centers.

Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.

Approaches to Learning
 6. Initiates preferred purposeful activities when playing in interest centers.
 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.

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.

Demonstrates age-appropriate independence in decision making regarding activities and materials.

Approaches to Learning
 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.
 20. Sets a goal, and with adult help, plans a small number of steps to achieve it.
 21. Revises, with adult help, a plan that has not produced the intended result.

Approaches to Learning
 59. Sets a goal, and with adult help, plans a small number of steps to achieve it.
 60. Revises, with adult help, a plan that has not produced the intended result.

Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.

Recognizes and labels emotions.

Social & Emotional Development
 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.
 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

Handles impulses and behavior with minimal direction from adults.

Social & Emotional Development

- 24. Maintains a negotiated plan.
- 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).
- 28. Comforts self by engaging in calming/soothing activities some of the time.
- 37. Chooses to express self to others safely/respectfully in calm situations.
- 43. Chooses to express self to others safely/respectfully in difficult situations.

Social & Emotional Development

- 72. Chooses to express self to others safely/respectfully in calm situations.

Follows simple rules, routines, and directions.

Social & Emotional Development

- 12. Follows established rules and routines in the classroom.
- 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).

Social & Emotional Development

- 68. Follows established rules and routines in the classroom.
- 69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).

Shifts attention between tasks and moves through transitions with minimal direction.

Social & Emotional Development

- 13. Makes transitions between activities with minimal assistance.
- 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center).
- 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).

Social & Emotional Development

- 69. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).

Emotional and Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

Emotional and Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

Social & Emotional Development

- 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.
- 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).

Refrains from disruptive, aggressive, angry, or defiant behaviors.

Social & Emotional Development

- 37. Chooses to express self to others safely/respectfully in calm situations.
- 43. Chooses to express self to others safely/respectfully in difficult situations.

Social & Emotional Development

- 72. Chooses to express self to others safely/respectfully in calm situations.

Adapts to new environments with appropriate emotions and behaviors.

Social & Emotional Development

- 29. Accepts arrival and departure transitions as routine parts of the day.

XI. Social Studies Knowledge and Skills

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Self, Family, and Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.	
Identifies personal and family structures.	
Social Studies 1. Shares personal family stories and traditions. 44. Shows respect for varying family structures.	
Identifies similarities and respects differences among people.	
Social Studies 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. 45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).	
Recognizes a variety of jobs and the work associated with them.	
Social Studies 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").	
Explains (or tells) reasons for rules in the home and classroom and for laws in the community.	
Social Studies 10. Tells why cars and people need to stop at red lights. Physical Development & Health 72. Builds short structures with blocks or other materials (e.g., 3 blocks high).	
Describes or draws aspects of the geography of the classroom, home and community.	
Social Studies 11. Identifies landmarks to describe location of residence or school (e.g., school is by the store). 15. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision. 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.	

People and the Environment: The understanding of the relationship between people and the environment in which they live.

Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.

Social Studies
 11. Identifies landmarks to describe location of residence or school (e.g., school is by the store).
 15. Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision.
 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.

Recognizes that people share the environment with other people, animals and plants.

Nature & Science
 31. Predicts that human activity may threaten animal habitat/survival (e.g., logging, mining, introducing invasive species).

Recognizes how people can take care of the environment through activities, such as recycling.

Social Studies
 32. Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).
 33. Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).

History and Events: The understanding that events happened in the past and how these events relate to one's self, family and community.

Differentiates between past, present and future.

Social Studies
 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.
 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.
 40. Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").

Recognizes events that happened in the past, such as family or personal history.

Social Studies
 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.

Identifies that how people live and they do changes over time.

Technology

7. Talks about ways that technology has changed over time (e.g., says "when my grandma was little there were no computers").