

Galileo® G3 Scales Alignment with Arizona State Early Learning Standards



**Assessment
Technology
Incorporated**

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I. Galileo® G3 Scales Alignment with Arizona State 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 Arizona 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 Arizona 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 Arizona’s early learning standards is labeled at the top of each table. The knowledge areas/concepts of Arizona standards are then listed, as well as any subcategories in Arizona 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.



Arizona Early Learning Standards Alignment to Galileo® 3 through 5 Years G3 Assessment Scales and Galileo School Readiness Scale

II. Social and Emotional Standard

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Strand 1: Knowledge of Self	
Concept 1: Self-Awareness	
The child demonstrates an awareness of his or her self.	
a. Demonstrates self-confidence	
Social & Emotional Development 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 7. Says positive things about his/her appearance. 8. Talks positively about a recent accomplishment.	
b. Makes personal preferences known to others	
Social & Emotional Development 6. Talks about his/her interests (what I like to do).	
c. Demonstrates knowledge of self-identity	
Social & Emotional Development 1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender.	
d. Shows an awareness of similarities and differences between self and others	
Social & Emotional Development 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.	
Concept 2: Recognition and Expression of Feelings	
The child recognizes and expresses feelings of self and others.	
a. Associates emotions with words and facial expressions	
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

b. Identifies and describes own feelings

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).

c. Demonstrates refusal skills by saying "No" to/in harmful situations

Social & Emotional Development
 19. Expresses wants and needs in conflict situations.
 20. Says, signs, or gestures to a child who is being offensive to stop the behavior.

d. Identifies and describes feelings of others

Social & Emotional Development
 41. Recognizes the impact of his/her actions on others' feelings.

e. Expresses empathy for others

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

Strand 2: Social Interactions with Others

Concept 1: Separation

The child demonstrates the ability to separate from familiar adults.

a. Interacts with others when family member is nearby

Social & Emotional Development
 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
 39. Sustains a cooperative participation with others.

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

b. Separates from family members without undue stress

Social & Emotional Development
 29. Accepts arrival and departure transitions as routine parts of the day.

c. Seeks comfort and security from familiar adults

Social & Emotional Development
 16. Seeks support from familiar adults to resolve conflicts with peers.

Concept 2: Cooperation

The child demonstrates the ability to give and take during social interactions.

a. Responds when adults or other children initiate interactions

Social & Emotional Development
 31. Responds appropriately to greeting by familiar peers.

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

b. Initiates and sustains positive interactions with adults and friends

Social & Emotional Development

39. Sustains a cooperative participation with others.

c. Demonstrates positive ways to resolve conflict

Social & Emotional Development

21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.

22. Shows the ability to compromise in conflict resolution.

23. Uses negotiation to reach a solution.

24. Maintains a negotiated plan.

25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).

Social & Emotional Development

70. Shows the ability to compromise in conflict resolution.

Strand 3: Responsibility for Self and Others

Concept 1: Self-Control

The child follows and understands rules and routines in various environments.

a. Manages transitions, daily routines and unexpected events

Social & Emotional Development

13. Makes transitions between activities with minimal assistance.

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

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

Social & Emotional Development

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

b. Understands and follows rules in the learning environment

Social & Emotional Development

12. Follows established rules and routines in the classroom.

Physical Development & Health

37. Follows outdoor and indoor play rules, without prompts.

Social & Emotional Development

68. Follows established rules and routines in the classroom.

c. Accepts the consequences of actions positive or negative

Social & Emotional Development

41. Recognizes the impact of his/her actions on others' feelings.

44. Recognizes inappropriate behavioral choices of self most of the time.

45. Usually recognizes that inappropriate behavior leads to consequences.

47. Accepts the consequences for own inappropriate behavior most of the time.

d. Adjusts behavior for alternate activities and in different settings of the learning environment

Social & Emotional Development

13. Makes transitions between activities with minimal assistance.

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

Concept 2: Respect

The child acknowledges the rights and property of self and others.

a. Asks permission before using items that belong to others

Social & Emotional Development

42. Respects the rights of others.

b. Defends own rights and the rights of others

Social & Emotional Development

18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).

c. Uses courteous words and actions

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.

e. Shows respect for learning materials and toys

Social & Emotional Development

15. Uses classroom materials safely and for their intended purpose.

STRAND 4: APPROACHES TO LEARNING

Concept 1: Curiosity

The child is inquisitive about new experiences.

a. Selects an activity when choices are provided

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.

6. Initiates preferred purposeful activities when playing in interest centers.

b. Shows interest in learning new things and trying new experiences

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.

7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).

Approaches to Learning

61. Combines materials, objects, equipment in new ways to produce multiple uses.

62. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

c. Expresses interest in people

Approaches to Learning
 22. Shares part or all of something with an adult.
 23. Shares part or all of something with a peer.
 25. Is helpful to an adult when prompted.
 26. Voluntarily helps a peer.

d. Asks questions to get information

Approaches to Learning
 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).

Concept 2: Initiative

The child demonstrates independence.

a. Initiates interaction with others

Social & Emotional Development
 32. Initiates greeting of familiar peers.

b. Makes decisions independently

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.
 6. Initiates preferred purposeful activities when playing in interest centers.

c. Develops independence during activities, routines and play

Approaches to Learning
 2. Participates in an increasing variety of experiences independently.

Concept 3: Persistence

The child demonstrates the ability to maintain and sustain a challenging task.

a. Continuously attends to a task

Approaches to Learning
 11. Maintains concentration in an activity despite distractions or interruptions.
 15. Persists with a difficult or non-preferred activity.

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

b. Pursues challenges

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.
- 14. Corrects her/his own mistakes, some of the time.
- 15. Persists with a difficult or non-preferred activity.

c. Copes with frustration or disappointment

Social & Emotional Development

- 9. Engages in reassuring self-talk or changing goals when frustrated or frightened.

Concept 4: Creativity

The child demonstrates the ability to express his/her own unique way of seeing the world.

a. Uses imagination to generate new ideas

Approaches to Learning

- 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.

Concept 5: Problem-solving

The child demonstrates the ability to seek solutions to problems.

b. Tries to solve problems

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.

c. Seeks adult assistance when support is required

Social & Emotional Development

- 8. Talks positively about a recent accomplishment.

Logic & Reasoning

- 15. Seeks assistance from an adult when attempting to solve a problem.

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

d. Works to solve a problem independently

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.

Concept 6: Confidence

The child demonstrates self-assurance in a variety of circumstances.

a. Expresses opinions or ideas

Language

- 15. Uses appropriate words or gestures to share information or experiences.
- 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.

Social & Emotional Development

- 6. Talks about his/her interests (what I like to do).

b. Views self as competent and skilled

Social & Emotional Development

- 8. Talks positively about a recent accomplishment.

c. Is willing to take risks and consider a variety of alternatives

Approaches to Learning

- 21. Revises, with adult help, a plan that has not produced the intended result.

Approaches to Learning

- 60. Revises, with adult help, a plan that has not produced the intended result.

III. Language and Literacy Standard

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1: ORAL LANGUAGE	
Concept 1: Listening and Understanding	
The child listens with understanding to directions, stories, and conversations.	
a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories	
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). 13. Understands past and future tense (e.g., went, will).	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).
b. Follows directions that involve: One step	
Language 2. Follows a simple one-step direction.	
b. Follows directions that involve: Two steps	
Language 3. Follows a small set of step-by-step directions, without prompts.	
Concept 2: Speaking and Communicating	
The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain information).	
a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions	
Language 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	
c. Makes relevant responses to questions and comments from others	
Language 19. Responds to comments or questions from others during a conversation.	

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures**

Language

15. Uses appropriate words or gestures to share information or experiences.

17. Uses appropriate words or gestures to relate feelings, needs, or opinions.

e. Initiates conversations

Literacy

20. Initiates conversation with a peer or an adult about a story, book or poem.

f. Uses appropriate tone and inflection to express ideas, feelings, and needs

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.

g. Sustains or expands conversations

Language

19. Responds to comments or questions from others during a conversation.

h. Recognizes when the listener does not understand and uses techniques to clarify the message

Language

14. Repeats or tries different words/sentences to get another child or adult to respond.

STRAND 2: PRE-READING PROCESS**Concept 1: Print Awareness****The child knows that print carries messages.****b. Identifies signs, symbols, and labels in the environment**

Literacy

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.

Language & Literacy

50. Reads a printed label or a sign on a familiar object, some of the time.

c. Recognizes that letters are grouped to form words

Literacy

29. Recognizes that words are separated by spaces.

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

d. Knows that each spoken word can be written and read

Literacy 22. Recognizes that a spoken word/speech can be written and read.	Language & Literacy 46. Recognizes that a spoken word/speech can be written and read.
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e. Recognizes own written name

Literacy 27. Recognizes his/her name in print.	
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g. Seeks information in printed materials

Literacy 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).
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Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

a. Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time

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).
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b. Identifies where in the book to begin reading

Literacy 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 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). 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right.
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c. Understands a book has a title

Literacy 19. Requests a favorite book by title, author, or illustrator.	Language & Literacy 44. Requests a favorite book by title, author, or illustrator.
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Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)

The child hears and understands the different sounds of spoken language.

a. Recognizes words that rhyme in familiar games, songs, and stories

Literacy 4. Recognizes rhymes in poems, readings, or conversation, most of the time.	Language & Literacy 39. Recognizes rhymes in poems, readings, or conversation, most of the time.
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b. Invents rhymes and repetitive phrases

Literacy 6. Creates rhyming words in play activities.	
--	--

c. Identifies syllables in words by snapping, clapping, or other rhythmic movement

Literacy 3. Says both syllables of a two-syllable word, with distinct separation.	Language & Literacy 38. Says both syllables of a two-syllable word, with distinct separation.
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d. Recognizes when different words begin or end with the same sound (phonemic awareness)

Literacy
2. Distinguishes between some beginning consonant sounds in spoken language.

Concept 4: Letter Knowledge
The child demonstrates knowledge of the alphabet.

a. Discriminates letters from other shapes and symbols

Literacy
41. Writes some letters.

c. Identifies letters in familiar words, including those in own name

Literacy
45. Identifies all the letters in her/his name.
47. Points to and names the first letter in familiar words.
48. Names 10 or more 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.

d. Recognizes and names at least ten (10) letters of the alphabet

Literacy
48. Names 10 or more letters.

Language & Literacy
58. Names 10 or more letters.

e. Makes some letter-sound matches (phonics)

Literacy
49. Identifies 1 or more sounds to corresponding letters.
50. Identifies 10 or more sounds to corresponding letters.

Concept 5: Vocabulary Development
The child understands and uses increasingly complex vocabulary.

Language
15. Uses appropriate words or gestures to share information or experiences.
17. Uses appropriate words or gestures to relate feelings, needs, or opinions.

a. Identifies familiar objects, people, and events

Language
25. Uses descriptive words with objects (e.g. pretty flowers).

b. Describes familiar objects, people, events, and their attributes with general and specific words and phrases

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

c. Uses new and expanding vocabulary and grammar, including:

- positional and directional words (e.g. in, on, out, under, off, beside, behind).
- temporal words (e.g. before-after)
- comparative words (e.g. faster-slower, heavier-lighter).

Early Math

- 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).
- 32. Understands object directionality concepts (e.g., right, left, up, down).
- 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).

d. Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences

Language

- 23. Combines words to create meaningful short sentences.
- 30. Uses compound sentences (e.g., sentences joined by and, but, or).

e. Uses rare words (uncommon words) in communication

Language

- 15. Uses appropriate words or gestures to share information or experiences.
- 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.

Concept 6: Comprehending Stories

The child shows an interest in books and comprehends stories read aloud.

a. Takes an active role in reading activities

Literacy

- 11. Predicts story events using picture or verbal cues.
- 12. Makes guesses about why things happen or change in a story.
- 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

- 43. Predicts story events using picture or verbal cues.
- 44. Requests a favorite book by title, author, or illustrator.

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

b. Asks and answers a variety of questions about stories told or read aloud

Literacy

20. Initiates conversation with a peer or an adult about a story, book or poem.

c. Relates stories to life experiences and feelings

Literacy

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

d. Makes predictions from what is seen in illustrations or heard from stories

Literacy

11. Predicts story events using picture or verbal cues.

Language & Literacy

43. Predicts story events using picture or verbal cues.

e. Makes connections between events in a story

Literacy

12. Makes guesses about why things happen or change in a story.

f. Retells a story in sequence with prompting or props

Language

5. Retells a familiar story, poem or song in his/her own words.
31. Recalls story events using some spoken dialogue.

Language & Literacy

33. Retells a familiar story, poem or song in his/her own words.

STRAND 3: PRE-WRITING PROCESS

Concept 1: Written Expression

The child uses writing materials to communicate ideas.

a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols

Literacy

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

c. Produces scribbles and letter-like forms to represent words, convey ideas, or tell a 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.

Language & Literacy

52. Uses scribble on paper to communicate a message.
53. Communicates by scribbling and with some letter-like shapes.

d. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks

Literacy

44. Communicates by writing complete words.

e. Uses inventive writing to form words to convey ideas or to tell a story

Literacy

42. Writes using inventive spelling.
44. Communicates by writing complete words.

IV. Mathematics Standard

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1: NUMBER SENSE AND OPERATIONS	
Concept 1: Number Sense	
The child uses numbers and counting as a means to determine quantity and solve problems.	
b. Uses and creates symbols to represent numbers	
Early Math 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 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.
c. Counts groups of objects using one-to-one correspondence	
Early Math 1. Uses one-to-one correspondence when counting objects.	
d. Compares two sets of objects using terms such as more, fewer, or the same	
Early Math 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	
e. Counts a collection of up to 10 items using the last counting word to tell, “How many?”	
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. 5. Counts to find out how many are in a group greater than 10.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
f. Identifies numerals 1-10	
Early Math 12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20.	
g. Matches numerals to the quantities they represent	
Early Math 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 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.

Concept 2. Numerical Operations

The child uses numbers and counting as a means to compare quantity and understand number relationships.

a. Describes changes in two or more sets of objects when they are combined

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.

b. Describes changes in a set of objects when they are separated into parts

Early Math

- 18. Indicates that a small group has less after taking some away.
- 19. Indicates that one was taken away from a small group.
- 20. Indicates how many are left after taking one from a small group.

Cognition & General Knowledge

- 9. Indicates how many are left after taking one from a small group.

STRAND 2: DATA ANALYSIS

Concept 1: Data Collection and Organization

The child collects, organizes, and displays relevant data.

a. Gathers data about self or the environment

Nature & Science

- 40. Participates in simple investigations to answer questions.
- 41. Uses observation as a way to gather data about an object or an event.

b. Organizes and displays information by shared attribute or relationship

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).

Cognition & General Knowledge

- 10. Sorts diverse objects based on a physical attribute (e.g., shape).

Concept 2: Data Analysis

The child uses data to see relationships and make sense of the environment.

a. Uses descriptive language to compare data in picture graphs or other concrete representations

Nature & Science

- 44. Describes her/his data to other peers/adults.
- 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).

Cognition & General Knowledge

- 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).

STRAND 3: PATTERNS

Concept 1. Patterns

The child recognizes, copies, and creates patterns.

a. Copies simple patterns

Early Math
 24. Matches objects to an example.
 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).

b. Extends simple patterns

Early Math
 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).

c. Creates simple patterns

Early Math
 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).

STRAND 4: GEOMETRY AND MEASUREMENT

Concept 1. Spatial Relationships and Geometry

The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.

a. Demonstrates understanding of positional terms (e.g., between inside, under, behind)

Early Math
 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).

b. Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment

Early Math
 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****c. Represents shapes found in the environment**

Early Math

35. Places a circle, square, or triangle appropriately on a foam board.

d. Compares and describes attributes of two- and three dimensional objects using own vocabulary

Early Math

37. Identifies the sides and corners in a shape.

e. Describes the position or location of objects in relation to self or to other objects

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).

Concept 2: Measurement**The child uses measurement to make and describe comparisons in the environment.****a. Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers)**

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.

Cognition & General Knowledge

12. Uses non-standard units (e.g., paper clips) to measure length.

b. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower

Early Math

10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).

c. Uses various standard measuring tools for simple measuring tasks

Early Math

47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

d. Uses appropriate vocabulary to describe time and sequence related to daily routines

Social Studies

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.

STRAND 5: STRUCTURE AND LOGIC

Concept 1: Logic and Reasoning

The child recognizes and describes relationships among/between objects relative to their observable attributes.

a. Matches and sorts objects by one attribute (e.g., size, color, shape, use)

Early Math

- 24. Matches objects to an example.
- 25. Sorts diverse objects based on a physical attribute (e.g., shape).

Cognition & General Knowledge

- 10. Sorts diverse objects based on a physical attribute (e.g., shape).

b. Matches and sorts objects by two or more attributes (e.g., by size and by color)

Early Math

- 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).

V. Science Standard

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

STRAND 1: INQUIRY

Concept 1: Observations, Questions, and Hypotheses

The child asks questions and makes predictions based on observations of events in the environment.

a. Demonstrates curiosity about objects, living things, and other natural events in the environment

Nature & Science

- 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).
- 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

- 25. Asks "What will happen if" questions to help predict a future event.

b. Uses one or more senses to observe and explore objects, living things, and natural events in the environment

Nature & Science

- 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.

c. Examines attributes of objects, living things, and natural events in the environment

Nature & Science

- 2. Attempts to learn about objects by taking them apart and rebuilding (puzzles, Legos).
- 48. Shares ideas/thoughts when observing the natural world/physical phenomena.
- 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).
- 53. Describes the functions of objects (e.g., containers hold things).

Cognition & General Knowledge

- 24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).

d. Describes changes in objects, living things, and the natural events in the environment

Nature & Science

- 7. Draws/talks about changes in her/himself over time.
- 10. Draws/talks about observed life cycle changes in a familiar plant.
- 11. Draws/talks about observed life cycle changes in a familiar animal.
- 13. Draws/talks about physical changes observed in objects (e.g., ice melting).
- 27. Predicts what might come next in a life cycle sequence (e.g., seed to plant).

Cognition & General Knowledge

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

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****e. Observes and describes the relationships between objects, living things and natural events**

Nature & Science

8. Describes/draws the type of shelter used by familiar animals.

41. Uses observation as a way to gather data about an object or an event.

f. Responds to questions about relationships of objects, living things, and events in the natural environment

Nature & Science

8. Describes/draws the type of shelter used by familiar animals.

29. Predicts that an animal will seek shelter in bad weather.

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

g. Asks questions about relationships of objects, living things, and natural events in the environment

Nature & Science

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

25. Asks "What will happen if" questions to help predict a future event.

h. Predicts the outcome of investigation based on observation

<p>Nature & Science</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>47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</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>
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Concept 2: Investigation (Scientific Testing)

The child tests predictions through exploration and experimentation.

a. Uses a variety of appropriate tools and materials to complete a planned task or investigation

<p>Nature & Science</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge</p> <p>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>
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b. Test predictions through active experimentations

<p>Nature & Science</p> <p>40. Participates in simple investigations to answer questions.</p>	
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c. Changes experiment plan if results are different than expected and continues testing

<p>Nature & Science</p> <p>42. Confirms observations with another child/adult.</p> <p>43. Repeats a procedure/action several times to confirm outcomes/patterns.</p>	
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d. Persists with an investigation despite distractions and interruptions

Approaches to Learning

- 11. Maintains concentration in an activity despite distractions or interruptions.
- 15. Persists with a difficult or non-preferred activity.

Concept 3: Analysis and Conclusions

The child forms conclusions about his/her observations and experimentations.

a. Compares and contrasts the attributes of objects and living things

Nature & Science

- 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).

b. Uses a variety of materials to record and organize data

Nature & Science

- 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).

Cognition & General Knowledge

- 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).

c. Identifies cause and effect relationships

Nature & Science

- 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).
- 34. Predicts that it is likely to rain when dark clouds come.
- 35. Predicts which way a scale will tip when a weight is added to one side.
- 36. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
- 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.

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).

d. Forms logical conclusions about investigations

Logic & Reasoning
 27. Observes the effects of an action.
 28. Predicts the effects of an action.
 29. States the cause of an effect (e.g., what caused the tricycle to stop).

Concept 4: Communication

The child describes, discusses or presents predictions, explanations and generalizations.

a. Shares known facts about objects, living things, and other natural events in the environment, through words or pictures

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.
 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.
 12. Draws/talks about different weather conditions (e.g., sunny, rainy).
 13. Draws/talks about physical changes observed in objects (e.g., ice melting).
 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).
 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).
 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).
 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).

Cognition & General Knowledge
 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).

b. Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound)

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).
 51. Attempts to explain why living things change (e.g., leaves turn brown).
 53. Describes the functions of objects (e.g., containers hold things).

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****c. Displays and interprets data**

Nature & Science

- 44. Describes her/his data to other peers/adults.
- 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).
- 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).

Cognition & General Knowledge

- 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).

d. Presents scientific ideas in a variety of ways

Nature & Science

- 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).
- 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water).

Cognition & General Knowledge

- 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).
- 24. Tries to explain results of an experiment (e.g., bigger sponge holds more water).

VI. Social Studies Standard

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1: AMERICAN HISTORY	
Concept 1: Research Skills	
The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one’s life.	
a. Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.)	
<p>Language 16. Asks questions to obtain information or assistance.</p> <p>Technology 33. Uses a computer or laptop to answer a simple question or do research with assistance.</p>	
b. Child relates past events with current events or activities	
<p>Social Studies 38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.</p>	
c. Child uses time related words such as yesterday/today/tomorrow	
<p>Social Studies 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.</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>
d. Child demonstrates awareness of technology and how it is used to get information	
<p>Technology 9. Provides examples of how technology can be used in daily life (e.g., using internet to find information). 10. Suggests the use of a technology device to complete a task. 33. Uses a computer or laptop to answer a simple question or do research with assistance.</p>	

STRAND 2: WORLD HISTORY

Concept 1: Diversity (Contemporary World)

The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.

a. Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages

Social Studies

43. Shows respect for members of different cultures.

b. Child discusses and asks questions about similarities and differences in other people

Social Studies

43. Shows respect for members of different cultures.

c. Child discusses events happening in her/his neighborhood or other parts of the world

Social Studies

1. Shares personal family stories and traditions.
38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.

d. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community

Social Studies

1. Shares personal family stories and traditions.
38. Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.

STRAND 3: CIVICS/GOVERNMENT

Concept 1: Rights, Responsibilities and Roles of Citizenship

The child demonstrates a sense of belonging to the community and contributes to its care.

a. Child demonstrates responsible behaviors

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.

b. Child shows an understanding of how to care for the environment

Social Studies
 27. Throws trash in garbage can.
 28. Points out recycling container in the classroom.
 29. Tells what goes into the recycling container in the classroom.
 30. Makes use of used materials when possible (e.g., scratch paper, uses both front and back of paper).
 31. Describes what recycling is.
 32. Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).
 33. Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).

c. Child recognizes the importance of his/her role as part of a group

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.

STRAND 4: GEOGRAPHY

Concept 1: The World in Spatial Terms

The child demonstrates an awareness of location and spatial relationships.

a. Child uses words to describe directionality and/or location

Social Studies
 14. Demonstrates and uses terms related to location, direction, and distance.

Cognition & General Knowledge
 28. Demonstrates and uses terms related to location, direction, and distance.

c. Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives

Social Studies
 16. Describes and represents the inside and outside of familiar environments such as home, school, or playground.

Nature & Science
 16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, ocean).

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****Concept 2: Family Identity (Human Systems)****The child recognizes self as a member of a family.****a. Child views self as a member of the family unit**

Social Studies

1. Shares personal family stories and traditions.
2. Identifies family members and relationship to each.
3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).

Cognition & General Knowledge

26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).

b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc.)

Social Studies

2. Identifies family members and relationship to each.

c. Child describes/discusses own family's cultural or family traditions

Social Studies

1. Shares personal family stories and traditions.

d. Child identifies similarities and differences in her family composition and the families of others

Social Studies

44. Shows respect for varying family structures.

e. Child shows knowledge of family members' roles and responsibilities in the home

Social Studies

3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).

Cognition & General Knowledge

26. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry).

STRAND 5: ECONOMICS**Concept 1: Foundations of Economics****The child demonstrates knowledge of the interactions between people, resources, and regions.****c. Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care**

Social Studies

9. Describes or illustrates the roles/responsibilities of community workers.

Cognition & General Knowledge

27. Describes or illustrates the roles/responsibilities of community workers.

VII. Physical Development, Health and Safety Standard

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Strand 1: Physical and Motor Development	
Concept 1: Gross Motor Development	
The child moves with balance and control.	
a. Moves with control (i.e. walks, runs, skips, jumps, gallops, hops)	
Physical Development & Health 46. Jumps in place and off low objects, such as a step. 48. Stops and turns while running. 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.	Physical Development & Health 85. Skips with direction and control, most of the time.
b. Moves with balance	
Physical Development & Health 47. Moves around obstacles with balance and direction. 48. Stops and turns while running. 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). 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.

Concept 2: Gross Motor Development

Child demonstrates coordination of body movements.

a. Coordinates movements to perform tasks

Physical Development & Health

- 50. Climbs up and down stairs.
- 51. Walks along a wide beam, most of the time.
- 53. Jumps forward several times, maintaining balance 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.

Physical Development & Health

- 83. Climbs up and down stairs.

b. Exhibits body awareness

Physical Development & Health

47. Moves around obstacles with balance and direction.

c. Exhibits body spatial awareness

Approaches to Learning

28. Establishes proximity to peers during an unstructured child-directed activity.

29. Maintains proximity to peers during an unstructured child-directed activity.

Concept 3: Fine Motor Development

The child uses fingers and hands to manipulate tools and materials.

a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware)

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.

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.

b. Uses eye-hand coordination to perform simple tasks

Physical Development & Health

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.

c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions

Physical Development & Health 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.	Physical Development & Health 87. Uses scissors to cut out a pre-formed simple shape.
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d. Uses fine motor skills in daily living

Physical Development & Health 9. Begins to independently brush his/her teeth with supervision. 65. Begins to use a fork. 66. Eats with a fork and a spoon, or other appropriate utensils.	
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STRAND 2: HEALTH

Concept 1: Hygiene and Health Practices

Child demonstrates knowledge of personal health practices and routines.

a. Demonstrates hygiene practices

Physical Development & Health 6. Washes and dries hands with some supervision. 7. Insists on washing and drying own hands. 8. Brushes teeth with help. 9. Begins to independently brush his/her teeth with supervision. 10. Disposes of tissues appropriately in a container. 11. Covers mouth with hand/tissue when coughing or sneezing. 12. Brushes teeth in a correct fashion, without assistance. 13. Uses tissues properly to blow/wipe nose, without assistance. 14. Requests or initiates hand washing when needed (e.g., before eating).	Physical Development & Health 76. Requests or initiates hand washing when needed (e.g., before eating).
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b. Demonstrates healthy practices: Nutrition

Physical Development & Health 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.	Physical Development & Health 74. Independently selects and eats a variety of food types. 75. Identifies examples of foods that are healthy.
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b. Demonstrates healthy practices: Physical Activity

Physical Development & Health 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). 16. Participates actively in outdoor group games (e.g., kickball). 17. Identifies a variety of games/exercises that help enhance fitness. 18. Talks about ways exercise keeps us healthy, with assistance.	Physical Development & Health 77. Participates actively in outdoor group games (e.g., kickball).
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b. Demonstrates healthy practices: Rest and Relaxation

Physical Development & Health 31. Has calm and settled rest periods.	
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STRAND 3: SAFETY

Concept 1: Safety, Injury Prevention

Child demonstrates knowledge of personal safety practices and routines.

a. Demonstrates Environmental Safety Practices: Water and sun safety

Physical Development & Health 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.	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.
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a. Demonstrates Environmental Safety Practices: Animal and plant safety, specific to child's environment

Physical Development & Health 41. Identifies potentially dangerous situations/activities, without assistance.	Physical Development & Health 81. Identifies potentially dangerous situations/activities, without assistance.
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a. Demonstrates Environmental Safety Practices: Fire and gun safety

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.	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.
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Galileo School Readiness Scale

a. Demonstrates Environmental Safety Practices: Playground safety

Physical Development & Health
 36. Follows fire safety/fire drill rules, without assistance.
 41. Identifies potentially dangerous situations/activities, without assistance.

Physical Development & Health
 79. Follows fire safety/fire drill rules, without assistance.
 81. Identifies potentially dangerous situations/activities, without assistance.

a. Demonstrates Environmental Safety Practices: Tool safety

Physical Development & Health
 37. Follows outdoor and indoor play rules, without prompts.
 41. Identifies potentially dangerous situations/activities, without assistance.

Physical Development & Health
 81. Identifies potentially dangerous situations/activities, without assistance.

b. Demonstrates Street Safety Practices: Crossing street

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.

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.

b. Demonstrates Street Safety Practices: Car safety

Physical Development & Health
 39. Describes basic traffic safety rules, without assistance.

c. Demonstrates Personal Safety Practices: "Good/Bad" touching

Physical Development & Health
 39. Describes basic traffic safety rules, without assistance.

c. Demonstrates Personal Safety Practices: Stranger Dangers

Physical Development & Health
 41. Identifies potentially dangerous situations/activities, without assistance.

Physical Development & Health
 81. Identifies potentially dangerous situations/activities, without assistance.

c. Demonstrates Personal Safety Practices: Knows personal information

Social & Emotional Development
 1. Knows his/her own first and last names.
 2. Knows his/her age.
 3. Knows his/her gender.

c. Demonstrates Personal Safety Practices: Poison

Social & Emotional Development
 40. Identifies nonedible/poisonous substances, without assistance.

Social & Emotional Development
 40. Identifies nonedible/poisonous substances, without assistance.

d. Demonstrates Emergency Safety Practices: Emergency Routines

Physical Development & Health
 36. Follows fire safety/fire drill rules, without assistance.

Physical Development & Health
 36. Follows fire safety/fire drill rules, without assistance.

VIII. Fine Arts Standard

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
STRAND 1 – VISUAL ART	
Concept 1: Creating Art	
The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.	
a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard)	
Creative Arts 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 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. 25. Uses various tools to create art projects (e.g., rollers, string, straws). 26. Recombines and experiments with art materials to see what happens.	
b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler)	
Creative Arts 25. Uses various tools to create art projects (e.g., rollers, string, straws).	
c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping)	
Creative Arts 17. Creates collages with various materials and textures (e.g., fabrics, pictures). 18. Draws representations of human and animal figures. 19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials . 20. Draws recognizable environmental objects (e.g., house, trees, ball). 21. Participates in various art activities (e.g., paint, sculpture, collage, masks). 25. Uses various tools to create art projects (e.g., rollers, string, straws). 26. Recombines and experiments with art materials to see what happens.	Approaches to Learning 65. Draws representations of human and animal figures.

d. Uses lines, forms, shapes, colors and texture to create personal artwork

Creative Arts

- 20. Draws recognizable environmental objects (e.g., house, trees, ball).
- 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).
- 26. Recombines and experiments with art materials to see what happens.
- 28. Uses a variety of colors to create moods or feelings in artwork.

e. Creates art work with details which represent the child’s ideas, experiences and feelings

Creative Arts

- 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.
- 29. Draws a series of pictures that depict a story.

f. Creates art in two and three dimensions

Creative Arts

- 17. Creates collages with various materials and textures (e.g., fabrics, pictures).
- 18. Draws representations of human and animal figures.
- 19. Creates 3-dimensional masks (e.g., clowns, animals) with various materials.
- 20. Draws recognizable environmental objects (e.g., house, trees, ball).
- 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).
- 23. Draws some details in representations of animals, people, or objects.

Approaches to Learning

- 65. Draws representations of human and animal figures.

Concept 2: Art in Context

The child uses art as he/she begins to make sense of the environment and community.

a. Participates in creative art activities that are part of the child’s community and culture

Creative Arts

- 15. Works with other children on a cooperative art project (e.g., mural).
- 21. Participates in various art activities (e.g., paint, sculpture, collage, masks).

b. Participates in visual art activities that are part of other cultures

Creative Arts

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

Concept 3: Art as Inquiry

The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.

a. Describes personal art work

Creative Arts

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

b. Expresses creative and personal choices when engaging in art activities

Creative Arts

22. Selects materials that will be needed for a self-initiated art project.

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.

c. Responds to the art work of self and others through making comments or asking questions

Creative Arts

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

STRAND 2: MUSIC AND CREATIVE MOVEMENT

Concept 1: Creating Music and Movement

The child uses a wide variety of instruments, techniques and music to explore and create.

a. Experiments with a variety of instruments, vocalizations, sounds or creative movements

Creative Arts

6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).

10. Invents songs or tunes using voice or musical instruments.

11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).

13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).

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b. Creates music/movement that represents child 's ideas, experience and/or feelings

Creative Arts

- 4. Uses movement to express what is being felt/heard in various songs or tunes.
- 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).
- 10. Invents songs or tunes using voice or musical instruments.
- 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).
- 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).

Approaches to Learning

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

c. Sings/moves to familiar rhymes, songs, and/or chants

Creative Arts

- 3. Sings or hums familiar songs or tunes.
- 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.
- 10. Invents songs or tunes using voice or musical instruments.
- 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).
- 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).
- 14. Matches pitch and tempo during a singing activity most of the time.

Approaches to Learning

- 66. Sings or hums familiar songs or tunes.
- 67. Uses movement to express what is being felt/heard in various songs or tunes.

d. Uses familiar songs, rhymes or chants to create her own musical/movement improvisations

Creative Arts

- 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).
- 10. Invents songs or tunes using voice or musical instruments.

Concept 2: Music and Creative Movement in Context

The child uses creative movement and music as he/she begins to make sense of the environment and community.

a. Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music)

Creative Arts

- 2. Shows an interest in listening to short musical selections.
- 5. Talks about the kinds of music enjoyed (e.g., favorites).

b. Uses creative movement and dance to interpret the mood of various types of music and stories

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.

c. Joins in music and movement activities that are part of the child’s community and culture

Creative Arts
 1. Shows an interest in using musical instruments to produce sounds.
 2. Shows an interest in listening to short musical selections.

d. Creates music and movement activities that express the experiences of their own culture and the culture of others

Creative Arts
 1. Shows an interest in using musical instruments to produce sounds.
 2. Shows an interest in listening to short musical selections.

Concept 3: Music and Creative Movement as Inquiry
The child responds to music and creative movement through various means.

a. Talks about music or movement

Creative Arts
 5. Talks about the kinds of music enjoyed (e.g., favorites).

c. Expresses creative and personal choices when engaging in music or movement activities

Creative Arts
 1. Shows an interest in using musical instruments to produce sounds.
 4. Uses movement to express what is being felt/heard in various songs or tunes.
 5. Talks about the kinds of music enjoyed (e.g., favorites).
 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).
 9. Synchronizes movements to different patterns of beat/tempo, most of the time.
 10. Invents songs or tunes using voice or musical instruments.
 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).
 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).

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

d. Responds to music or movement of self and others by noticing details commenting and questioning

Creative Arts
 5. Talks about the kinds of music enjoyed (e.g., favorites).

STRAND 3: DRAMATIC PLAY

Concept 1: Creating Dramatic Play

The child uses dramatic play and props to explore and create.

a. Participates in dramatic play activities

<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>33. Describes the story or situation that will occur during dramatic play.</p> <p>34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p> <p>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p> <p>36. Uses dramatic play to ask questions to gain new knowledge from others.</p>	<p>Approaches to Learning</p> <p>64. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</p>
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b. Assumes roles from daily activities using a variety of props

<p>Creative Arts</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>35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</p>	
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c. Dramatizes familiar stories

<p>Creative Arts</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>	
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d. Takes on more than one dramatic play role at a time

<p>Creative Arts</p> <p>31. Acts out a real or make-believe character during dramatic play.</p>	
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e. Pretends an object exists without using a prop

<p>Logic & Reasoning</p> <p>10. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p>	<p>Cognition & General Knowledge</p> <p>15. Uses dramatic play to make-believe with objects (e.g., cooking an egg).</p>
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Concept 2: Dramatic Play in Context

The child uses dramatic play as he/she begins to make sense of his/her environment and community.

a. Demonstrates an understanding of behaviors important to specific roles

Logic & Reasoning

- 7. Talks to peers in pretend character.
- 9. Acts out different roles (e.g., child, adult) in dramatic play situations.

b. Demonstrates an understanding of the sequence of events

Creative Arts

- 29. Draws a series of pictures that depict a story.

Social Studies

- 39. Arranges sequences of personal and shared events through pictures, growth charts, and other media.

c. Negotiates roles, relationships, and actions during dramatic play activities

Creative Arts

- 32. Acts out stories or situations during a dramatic play activity.
- 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.

d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community

Creative Arts

- 31. Acts out a real or make-believe character during dramatic play.
- 32. Acts out stories or situations during a dramatic play activity.
- 35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).

Logic & Reasoning

- 7. Talks to peers in pretend character.
- 9. Acts out different roles (e.g., child, adult) in dramatic play situations.
- 14. Practices building relationships with other children (offering direction, help).

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e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture

Creative Arts

35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).

Logic & Reasoning

9. Acts out different roles (e.g., child, adult) in dramatic play situations.

Concept 3: Dramatic Play as Inquiry

The child responds to dramatic play experiences.

a. Talks about dramatic play experiences

Creative Arts

33. Describes the story or situation that will occur during dramatic play.

Logic & Reasoning

12. Acknowledges a difference between pretend game and the reality of the classroom.

Cognition & General Knowledge

16. Acknowledges a difference between pretend game and the reality of the classroom.

b. Adds details and new elements to dramatic play situations over time

Logic & Reasoning

3. Uses objects to represent characters (e.g., stuffed animal as the dad).

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).

Cognition & General Knowledge

15. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).

c. Respects the ideas and suggestions of others during dramatic play

Logic & Reasoning

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

d. Responds to the performance of others

Logic & Reasoning

8. Reacts to peers remaining in pretend character.