

Galileo® G3 Scales Alignment with Alabama State Early Learning Standards



**Assessment
Technology
Incorporated**

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



**Alabama Early Learning Guidelines
Alignment to Galileo® 3 through 5 Years G3 Scales
and Galileo School Readiness Scale**

II. Self-Concept/Emotional Development

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p>Children learn about themselves and their feelings</p> <p>Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.</p>	
<p>Becomes aware of self as a unique individual</p>	
<p>Social & Emotional Development (SED)</p> <ol style="list-style-type: none"> 1. Knows his/her own first and last names. 2. Knows his/her age. 3. Knows his/her gender. 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). 5. Describes his/her physical attributes (what I look like). 6. Talks about his/her interests (what I like to do). 7. Says positive things about his/her appearance. 8. Talks positively about a recent accomplishment. 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone). 	

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****Feels valued and attached to others**

Social & Emotional Development (SED)

- 14. Comfortably accepts guidance and directions from a familiar adult.
- 16. Seeks support from familiar adults to resolve conflicts with peers.
- 31. Responds appropriately to greeting by familiar peers.
- 32. Initiates greeting of familiar peers.
- 33. Verbally or nonverbally invites a peer to play.
- 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry.
- 37. Chooses to express self to others safely/respectfully in calm situations.
- 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
- 39. Sustains a cooperative participation with others.
- 41. Recognizes the impact of his/her actions on others' feelings.
- 43. Chooses to express self to others safely/respectfully in difficult situations.
- 46. Expresses empathy or caring for others by consoling, comforting, or helping.

Social & Emotional Development

- 72. Chooses to express self to others safely/respectfully in calm situations.
- 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.

Displays a wide range of feelings and emotions

Social & Emotional Development (SED)

- 37. Chooses to express self to others safely/respectfully in calm situations.
- 43. Chooses to express self to others safely/respectfully in difficult situations.
- 46. Expresses empathy or caring for others by consoling, comforting, or helping.

Social & Emotional Development

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

III. Social Development

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Children learn about other people	
Goal: To develop social interaction skills	
Develop trusting relationships with nurturing adults.	
Social & Emotional Development (SED) 14. Comfortably accepts guidance and directions from a familiar adult. 16. Seeks support from familiar adults to resolve conflicts with peers.	
Show interest in peers.	
Social & Emotional Development (SED) 31. Responds appropriately to greeting by familiar peers. 32. Initiates greeting of familiar peers. 33. Verbally or nonverbally invites a peer to play. 35. Plays without disrupting or destroying the work of others. 36. Says, signs, or gestures the names of friends. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others.	Social & Emotional Development 71. Plays without disrupting or destroying the work of others. 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.
Demonstrate caring and cooperation.	
Social & Emotional Development (SED) 37. Chooses to express self to others safely/respectfully in calm situations. 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. 39. Sustains a cooperative participation with others. 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). 41. Recognizes the impact of his/her actions on others' feelings. 42. Respects the rights of others. 43. Chooses to express self to others safely/respectfully in difficult situations. 46. Expresses empathy or caring for others by consoling, comforting, or helping.	Social & Emotional Development 72. Chooses to express self to others safely/respectfully in calm situations. 73. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****Try out roles and relationships through imitations.**

Approaches to Learning (AL)

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

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

Creative Arts (CA)

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

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

36. Uses dramatic play to ask questions to gain new knowledge from others.

Approaches to Learning

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

IV. Language and Literacy Development

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Children learn to communicate	
Goal: To communicate successfully with others.	
Respond to verbal and non-verbal communication.	
<p>Language Development (LD)</p> <p>2. Follows a simple one-step direction.</p> <p>3. Follows a small set of step-by-step directions, without prompts.</p> <p>4. Asks questions and/or makes comments about a story, poem, or song.</p> <p>6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze).</p> <p>18. Takes turns being a speaker.</p> <p>19. Responds to comments or questions from others during a conversation.</p> <p>20. Adjusts conversation to changes in topic.</p> <p>21. Changes inflection during a conversation to communicate meaning.</p>	<p>Language & Literacy</p> <p>32. Asks questions and/or makes comments about a story, poem, or song.</p>

Communicate through language and gestures.

Language Development (LD)

- 5. Retells a familiar story, poem or song in his/her own words.
- 6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze).
- 14. Repeats or tries different words/sentences to get another child or adult to respond.
- 15. Uses appropriate words or gestures to share information or experiences.
- 16. Asks questions to obtain information or assistance.
- 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.
- 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.
- 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).

Language & Literacy

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

Identify with a home language. (No matching goals)

V. Physical Development

3-5: Galileo® G3 Assessment Scale Goal

Galileo School Readiness Scale

Children learn to move and do

Goal: To help children develop physical skills necessary to move and do in the world

Develop gross motor skills

Physical Development & Health (PDH)

- 45. Walks to a destination without help.
- 46. Jumps in place and off low objects, such as a step.
- 47. Moves around obstacles with balance and direction.
- 48. Stops and turns while running.
- 49. Walks along a line on the floor, most of the time.
- 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.
- 54. Balances on one foot for five seconds.
- 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.
- 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.
- 84. Climbs a short ladder (e.g., on playground toys).
- 85. Skips with direction and control, most of the time.

Develop fine motor skills

Physical Development & Health (PDH)

- 65. Begins to use a fork.
- 66. Eats with a fork and a spoon, or other appropriate utensils.
- 67. Correctly holds a pencil or crayon.
- 68. Cuts with scissors along a straight line.
- 69. Cuts with scissors along a curved line.
- 70. Uses scissors to cut out a pre-formed simple shape.

Physical Development & Health

- 86. Correctly holds a pencil or crayon.
- 87. Uses scissors to cut out a pre-formed simple shape.

3-5: Galileo® G3 Assessment Scale Goal**Galileo School Readiness Scale****Coordinate eye and hand movements**

Physical Development & Health (PDH)

- 71. Strings large beads on a piece of yarn.
- 72. Builds short structures with blocks or other materials (e.g., 3 blocks high).
- 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high).
- 74. Uses computer keyboard/mouse for writing/drawing, without assistance.

Physical Development & Health

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

Develop self-help skills

Physical Development & Health (PDH)

- 1. Chews all food completely prior to swallowing.
- 2. Feeds his/herself without help.
- 3. Independently selects and eats a variety of food types.
- 4. Serves self an appropriate amount of food.
- 5. Identifies examples of foods that are healthy.
- 6. Washes and dries hands with some supervision.
- 7. Insists on washing and drying own hands.
- 8. Brushes teeth with help.
- 9. Begins to independently brush his/her teeth with supervision.
- 10. Disposes of tissues appropriately in a container.
- 11. Covers mouth with hand/tissue when coughing or sneezing.
- 12. Brushes teeth in a correct fashion, without assistance.
- 13. Uses tissues properly to blow/wipe nose, without assistance.
- 14. Requests or initiates hand washing when needed (e.g., before eating).
- 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.
- 26. Uses bathroom, without assistance.
- 27. Initiates a trip to the bathroom, without being prompted.
- 28. Completes bathroom activities (clothing up/down, wiping, flushing) independently.
- 29. Disposes of toilet paper/paper towels appropriately.
- 30. Remains dry and unsoiled between bathroom trips.

Physical Development & Health

- 74. Independently selects and eats a variety of food types.
- 75. Identifies examples of foods that are healthy.
- 76. Requests or initiates hand washing when needed (e.g., before eating).
- 78. Completes bathroom activities (clothing up/down, wiping, flushing) independently.

VI. Cognitive Development

3-5: Galileo® G3 Assessment Scale Goal	Galileo School Readiness Scale
Children learn to think	
Goal: To help children develop problem solving abilities and concept attainment	
Gain an understanding of basic concepts and relationships	
Logic & Reasoning (LR) 14. Practices building relationships with other children (offering direction, help).	
Apply knowledge to new situations	
Science Knowledge & Skills (SK) 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	
Develop strategies for solving problems	
Logic & Reasoning (LR) 15. Seeks assistance from an adult when attempting to solve a problem. 16. Seeks assistance from peers when attempting to solve a problem. 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). 18. Uses concrete materials to solve a problem (e.g., blocks to count). 19. Tries out new ideas to see if they will work. 20. Suggests an alternative solution to solve a problem, without assistance. 21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards takes one away). 22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).	Cognition & General Knowledge 14. Uses concrete materials to solve a problem (e.g., blocks to count).

