

Galileo® G3 Scales Alignment with Pennsylvania Early Learning Outcomes Reporting Framework

Birth to 5-Year-Olds



**Assessment
Technology
Incorporated**

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I. Galileo® G3 Scales Alignment with Pennsylvania Early Learning Outcomes Reporting Framework

Galileo Pre-K Online has been approved by the Pennsylvania State Office of Child Development and Early Learning (OCDEL) as an infant-toddler and pre-kindergarten assessment tool for the 2014-15 program year. Galileo Pre-K Online is uniquely designed to support systemic implementation of Pennsylvania early learning standards, document child progress aligned to the Pennsylvania Early Learning Outcomes Reporting Framework, and support the reporting of child outcomes as part of Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN).

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 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 the Pennsylvania Early Learning Outcomes Reporting Framework for Infants, Young Toddlers, Older Toddlers and Prekindergarten children.

The Galileo G3 scales for ages birth through 5 provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of the Pennsylvania Early Learning Outcomes Reporting Framework for ages birth through 5. This alignment has been approved by OCDEL. 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 five age ranges, birth to 8 months, 8 to 18 months, 18 to 24 months, 2 to 3 years and 3 through 5 years.

This alignment document is organized into sections displaying the state outcomes reporting indicators along with the aligned capabilities from the Galileo G3 scales as approved by OCDEL. The Galileo G3 scales for 3 through 5 years are organized into 12 domains of knowledge. The Galileo G3 scales for birth through age 3 years are organized into 5 domains of knowledge. The following table indicates the number of capabilities included in each of the Galileo G3 scales.

Three of the Galileo G3 scales have been customized for the state of Pennsylvania to ensure comprehensive coverage of the outcomes reporting framework indicators. The customized scales are indicated below with an asterisk (*) following the scale name. The number of goals listed indicates the number of goals on the Pennsylvania custom scale.

TABLE 1
Galileo® G3 Scales

Galileo G3 Scales	
00-08 months G3 scales	Capabilities
Approaches to Learning	24
Cognitive Development & General Knowledge	53
Language, Communication, Reading & Writing	34
Physical Development & Health	39
Social & Emotional Development	58
08-18 months G3 scales	Capabilities
Approaches to Learning	29
Cognitive Development & General Knowledge	65
Language, Communication, Reading & Writing	39
Physical Development & Health	42
Social & Emotional Development	71
18-24 months G3 scales	Capabilities
Approaches to Learning	27
Cognitive Development & General Knowledge*	57
Language, Communication, Reading & Writing	52
Physical Development & Health	47
Social & Emotional Development	64
2-3 years G3 scales	Capabilities
Approaches to Learning	26
Cognitive Development & General Knowledge*	67
Language, Communication, Reading & Writing*	44
Physical Development & Health	41
Social & Emotional Development	53

TABLE 1 – Continued
Galileo® G3 Scales

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

B. Comprehensive Coverage to Support Reporting for Domains and Indicators Within the Early Learning Outcomes Reporting Framework

As you read through the alignment in this document, you will note that the domain from Pennsylvania’s early learning outcomes reporting framework is labeled at the top of each table along with the age range specific to each table. Each table provides the details of how the Galileo G3 scales and the included capabilities correspond to the framework indicators. This alignment illustrates the goals which will be used to indicate mastery of the Early Learning Outcomes Reporting Framework domains and indicators.



II. Pennsylvania Early Learning Outcomes Reporting Infant Framework Alignment to Galileo® 08-18 months G3 Scales

A. Approaches to Learning: Infant

08-18 months: Galileo® G3 Assessment Scale Goal

Constructing Knowledge

Use hand, mouth, eyes in a coordinated manner to explore body, toys and surroundings.

Approaches to Learning

5. Actively explores the world by using their bodies and senses, as well as tools, materials, and equipment.

Shows interest in new activities and experiences.

Approaches to Learning

6. Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).

Uses body and sense to engage in solitary play.

Approaches to Learning

2. Explores objects using a variety of senses (e.g., mouthing, waving, banging).

Seeks comfort in adults when faced with new experiences, environments or people.

Social and Emotional Development

1. Shows a strong preference for familiar adults through behaviors such as glancing back and seeking comfort from them in times of exploration.

Organizing, Understanding and Applying Knowledge

Focuses on an activity, object or person for a short-period of time.

Approaches to Learning

12. Asks or gestures that they want the same song or story repeated over and over again.
13. Looks at pictures in a book for an extended period of time.
14. Participates in back-and-forth sound play with adults by imitating their words, sounds, and inflections.

Anticipates next step of a routine or familiar activity. (no matching goal)

Uses senses to discover properties of objects.

Approaches to Learning

2. Explores objects using a variety of senses (e.g., mouthing, waving, banging).

Interacts with a toy or object in more than one way. (no matching goal)

Imitates new sounds and movements. (no matching goal)

Tries a new action with a familiar object.

Social and Emotional Development

16. Uses familiar objects in new and different ways (e.g., a shoe as a telephone).

Responds to music or voices.

Approaches to Learning

08-18 months: Galileo® G3 Assessment Scale Goal

1. Reacts to objects, voices, and sounds by either becoming more quiet or active, or by changing body position gestures, or facial expressions.

Learning Through Experience

Notifies adults of need for comfort or help through cries or body movements.

Approaches to Learning

10. Gets the attention of the parent, teacher or caregiver in some way (e.g., reaching up and crying).

Uses comfort of familiar routines or activities to explore new things. (no matching goal)

Shows comfort in routines, objects or experiences that mirror home experiences. (no matching goal)

B. Cognitive Thinking and General Knowledge: Infant

08-18 months: Galileo® G3 Assessment Scale Goal

Mathematical Thinking and Expression

Explores or experiments with objects to begin to understand basic number concepts. (no matching goal)

Explore relationships between objects during play (for example: stacks and un-stacks sequenced objects).

Cognitive Development and General Knowledge

62. Chooses to solve simple tasks (e.g., attempting a simple puzzle).

63. Uses trial and error to fit different shapes into holes or to stack things in order.

Responds to adults' use of basic mathematical vocabulary (for example: responses to "Do you want more?" or "Do you want down?" (no matching goal)

Scientific Thinking

Expresses a sense of wonder about the natural world.

Cognitive Development and General Knowledge

13. Shows objects to familiar adults.

44. Pokes, drops, pushes pulls, and squeezes things to see what will happen.

Shows interest and curiosity in people.

Cognitive Development and General Knowledge

34. Looks at, goes over to, and touches familiar adults.

Engages in exploration of various objects.

Cognitive Development and General Knowledge

44. Pokes, drops, pushes pulls, and squeezes things to see what will happen.

C. Health, Wellness and Physical Development: Infant

08-18 months: Galileo® G3 Assessment Scale Goal

Health and Safety Practices

Participates in and anticipates next step of a basic hygiene practice.

Physical Development and Health

- 24. Responds positively to sleeping routines by relaxing when rocked.
- 25. Anticipates meals by pointing and reaching.

Points to touches basic body parts when named by an adult.

Language, Communication, Reading and Writing

- 7. Points to body parts when asked.

Responds to basic safety directions given by familiar adult (for example: looks to adult when adult says "no"). (no matching goal)

Physical Activity: Gross Motor Coordination

Exhibits control of head and back.

Physical Development and Health

- 8. Sits in a chair without adult support.

Controls movements of arms and legs.

Physical Development and Health

- 6. Crawls on hands and knees.

Exhibits strength and balance in stationary body movements.

Physical Development and Health

- 8. Sits in a chair without adult support.

Concepts, Principles and Strategies of Movement: Fine Motor

Uses hands to accomplish actions.

Physical Development and Health

- 14. Picks up small objects with thumb and forefinger.
- 15. Looks at objects as he/she transfers them from hand to hand.

Transfers objects from hand to hand.

Physical Development and Health

- 15. Looks at objects as he/she transfers them from hand to hand.

Uses pincher grasp to pick up objects.

Physical Development and Health

- 14. Picks up small objects with thumb and forefinger.

D. Language and Literacy Development: Infant

08-18 months: Galileo® G3 Assessment Scale Goal

Literacy Development (1.1 – 1.5)

Demonstrates a beginning interest in pictures and books that have color, pattern and contrast.

Language, Communication, Reading and Writing

22. Focuses attention on picture books with bold and colorful images.

Attends to pictures in a book during lap-reading with an adult.

Language, Communication, Reading and Writing

25. Points to pictures in books as they are named by an adult.

Gazes, babbles, pats and points at books or photos.

Language, Communication, Reading and Writing

24. Uses gestures, sounds, or facial expressions to show a memory for familiar stories, rhymes, or songs.

25. Points to pictures in books as they are named by an adult.

Language Development

Babbles, making word like sounds.

Language, Communication, Reading and Writing

8. Babbles using repeated syllables (e.g., "ma ma ma").

Uses a few simple words.

Language, Communication, Reading and Writing

16. Says a few basic words (e.g., "mama", "dada").

Responds to adult verbalization that indicates understanding of what is being said.

Language, Communication, Reading and Writing

6. Follows a one step direction from an adult.

Communicates with gestures, sounds or baby talk.

Language, Communication, Reading and Writing

13. Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").

15. Uses gestures, sounds, words, and movements to initiate an interaction or game (e.g., patty-cake).

E. Social and Emotional Development: Infant

08-18 months: Galileo® G3 Assessment Scale Goal

Self-Concept (Identity)

Notices self in mirror.

Social and Emotional Development

60. Pays attention to her/his reflection in the mirror.

Expresses feelings (for example: cries, smiles, coos, laughs).

Social and Emotional Development

08-18 months: Galileo® G3 Assessment Scale Goal

- 19. Turns head and breaks eye contact, frowns, and/or arches back when over stimulated.
- 21. Uses a comfort object, such as a blanket or stuffed toy, for security when feeling stressed.
- 26. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.

Accepts new toys or objects with interest.

Social and Emotional Development

- 14. Enjoys playing with new toys (e.g., new sand toys in the sand box).

Self-Regulation

Self-soothes while being talked to, held or rocked.

Social and Emotional Development

- 28. Engages in self-calming behavior (e.g., sucks on her/his hand to calm before sleep).

Shows pleasure in familiar surroundings.

Social and Emotional Development

- 13. Enacts familiar routines within familiar surroundings (e.g., splashing water when placed in the bath tub).

Use cause and effect to test impact of self on objects or people.

Social and Emotional Development

- 55. Repeats an action when it makes people laugh.
- 63. Recognizes that adults respond to their cues (e.g., crying, squirming) and stop playing or interacting.
- 64. Recognizes that her/his actions can affect an object (e.g., kicking a mobile to make it move over and over).

Pro-Social Relationships with Adults

Responds to familiar adults' efforts to soothe and comfort.

Social and Emotional Development

- 25. Demonstrates the ability to be comforted by familiar adults when frightened.

Cries or shows pleasure or discomfort when familiar adults come and go. (no matching goal)

Shows affection for familiar adults.

Social and Emotional Development

- 5. Shows affection, such as hugs and kisses.

Pro-Social Relationships with Peers

Notices and pays attention to other children.

Social and Emotional Development

- 6. Begins to show interest in other children, playing side-by-side using the same or similar toys.

Observes others who are expressing a need or discomfort.

Social and Emotional Development

- 9. Shows empathy for familiar others, especially those perceived to be hurt or sad.

Participates in simple back and forth play and interaction with peers. (no matching goal)



III. Pennsylvania Early Learning Outcomes Reporting Young Toddler Framework Alignment to Galileo® 18-24 months G3 Scales

A. Approaches to Learning: Young Toddler

18-24 months: Galileo® G3 Assessment Scale Goal

Constructing Knowledge

Uses the senses to explore and learn from the environment.

Language, Communication, Reading and Writing

5. Identifies objects in the environment (e.g., picture of a dog in a book) when asked by an adult.

Shows interest in new activities and experiences.

Approaches To Learning

1. Shows interest in new experiences (e.g., reaching out to touch the rain, stopping play to watch a garbage truck).

Plays near others without interacting with them (parallel play).

Approaches To Learning

2. Plays side-by-side with another child using the same or similar toys.

Asks simple questions (for example: “What’s that?” “Why?”) to obtain an adult response.

Language, Communication, Reading and Writing

20. Asks questions to obtain information or assistance.

Explores the environment in close proximity to and in constant sight of familiar adult.

Approaches To Learning

5. Begins to explore the environment independently.

Organizing, Understanding and Applying Knowledge

Focuses on an activity, object or person for a short-period of time.

Approaches to Learning

17. Repeats activities or games over and over, such as building a block structure, taking it apart, and rebuilding it.

Completes a common task or routine with adult support.

Approaches to Learning

14. Insists on completing a task even when assistance is needed.

Discovers characteristics of objects through repeated actions with the object.

Approaches to Learning

16. Requests that a favorite book be read over again.

Persists in working with materials that are challenging.

Approaches to Learning

14. Insists on completing a task even when assistance is needed.

18-24 months: Galileo® G3 Assessment Scale Goal

Imitates simple actions, gestures or words.

Approaches to Learning

3. Imitates adult activities such as reading a magazine or helping to set the table.

Uses a single object in different ways.

Approaches to Learning

21. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).

Uses body movements to respond to music and art.

Approaches to Learning

25. Stomps feet to loud music and tiptoes to soft music.

Learning Through Experience

Responds (positively or negatively) to limitations set by an adult.

Social and Emotional Development

25. Responds positively to redirection by familiar adults.

Seeks out familiar adult when frightened or unhappy.

Social and Emotional Development

19. Seeks comfort from familiar adults when hurt or frightened.
35. Seeks comfort from parents, caregivers, and teachers when hurt or frightened.
41. Shows preferences for familiar adults when hurt or needing comfort.

Repeats difficult tasks/activities many times to achieve mastery.

Approaches to Learning

17. Recognizes the smiles on familiar adults' faces.

Prefers routines and activities that mirror home experiences. (no matching goal)

B. Cognitive Thinking and General Knowledge: Young Toddler

18-24 months: Galileo® G3 Assessment Scale Goal

Mathematical Thinking and Expression

Begins to imitate rote counting, using some number names. (no matching goal)

Uses basic mathematical terms (for example: more, same, big, little).

Cognitive Development and General Knowledge

57. Asks questions that include "How many?" or "How much?".

Identify basic differences and similarities of objects. (no matching goal)

Participates in activities that have a cause and effect.

Cognitive Development and General Knowledge

16. Explores objects by taking things apart, stacking, sorting, tracing, etc.

18-24 months: Galileo® G3 Assessment Scale Goal

Scientific Thinking

Shows interest in and responds to plants, animals and people in the environment. (no matching goal)

Explores characteristics of living and non-living things. (no matching goal)

Uses the five senses as tools with which to observe and describe.

Approaches to Learning

5. Begins to explore the environment independently.

Names some common animals. (no matching goal)

Recognizes the source of familiar sounds in the environment (for example: says "dog" when hears barking, looks at phone when it rings). (no matching goal)

C. Health, Wellness and Physical Development: Young Toddler

18-24 months: Galileo® G3 Assessment Scale Goal

Health and Safety Practices

Attempts basic hygiene practices or completes them with adult support.

Physical Development and Health

2. Actively participates in everyday health routines (e.g., washing hands).

Points to basic body parts when asked.

Language, Communication, Reading and Writing

3. Points to body parts when asked.

Follows basic safety directions when asked. (no matching goal)

Physical Activity: Gross Motor Coordination

Moves with increasing coordination.

Physical Development and Health

8. Runs although she/he may have difficulty stopping and turning.

Controls and coordinates body movements.

Physical Development and Health

8. Runs although she/he may have difficulty stopping and turning.

Exhibits balance when moving from place to place.

Physical Development and Health

8. Runs although she/he may have difficulty stopping and turning.

Concepts, Principles and Strategies of Movement: Fine Motor

Holds an object in one hand and manipulates it with the other. (no matching goal)

Picks up more than one object in the same hand. (no matching goal)

Writes or draws using writing tools with limited coordination.

Physical Development and Health

16. Scribbles using a variety of materials (e.g., chalk, finger paints, crayons).

Uses simple utensils for eating.

Physical Development and Health

18-24 months: Galileo® G3 Assessment Scale Goal

21. Eats with a spoon with some assistance.

D. Language and Literacy Development: Young Toddler

18-24 months: Galileo® G3 Assessment Scale Goal

Literacy Development

Shows a preference for favorite books or pages.

Language, Communication, Reading and Writing

25. Picks out their favorite book from several choices.

Answers simple questions about a story. (no matching goal)

Attends to a picture or section of a book when reading with an adult.

Language, Communication, Reading and Writing

32. Points to appropriate picture in a book when asked by an adult.

Demonstrates beginning book handling skills.

Language, Communication, Reading and Writing

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

Language Development

Uses approximately 50 words in everyday speech.

Language, Communication, Reading and Writing

11. Says a few basic words (e.g., "mama," "dada").

Responds to adults' requests showing understanding of what is being asked.

Language, Communication, Reading and Writing

4. Follows a one-step direction from an adult.

Uses 1-2 words to communicate.

Language, Communication, Reading and Writing

10. Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").

14. Uses two-word sentences to share ideas, feelings, or needs.

Uses verbal or non-verbal language to have needs met.

Language, Communication, Reading and Writing

2. Uses some sign or body language to indicate a need (e.g., "more" "eat").

10. 10. Uses one-word utterances or short phrases to influence the actions of others (e.g., "mine").

E. Social and Emotional Development: Young Toddler

18-24 months: Galileo® G3 Assessment Scale Goal

Self-Concept (Identity)

Shows preference for specific toys or objects.

Social and Emotional Development

50. Shows particular interest in a special book, music selection, or other object, event, or activity.

Uses body to express emotions (for example: stomps feet, claps hands, pouts).

Social and Emotional Development

34. Uses emotional expressions to obtain desired objects, such as pouting, whining, and crying.

Asks for similar activities to be repeated.

Cognitive Development and General Knowledge

32. Asks to hear her/his favorite song over and over.

Approaches to Learning

16. Requests that a favorite book be read over again.

Self-Regulation

Manages frustration with adult support.

Social and Emotional Development

22. Begins to end tantrums with some redirection.

Demonstrates or seeks comfort in daily routines, activities and adults.

Social and Emotional Development

7. Insists on routines for transitions (e.g., when parents drop-off the child at the center).

19. Seeks comfort from familiar adults when hurt or frightened.

Tests adult authority and limits by resisting adults' attempts to place boundaries.

Cognitive Development and General Knowledge

47. Wants to get her/his own way even if it conflicts with adults.

Pro-Social Relationships with Adults

Uses gestures and simple words to express need to familiar adults for physical comfort.

Social and Emotional Development

35. Seeks comfort from parents, caregivers, and teachers when hurt or frightened.

Demonstrates fear or anxiety toward unfamiliar people.

Social and Emotional Development

33. Moves nearer to a familiar adult when noticing a stranger entering the room.

Watches adults for their response to actions. (no matching goal)

Pro-Social Relationships with Peers

Plays alongside another for brief periods.

Social and Emotional Development

5. Participates in parallel play.

Engages in empathy and compassion in some situations (for example: soothes a child in distress, grabs a toy from another but hands it back when child becomes distressed, gives hugs).

Social and Emotional Development

4. Shows empathy for familiar others, especially those perceived to be hurt or sad.

18-24 months: Galileo® G3 Assessment Scale Goal

20. Pats a crying child on the back as their parents, caregivers, and teachers help the hurt child.

Shares materials or takes turns occasionally with adult support.

Social and Emotional Development

32. Waits to take her/his turn.

IV. Pennsylvania Early Learning Outcomes Reporting Older Toddler Framework Alignment to Galileo® 2-3 Years G3 Scales

A. Approaches to Learning: Older Toddler

2-3 Years: Galileo® G3 Assessment Scale Goal

Constructing Knowledge (15.1)

Explores characteristics of objects, activities and environments.

Approaches to Learning

7. Looks at insects, leaves, or other things from nature, examines and watches them move or grow.
8. Explores most areas of the classroom.
9. Participates independently in an increasing variety of experiences.

Tries new activities or experiences with adult encouragement.

Approaches to Learning

1. Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.
5. Explores new toys to see how they work.

Shows interest in what others are doing.

Approaches to Learning

6. Plays beside other children, imitating the play of another child.

Asks questions to seek information.

Language, Communication, Reading and Writing

13. Asks questions to obtain information or assistance.

Explores the environment independently but seeks occasional approval from nearby adults.

Approaches to Learning

8. Explores most areas of the classroom.
9. Participates independently in an increasing variety of experiences.

Organizing, Understanding and Applying Knowledge (15.2; 15.3)

Focuses on a task while other things are occurring in the environment.

Approaches to Learning

17. Maintains concentration in an activity despite distractions or interruptions.

Completes a multi-step task with adult support. (no matching goal)

Purposefully acts on objects to discover their properties.

Approaches to Learning

5. Explores new toys to see how they work.

Uses trial and error to accomplish a task.

Approaches to Learning

24. Experiments with a variety of strategies to solve a problem or complete a task.

Demonstrates complex imitation skills including imitation of peers.

Approaches to Learning

2. Imitates adult activities such as reading a magazine or helping to set the table.
6. Plays beside other children, imitating the play of another child.

2-3 Years: Galileo® G3 Assessment Scale Goal

Uses materials in new ways to accomplish a task.

Approaches to Learning

- 25. Combines materials, objects, equipment in new ways to produce multiple uses.
- 26. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).

Participates in creative activities (for example: singing, chanting, dancing, painting).

Approaches to Learning

- 1. Tries new art materials such as play dough, finger painting, musical instruments, or other new toys.

Learning Through Experience (15.4)

Shows basic understanding of limits and rules.

Social and Emotional Development

- 25. Listens to and follows simple rules in small group activity.

Seeks help in difficult situations.

Social and Emotional Development

- 5. Seeks support from familiar adults to resolve conflicts with peers.
- 30. Seeks help from familiar adults when another child takes her/his toy.
- 37. Seeks help from familiar adults after unsuccessfully attempting to complete a task.

Shows confidence and pleasure in the completion of a task or activity.

Social and Emotional Development

- 50. Shares successes at independent accomplishments with adults (e.g., opens her/his own lunchbox and showing how they did it).

Relays home experiences to teacher and school experiences to parent/guardian. (no matching goal)

B. Cognitive Thinking and General Knowledge: Older Toddler

2-3 Years: Galileo® G3 Assessment Scale Goal

Mathematical Thinking and Expression (2.1 – 2.9)

Participates in experiences related to numbers and counting (for example: songs, finger plays, reading number books).

Cognitive Development and General Knowledge

- 29. Lines objects up in one-to-one relationships (e.g., shoe/sock, fork/plate).
- 30. Asks questions that include "How many?" or "How much?".

Rote counts to five.

Cognitive Development and General Knowledge

- 56. Counts to find how many are in a group up to 5.

Begins to identify numerals.

Cognitive Development and General Knowledge

- 57. Identifies numerals 0 to 5.

Sorts objects by shape.

Cognitive Development and General Knowledge

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

2-3 Years: Galileo® G3 Assessment Scale Goal

Practices one-to-one correspondence (for example: setting out snack, matching objects)

Cognitive Development and General Knowledge

29. Lines objects up in one-to-one relationships (e.g., shoe/sock, fork/plate).

Identifies groups of objects as having "more" or "less"

Cognitive Development and General Knowledge

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

With adult assistance, orders objects by size, length or height.

Cognitive Development and General Knowledge

60. Arranges objects in order by size.

Experiments with objects to solve a problem (for example: stacking rings, shape sorters, simple puzzles).

Cognitive Development and General Knowledge

54. Demonstrates some persistence and creativity in solving a problem (e.g., turns puzzle pieces in various directions to complete the puzzle).

Identifies characteristics for comparison (for example: color, size, basic shape).

Cognitive Development and General Knowledge

61. Provides rationale for sorting objects into specific groups (e.g., all flat).

Follows directions related to directionality (for example: move sideways, stretch hands up and down).

Cognitive Development and General Knowledge

62. Understands object directionality concepts (e.g., right, left, up, down).

Scientific Thinking (3.1 – 4.8)

Identifies the physical properties of living and non-living things.

Cognitive Development and General Knowledge

63. Talks about characteristics of living things (e.g., leaf is soft).

64. Classifies objects into living and non-living categories.

Notices plants and animals growing and changing.

Approaches to Learning

7. Looks at insects, leaves, or other things from nature, examines and watches them move or grow.

Uses five senses as tools with which to observe, classify and describe.

Cognitive Development and General Knowledge

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

Describes the result when two or more substances are combined. (no matching goal)

Identifies and imitates familiar sounds. (no matching goal)

Repeat an action to cause a known reaction.

Cognitive Development and General Knowledge

66. Repeats a procedure/action several times to confirm outcomes/patterns.

Identifies the characteristics of weather.

Cognitive Development and General Knowledge

67. Draws/talks about different weather conditions (e.g., sunny, rainy).

C. Health, Wellness and Physical Development: Older Toddler

2-3 Years: Galileo® G3 Assessment Scale Goal

Health and Safety Practices (10.1 – 10.3)

Attempts hygiene routines independently (for example: washing hands, toileting, brushing teeth).

Physical Development and Health

2. Actively participates in everyday health routines (e.g., washing hands).

Points to own body parts when asked including more complex body parts (for example: elbow, ankle).

Social and Emotional Development

40. Points to and names several of their own body parts.

Uses basic safety practices. (no matching goal)

Physical Activity: Gross Motor Coordination (10.4)

Moves with coordination.

Physical Health and Development

5. Runs although she/he may have difficulty stopping and turning.
6. Walks to a destination without help.
7. Jumps in place and off low objects, such as a step.
8. Stops and turns while running.
9. Walks up and down stairs independently, using alternating feet, and without holding rail.

Controls, coordinates and combines body movements (neck, limbs).

Physical Health and Development

5. Runs although she/he may have difficulty stopping and turning.
6. Walks to a destination without help.
7. Jumps in place and off low objects, such as a step.
8. Stops and turns while running.
9. Walks up and down stairs independently, using alternating feet, and without holding rail.

Exhibits balance when moving from place to place.

Physical Health and Development

5. Runs although she/he may have difficulty stopping and turning.
6. Walks to a destination without help.
7. Jumps in place and off low objects, such as a step.
8. Stops and turns while running.
9. Walks up and down stairs independently, using alternating feet, and without holding rail.

Demonstrates increasing endurance when performing gross motor activities. (no matching goal)

Concepts, Principles and Strategies of Movement: Fine Motor (10.5)

Adjusts grasp to manipulate tools and objects. (no matching goal)

Builds simple structures using small blocks. (no matching goal)

Manipulates small objects (for example smaller puzzle pieces, beads, pegs, lacing string).

Physical Health and Development

16. Pulls apart large pop-it beads and tries to push them together again.

2-3 Years: Galileo® G3 Assessment Scale Goal

Writes or draws using writing tools demonstrating refined skill.

Language, Communication, Reading and Writing

38. Holds pencil with thumb and forefinger.

40. Communicates by scribbling with some letter-like shapes.

Holds book with one hand while turning pages with the other.

Physical Development and Health

17. Asks questions to get the attention of an adult.

D. Language and Literacy Development: Older Toddler

2-3 Years: Galileo® G3 Assessment Scale Goal

Literacy Development (1.1 – 1.5)

Independently seeks books to explore.

Language, Communication, Reading and Writing

31. Selects books, sometimes, over other activities when given a choice.

Identifies some letters in own name.

Language, Communication, Reading and Writing

41. Recognizes the first letter in her/his first name.

Recognizes symbols and logos in the environment.

Language, Communication, Reading and Writing

30. Asks adults to read printed information such as signs, labels, advertisements.

Asks and answers questions about a story.

Language, Communication, Reading and Writing

6. Responds appropriately to questions about a picture book being read.

23. Smiles as they ask questions and repeat stories, songs, and rhymes.

Relates story to personal experiences when asked.

Language, Communication, Reading and Writing

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

Identifies simple parts of a story (for example: an event, a character). (no matching goal)

Holds book in two hands with cover facing self and turns pages one at a time.

Language, Communication, Reading and Writing

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

Tells a story about a picture.

Language, Communication, Reading and Writing

44. Uses picture cues to tell what is happening in a story.

Finishes a familiar story when adult pauses.

Language, Communication, Reading and Writing

21. Repeats portions of familiar books and rhymes

2-3 Years: Galileo® G3 Assessment Scale Goal

Notifies details in an illustration or picture. (no matching goal)

Uses scribble marks to represent words.

Language, Communication, Reading and Writing

43. Use scribbles on paper to communicate a message.

Uses a variety of writing tools. (no matching goal)

Language Development (1.6 – 1.7)

Uses approximately 300 words in every day speech. (no matching goal)

Uses descriptive phrases (for example: big dog, pretty shirt).

Language, Communication, Reading and Writing

11. Uses descriptive words with objects (e.g., "pretty flowers").

Follows 2-step directions.

Social and Emotional Development

22. Follows directions, with adult assistance.

Shares experiences using simple 2-3 word combinations with age-appropriate grammatical structure.

Language, Communication, Reading and Writing

9. Combines words to create meaningful short sentences.

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

Speaks clearly enough to be understood by familiar adults.

Language, Communication, Reading and Writing

9. Combines words to create meaningful short sentences.

E. Social and Emotional Development: Older Toddler

2-3 Years: Galileo® G3 Assessment Scale Goal

Self-Concept (Identity) (25.1)

Uses words that mean self when speaking (for example: Me do it or I can). (no matching goal)

Expresses own ideas, interests and feelings through words and actions.

Social and Emotional Development

20. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.

Approaches new experiences with interest.

Social and Emotional Development

12. Tries out new games and toys.

13. Starts becoming more comfortable when entering new environments.

Self-Regulation (25.2)

Demonstrates a beginning understanding of own behavior.

Social and Emotional Development

21. Feels badly and expresses concern about breaking established rules.

Finds comfort in rituals and routines.

Social and Emotional Development

3. Insists on routines for transitions (e.g., when parents drop-off the child at the center).

2-3 Years: Galileo® G3 Assessment Scale Goal

Follows simple safety and classroom rules with teacher direction.

Social and Emotional Development

- 22. Follows directions, with adult assistance.
- 25. Listens to and follows simple rules in small group activity.

Pro-Social Relationships with Adults (25.3)

Asks for comfort from familiar adults when distressed.

Social and Emotional Development

- 5. Seeks support from familiar adults to resolve conflicts with peers.
- 30. Seeks help from familiar adults when another child takes her/his toy.
- 35. With the help of teachers, begins to effectively handle separation from parents when they leave her/him at the early care/education setting.
- 37. Seeks help from familiar adults after unsuccessfully attempting to complete a task.

Show interest in unfamiliar adults.

Social and Emotional Development

- 39. Approaches a new person after familiar adults have talked with that person for a while.

Seeks reassurance from familiar adults when trying new things. (no matching goal)

Pro-Social Relationships with Peers (25.4)

Engages in play activities with others after watching.

Social and Emotional Development

- 4. Engages in positive social play alongside, and occasionally with, other children.
- 36. Initiates play with a familiar peer.

Participates in short group activities.

Social and Emotional Development

- 25. Listens to and follows simple rules in small group activity.

Recognizes and names others' feelings. (no matching goal)

Begins to resolve conflicts with peers with adult assistance

Social and Emotional Development

- 5. Seeks support from familiar adults to resolve conflicts with peers.



V. Pennsylvania Early Learning Outcomes Reporting Prekindergarten Framework Alignment to Galileo® 3-5 Years G3 Scales

A. Approaches to Learning: Prekindergarten

3-5: Galileo® G3 Assessment Scale Goal

Constructing Knowledge

Shows interest in a growing range of topics, ideas and tasks.

Approaches to Learning

2. Participates in an increasing variety of experiences independently.

Uses play to construct knowledge, plan and meet goals, and negotiate interactions with others.

Approaches to Learning

8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).
17. While playing, says what s/he wants to accomplish, when asked.
18. Sets a goal prior to beginning of an activity or a project.
24. Takes turns playing with a toy or object.

Shows interest and interacts with others about their work or actions. (no matching goal)

Asks questions for clarification & to seek meaningful information.

Approaches to Learning

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

Organizing and Understanding Knowledge

Works towards completing task despite interruptions or classroom disruptions.

Approaches to Learning

11. Maintains concentration in an activity despite distractions or interruptions.

Independently breaks simple tasks into steps & completes them one at a time.

Approaches to Learning

20. Sets a goal, and with adult help, plans a small number of steps to achieve it.

Tries different ways to complete a task.

Approaches to Learning

10. Experiments with a variety of strategies to solve a problem or complete a task.

Applying Knowledge

Uses materials and objects to represent other objects.

Logic & Reasoning

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

Produces and explains the purpose for a new creation.

Creative Arts

27. Describes the steps/plan for constructing a self-initiated art project.

Approaches to Learning

3. Combines materials, objects, equipment in new ways to produce multiple uses.
18. Sets a goal prior to beginning of an activity or a project.

Uses music, art or stories to express ideas and feelings.

Creative Arts

3-5: Galileo® G3 Assessment Scale Goal

- 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).
- 28. Uses a variety of colors to create moods or feelings in artwork.
- 30. Uses dramatic play to express feelings (e.g., fear).

Learning Through Experience

Understands how behavior may impact others' response to action.

Social and Emotional Development

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

Understands who or where to go to for help when needed.

Logic and Reasoning

- 15. Uses classroom materials safely and for their intended purpose.
- 16. Seeks support from familiar adults to resolve conflicts with peers.

Attempts problem solving activities to achieve a positive outcome.

Approaches to Learning

- 10. Experiments with a variety of strategies to solve a problem or complete a task.

Relates home or outside learned knowledge to school experiences. (no matching goal)

B. Cognitive Thinking and General Knowledge: Mathematical Thinking: Prekindergarten

3-5: Galileo® G3 Assessment Scale Goal

Numbers and Operations

Represents a number of objects with a written numeral 0 - 10.

Early Math

- 7. Writes numerals to indicate 6 or less objects.
- 8. Writes numerals to indicate between 7 and 10 objects.

Names numerals up to 10.

Early Math

- 12. Identifies numerals 0 to 5.
- 13. Identifies numerals 6 to 10.

Counts up to 20.

Early Math

- 5. Counts to find out how many are in a group greater than 10.

Demonstrates one-to-one correspondence when counting up to 10 objects.

Early Math

- 1. Uses one-to-one correspondence when counting objects.
- 4. Counts to find how many are in a group up to 10.

Compares values of whole numbers up to 10.

Early Math

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

3-5: Galileo® G3 Assessment Scale Goal

Algebraic Concepts

Represents and explains the results of adding sets of objects up to and including six, using math vocabulary.

Early Math

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

Represents and explains the results of subtracting sets of objects up to and including six, using math vocabulary.

Early Math

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

Geometry

Identifies shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (solid). (no matching goal)

Describes objects in the environment using names of shapes.

Early Math

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

Describes the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.

Early Math

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

Identifies and describes shapes.

Early Math

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

37. Identifies the sides and corners in a shape.

Models shapes in the world by building shapes from components and drawing shapes.

3-5 Early Math: Learning About Shapes: 36

Uses simple shapes to compose larger shapes. (no matching goal)

Measurement, Data and Probability

Describes and compares measurable attributes of length and weights of everyday objects.

Early Math

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

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.

Compares two objects with a measureable attribute in common to see which object has “more of”/ “less of” the attribute and describe the difference.

Early Math

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

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

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.

3-5: Galileo® G3 Assessment Scale Goal

Classifies up to 10 objects using one attribute into categories.

3-5 Early Math: Sorting: 25

C. Cognitive Thinking and General Knowledge/Scientific Thinking Prekindergarten

3-5: Galileo® G3 Assessment Scale Goal

Biological Sciences

Names basic parts of living things.

Nature and Science:

5. Talks about characteristics of living things (e.g., leaf is soft).

Recognizes the difference between living and non-living things.

Nature and Science

23. Classifies objects into living and non-living categories.

Identifies basic needs of plants and animals.

Nature and Science

9. Draws/talks about what living things need to survive (e.g., plants need water).

Recognizes that plants and animals grow and change.

Nature and Science

10. Draws/talks about observed life cycle changes in a familiar plant.

11. Draws/talks about observed life cycle changes in a familiar animal.

Matches offspring to parents. (no matching goal)

Physical Sciences

Notices change in matter.

Nature and Science

13. Draws/talks about physical changes observed in objects (e.g., ice melting).

Sorts and describes objects according to size, shape, color and texture.

Logic and Reasoning

25. Provides rationale for sorting objects into specific groups (e.g., all flat).

Early Math

26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).

Explores and describes motion of toys and objects.

Nature & Science

39. Predicts that the steeper the incline, the faster an object will move.

3-5: Galileo® G3 Assessment Scale Goal

Environment and Ecology

Identifies how weather affects daily life. (no matching goal)

Identifies season that corresponds with observable conditions. (no matching goal)

Identifies a variety of uses for water. (no matching goal)

Identifies simple strategies to protect the environment (for example: recycling, reducing use).

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).

Science as Inquiry

Participates in simple investigations to answer a question or to test a prediction.

Nature and Science

- 40. Participates in simple investigations to answer questions.

Asks questions about objects, organisms and events.

Nature and 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.

Uses the five senses and simple equipment to gather data.

Nature and Science

- 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world.
- 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).
- 41. Uses observation as a way to gather data about an object or an event.

D. Health, Wellness and Physical Development: Prekindergarten

3-5: Galileo® G3 Assessment Scale Goal

Health and Safety Practices

Identifies fundamental practices for good health (for example: eat well, get rest, exercise, regular dental and doctor visits).

Physical Development and Health

- 5. Identifies examples of foods that are healthy.
- 18. Talks about ways exercise keeps us healthy, with assistance.
- 43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).
- 44. Tells why people need to go to the doctor and dentist.

Practices basic hygiene routines with adult reminders.

Physical Development and Health

3-5: Galileo® G3 Assessment Scale Goal

- 6. Washes and dries hands with some supervision.
- 8. Brushes teeth with help.
- 11. Covers mouth with hand/tissue when coughing or sneezing.

Identifies and locates body parts. (no matching goal)

Identifies and follows basic safety rules.

Physical Development and Health

- 36. Follows fire safety/fire drill rules, without assistance.
- 37. Follows outdoor and indoor play rules, without prompts.
- 38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).
- 39. Describes basic traffic safety rules, without assistance.

Identifies the consequences of unsafe behaviors.

Physical Development and Health

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

Physical Activity: Gross Motor Coordination

Demonstrates the coordination of body movements in active play.

Physical Development and Health

- 47. Moves around obstacles with balance and direction.
- 48. Stops and turns while running.
- 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.

Combines large motor movements with the use of equipment.

Physical Development and Health

- 60. Throws a ball a short distance with accuracy, most of the time.
- 61. Kicks a ball a short distance with accuracy, most of the time.
- 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time.
- 63. Dribbles a large ball several times with both hands.
- 64. Dribbles a large ball several times with one hand.

Moves and stops with control.

Physical Development and Health

- 47. Moves around obstacles with balance and direction.
- 48. Stops and turns while running.

Exhibits balance.

Physical Development and Health

- 47. Moves around obstacles with balance and direction.
- 51. Walks along a wide beam, most of the time.
- 53. Jumps forward several times, maintaining balance most of the time.
- 54. Balances on one foot for five seconds.
- 57. Jumps backward without losing balance.

Concepts, Principles and Strategies of Movement: Fine Motor

Coordinates eye and hand movements to perform a task.

Physical Development and 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.

3-5: Galileo® G3 Assessment Scale Goal

Uses hands, fingers and wrists to manipulate objects.

Physical Development and Health

- 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.

Uses writing and drawing implements with correct grip.

Physical Development and Health

- 67. Correctly holds a pencil or crayon.

E. Language and Literacy Development: Prekindergarten

3-5: Galileo® G3 Assessment Scale Goal

Foundational Skills

Differentiates between numbers and letters and letters and words. (no matching goal)

Identifies familiar words and environmental print.

Literacy

- 30. Identifies familiar short words in print, some of the time.
- 31. Reads a printed label or a sign on a familiar object, some of the time.

Associates some letters with their names and sounds.

Literacy

- 48. Names 10 or more letters.
- 50. Identifies 10 or more sounds to corresponding letters.

Recognizes and names some upper and lower case letters of the alphabet.

Literacy

- 48. Names 10 or more letters.

Recognizes rhyming words.

Literacy

- 4. Recognizes rhymes in poems, readings, or conversation, most of the time.

Counts syllables in spoken words.

Literacy

- 3. Says both syllables of a two-syllable word, with distinct separation.

Isolates and pronounces initial sounds.

Literacy

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

Practices appropriate book handling skills.

Literacy

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

3-5: Galileo® G3 Assessment Scale Goal

Reading, Analyzing and Interpreting Text and Literature

Makes connections between information in a text or story and personal experiences. (no matching goal)

Literacy

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

Identifies parts of a book (for example: title page, front cover, back cover, author and illustrator) and parts of a text (for example: beginning, end, details). (no matching goal)

Answers questions about unfamiliar words read aloud from a text or story. (no matching goal)

Answers questions to connect illustrations to the written word.

Literacy

10. Uses picture cues to tell what is happening in a story.

11. Predicts story events using picture or verbal cues.

Answers questions about a text to retell key details.

Language

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

31. Recalls story events using some spoken dialogue.

Uses new vocabulary and phrases acquired in conversations and being read to.

Language

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

Retells a familiar story with picture support.

Literacy

10. Uses picture cues to tell what is happening in a story.

Describes pictures in books using details. (no matching goal)

Answers questions to compare and contrast the adventures and experiences of characters in familiar stories. (no matching goal)

Writing

Draws/dictates about one specific topic. (no matching goal)

Generates ideas to convey information. (no matching goal)

Makes logical connections between drawing and dictation. (no matching goal)

Establishes "who" and "what" the narrative will be about. (no matching goal)

Demonstrates age appropriate writing skills.

Literacy

42. Writes using inventive spelling.

43. Write her/his name, without assistance.

3-5: Galileo® G3 Assessment Scale Goal

Recounts a single event and tells about the events in the order in which they occurred.

Speaking and Listening

Participates in collaborative conversations with peers and adults in small and larger groups.

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.

Answers questions about key details in a text read aloud or information presented orally or through other media. (no matching goal)

Responds to what a speaker says in order to follow directions, seek help, or gather information.

Language

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

Uses simple sentences, speaking clearly enough to be understood by most audiences.

Language

- 23. Combines words to create meaningful short sentences.

Demonstrates command of the conventions of standard English when speaking based on pre-kindergarten level and content.

Language

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

F. Social and Emotional Development: Prekindergarten

3-5: Galileo® G3 Assessment Scale Goal

Self-Awareness and Self-Management

Acknowledges socially accepted ways to express emotion.

Social and Emotional Development

- 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.

Recognizes and labels basic feelings.

Social and Emotional Development

- 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.

Demonstrates awareness of self and one's own preferences.

Social and Emotional Development

- 5. Describes his/her physical attributes (what I look like).

3-5: Galileo® G3 Assessment Scale Goal

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

Begins to understand consequences of own behavior.

Social and Emotional Development

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

42. Respects the rights of others.

Establishing and Maintaining Relationships

Identifies problem and discusses possible solutions.

Social and Emotional Development

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

Identifies similarities and difference between self and others.

Social Studies

45. Tells one way a classmate is like him/herself (e.g., we both have brown eyes).

Engages in reciprocal conversations with others (adults and peers).

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.

Asks for and accepts offers of help when needed or appropriate.

Social and Emotional Development

16. Seeks support from familiar adults to resolve conflicts with peers.

Plays cooperatively with a few peers for a sustained period of time.

Social and Emotional Development

39. Sustains a cooperative participation with others.

Decision Making and Responsible Behavior

Recognizes there are socially acceptable ways to behave in different places. (no matching goal)

Cooperates in both large and small group activities that are facilitated by adults.

Social and Emotional Development

39. Sustains a cooperative participation with others.

Actively engages in assisting others when appropriate.

Social and Emotional Development

46. Expresses empathy or caring for others by consoling, comforting, or helping.