Fundamentals of Galileo®:
Developmental Assessment

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# Fundamentals of Galileo®: Developmental Assessment

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WELCOME TO GALILEO TECHNOLOGY

HOW DOES GALILEO ONLINE BENEFIT OUR STAFF, CHILDREN AND SCHOOL READINESS PLAN?
At ATI we want to help your staff meet the professional challenges of early childhood education and school readiness plan. Galileo technology will help you achieve this goal in several ways by enhancing your ability to:

1. Observe and understand how children develop.
2. Plan individualized learning opportunities.
3. Gather data showing you make a difference in the lives of children.
4. Implement developmentally appropriate curriculum.
5. Communicate with parents about children’s development.

Galileo links and connects all aspects of the educational process. For example, in Galileo, assessment information is automatically linked to educational goals and standards. Goals and standards are automatically linked to activities and lesson plans, which are connected to the monitoring of student progress. All teaching and learning that takes place has a purpose that can clearly be documented. The circle is complete, the flow of information is continuous, and current data is always accessible for future decision-making.

WHAT IS THE SCIENTIFIC BASIS UNDERLYING GALILEO?
Galileo is based on a program of research carried out over more than twenty years. The research has focused on the assessment of children’s cognitive, social and physical development. As part of this research, ATI has collected data on well over one hundred thousand children. This effort has made it possible for ATI to develop assessment and planning technology which reflects children’s growth. Additional information on the research basis of Technical Manual: The Galileo System for the Electronic Management of Learning and the Galileo Pre-K Online: Aligned with the Head Start Child Development and Learning Framework and the Office of Head Start Monitoring Protocol can be found on our website at www.ati-online.com, in the Galileo Pre-K Online menu under Resources/Publications.

Additional information on the research basis of Technical Manual: The Galileo System for the Electronic Management of Learning can be found on our website at www.ati-online.com, in the Galileo Pre-K Online tab’s “Publications.”
OVERVIEW OF OBSERVATION PROCESS

To document an observation the following steps must be taken:

1. The first step in using Galileo is to check and see if the children who are physically in your class or classes are indeed in the Galileo system. There are two ways to check this: (a) the child drop-down list and (b) a class roster report. (Directions can be found in the Class Roster section, page 16.)

2. Print optional **Worksheets/Reports** directly from Galileo that may aid in documenting the observation(s).

   *Directions can be found in the "Fundamentals of Galileo: Reports" manual.*

3. Administer and document your **observation(s)** according to your agency’s protocol. (Directions for documenting observations in Galileo found in Developmental Assessment and G section, page 18.)

4. **Analyze the results** of the observation(s).

   *Directions can be found in the “Fundamentals of Galileo: Reports” manual.*

ACCESS GALILEO ONLINE

Once you have received your official Galileo (or Galileo Plus with Merlin) login information, you will then be able to access the Galileo application. Galileo may be accessed with your password from any computer that has an Internet connection and a supported browser.


3. Click **Sign In>Galileo>Galileo Pre-K Staff.**

   *(Image on next page.)*
4. When you log into Galileo (or Galileo Plus with Merlin) the first time you will be presented with an **Electronic Services Agreement**.

Read through this agreement, and if in agreement, click on the **Accept** button at the bottom of the page.

![Accept Electronic Services Agreement](image)

5. Following acceptance of this **Agreement**, you are brought to the **Settings** page.

6. On this **Settings** page you may set your defaults. Once default you may set is which page you prefer to land on every time you login to Galileo. Refer to the **Settings** section, page 9, for additional information on this page.

![Settings page](image)

7. You now will enter the Galileo application.
SIGN OUT (LOGOUT) OF GALILEO

Galileo does not time out. Therefore, when you have completed working in Galileo you must properly sign out of the system.

Click the Logout link at the top right of the screen then close the browser window as needed.

CHANGE PASSWORD

While most users will be given a username and password by their program to initially log in to Galileo, you may change your password if you wish.

1. Click Set Up>User Accounts>Change Password.

2. Enter your Current Password.

3. Then enter and confirm your New Password, which must conform to the rules listed.

4. Retype the new password in the Confirm New Password field.
5. Click the *Save New Password* button. You will use this new password the next time you log in.

**USER LEVEL**

Regardless of where you are in *Galileo*, your name and user level displays in the upper right corner.

There are four user levels within *Galileo*. They are:

<table>
<thead>
<tr>
<th>User Level</th>
<th>The individual is a...</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent</strong></td>
<td>Parent</td>
<td>Individual accesses the <em>Pre-K Parent Center</em>. Parent can view reports, curriculum and activities.</td>
</tr>
<tr>
<td><strong>Class-level</strong></td>
<td>Teacher, Specialist</td>
<td>Individual has access to information regarding the children in their class(es). By default, this level user does not permission to handle child enrollment; however, they may if permission is granted.</td>
</tr>
<tr>
<td><strong>Center-level</strong></td>
<td>Center Administrator, Director</td>
<td>Individual has access to information regarding all classes and all children at their assigned center(s). By default, this level user has permission to handle child enrollment at the center level.</td>
</tr>
<tr>
<td><strong>Agency-level</strong></td>
<td>Agency administrator</td>
<td>Individual has access to all centers, all classes, and all children in their agency. By default, this level user has permission to handle child enrollment and staff accounts; child and staff permission can be granted/removed.</td>
</tr>
</tbody>
</table>
NAVIGATING AROUND GALILEO ONLINE

Once you navigate beyond your default page or the **Settings** page you will notice that regardless of where you are in Galileo, you always have access to the following user options.

Every screen in Galileo will provide you with user options. User options give you access to the following tools:

1. **Settings** – a.) set your program year allowing you to access a previous year’s data, as well as set your term, and location you would like to work; b.) create a default page on which you will land every time you log into Galileo; and c.) set your report format type so you may print reports as a PDF (Adobe Reader), in Excel format or in a Rich Text Format (RTF). Additional information is found in the **Settings** section, page 9.

2. **Help** - access instructions for using the different tools in Galileo. Additional information is found in the **Help** section, page 11.

3. **Tech Support** – access support documents and downloads.

4. **Site Map** - is a representation of the architecture of the application.

5. **Logout** – logs you out of the application and brings you to the ATI homepage. Additional information is found in the **Sign Out (Logout) Of Galileo** section, page 4.

To navigate around Galileo Online the red tabs at the top of the page are used. Clicking on a red tab at the top of the screen will bring you to the “default page” of that area in Galileo. For example, the default page in the **Assessment** area of Galileo is the **Observations by Child** page.

You may navigate **within** any area of Galileo by placing your mouse over the gray menu bar that displays the Galileo tools in the area you have selected. For example, in the **Assessment** area of Galileo you may access the following tools: **Enter Observations and View Information**.

(Image on next page.)
When you place your mouse over a tool you will see:

1. That the tool is a link and by clicking on this link you will be brought to that page.

OR

2. That when placing your mouse over the tool, a list of links associated with that tool appears. Clicking on a link will bring you to that page.

OPTIONS

Many pages in Galileo will provide you with an Options box at the top right-hand side of the page. To see the options available, click on the (show) link.
A list of options will appear. To close the options box, click on the (hide) link.

**LANGUAGE**
On every page there is the Google Translate tool. Use the drop-down menu to select the desired language to view the Galileo Pre-K Online pages in.

**“TAB” MENU OPTIONS**
The menu options available to you are determined by whether you are using Galileo or Galileo Plus (Merlin). If using Galileo, you will have access to the Setup, Assessment, Curriculum, Child/Family, and Reports tabs.

If using Galileo Plus (Merlin), you will have access to Setup, Assessment, Curriculum, Merlin, and Reports.
When you log into Galileo the first time you are immediately brought to the Settings page. You may also access your Settings by clicking on the link at the top, right-hand side of your screen.

Your settings include a.) Year & Location b.) Menu Tab c.) Report Format

YEAR AND LOCATION TAB
The year and location option will allow you to choose where you wish to work in Galileo. Once you choose your settings, they become defaults. This means that every time you open Galileo, it will automatically open to the agency, center, class and year that you have chosen for user settings.

Please note that this program year will stay until you manually come back and reset it to the desired year. This means that if you select a previous year, you will want to set it back to the current year before entering any data.

Program Year
Sometimes a Galileo user will want to view information from a previous year. You simply select the year you would like to access.

1. Use the down arrow on the Program Year drop-down menu to select the program year's information you would like to view.

2. Click on the Save Program Year button.
3. When you are finished viewing the information make sure you reset the program year to this year and save.

**Location**

1. Use the down arrows on the **Center** and **Class** drop-down menus to set your preferences. (Center menu appears if user has access to one or more centers.)

2. Your default settings will take effect after clicking on the *Save Location* button. You can change them at any time simply by repeating this procedure.

**Menu Tab**

Notice that when you first login to Galileo, you are brought to the **Settings** page. In the menu tab you may select which area you would like Galileo to “default” to. Once an area is selected the application will always take you to that area upon logging in. If you leave the setting to “None” then you will always be brought to this Settings page. Users typically determine which area or tab of Galileo they spend the most time in and then set this as the default.

1. Click in the radio button of the **area** you would like to make your default.

2. Click on the *Save Menu Tab* button.

**Report Format Tab**

You have the option of selecting the format of your reports. You may choose between **PDF** (Adobe Reader), **Excel**, or **RTF** (Rich Text Format) formats.

1. Click the **Report Format** tab for which you’d like to default.
2. Click the **Save Report Format** button.

![Save Report Format](image)

**HELP**

The online help files provide you step-by-step instructions on how to access and utilize a Galileo tool. On many pages there are links to handouts and tutorial videos and recorded *Learning on Demand* webinars.

**ACCESS HELP FILES**

1. Click the **Help** link in the user options area at the top, right-hand side of your screen. This link opens in a new tab or window.

2. The landing page is the **Galileo Pre-K Help Files FAQ**... page. This page provides you with quick links to the most frequency asked questions/tasks/processes.
**NAVIGATE**

1. Either click the:
   a. desired link from the FAQ... page.
   b. Topic or page from the left side of the page, the Table of Contents section.
2. The directions for using that tool displays.

**SEARCH**

Another way to navigate the help files is by using the **Search** field. Type the desired search term in either the Search field or after clicking the **magnifying glass** icon. After typing the word, press the **Enter** key on the keyboard.

The search results display. Then scroll through the results and click the desired page.

(Image on next page.)
**PAGE LAYOUT**

The directions for using the page/tool displays and may be printed by using the **printer** icon located in the help page header.

On many pages there may be links to handouts, tutorial videos, and Learning on Demand webinar recordings. Clicking on the desired link will open that item.

*(Image on next page.)*
Enter Observation by Child

Click here for a handout on this topic
Click here to view a webinar recording on this topic

PURPOSE
Once an initial (baseline) assessment is recorded on a child, ongoing (subsequent) observations are documented in one of the observational pages -- by child, by goal, and/or by class. (Refer to the Enter Observation for Returning Child page if necessary.) Developmental assessment is the process of discovering what children can do and how they do it.

ACCESS
1. Click either:

TABLE OF CONTENTS
You may click the Contents icon to display and return to the Table of Contents.

GLOSSARY
You may click the Glossary icon to open the glossary of terms page.

RECORDINGS
ATI’s Professional Development team offers complimentary Learning on Demand sessions to assist educators in becoming proficient users of Galileo Pre-K Online technology with the goal of enhancing children learning. These live complimentary webinar sessions are recorded. This same team offers tutorial videos to assist you in becoming proficient users of Galileo Pre-K Online technology with the goal of enhancing children learning. Links to both Learning on Demand and tutorial videos are found on the applicable page within the online help files. The complete list of recordings can be found on the Learning on Demand Sessions and Tutorial Recordings page in the online help files.

(Image on next page.)
ADDITIONAL GALILEO RESOURCES

PROFESSIONAL DEVELOPMENT OPPORTUNITY

ATI offers an online professional development opportunity to assists teachers and program staff to develop the knowledge and skills required to reliably conduct observational assessments. The Inter-rater Reliability (IRR) offering consists of a series of online courses, available on a quarterly basis, organized into two modules. The first is Module 1 Best Practices in Observational Assessment and is a pre-requisite to Module 2. Module 2 Unpacking the Galileo G3 Assessment Scales for 3- through 5-year old includes activities designed to encourage participants to carefully evaluate each indicator on the assessment scale to gain a detailed understanding of the skills and behaviors that comprise a child's capabilities.

Module 2 includes components for each domain of knowledge represented in the Galileo G3 scales: Approaches to Learning, Creative Arts, English, Language Acquisition, Language Literacy, Logic and Reasoning, Early Math, Nature and Science, Physical Development and Health, Social and Emotional Development, Social Studies, and Technology. Assessments are given at the end of each component to determine mastery of knowledge and to earn an expert certificate in the selected domain. Continuing Education Unit credits are provided following completion of Module 1 and as each of the Module 2 components are successfully completed.
If you are interested in the Inter-rater Reliability course, please contact ATI’s Professional Development Team at ProfessionalDevelopment@ati-online.com or 800.367.4762

CLASS ROSTER

The first step in using Galileo is to check and see if the children who are physically in your class or classes are indeed in the Galileo system. There are two simple ways to check this: (a) the child drop-down list and (b) a class roster report.

**CHILD DROP-DOWN LIST**

1. Click either:
   b. Merlin>Child>Demographics.

2. If you are an Agency- or Center-level user, select the **Center** using the drop-down menu.
3. Select your **Class** from the drop-down menu.
4. Click the **Child** drop-down box to see the list of children in the class.
**CLASS ROSTER REPORT**

1. Click either:
   a. **Child/Family>Records>Child**
   b. **Merlin>Child>Demographics**

2. If you are an Agency- or Center-level user, select the **Center** using the drop-down menu.

3. Select your **Class** from the drop-down menu.

4. Click the **Class Roster** link under **Options**.

**CLASS ROSTER NOT UP-TO-DATE**

If it is not your responsibility to enter, enroll and drop children then you will let your administrator know that your Galileo Class Roster must be tended to.
Directions for updating child enrollment can be found in the "Fundamentals of Galileo: A Guide for Lead Staff" manual, "Add, Enroll, and Drop a Child" document and in the online help files.

DEVELOPMENTAL ASSESSMENT AND GALILEO TECHNOLOGY

HOW DO CHILDREN BENEFIT FROM DEVELOPMENTAL ASSESSMENT?
The capabilities that children acquire when they are young have a profound effect on their future. The experiences provided to them at this time have a tremendous influence on the development of these capabilities. For these two reasons, it is vital that teachers and parents are provided with information that helps them to understand how children learn and develop. The most effective way to gather this information is through developmental assessment.

Developmental Assessment is the process of discovering what children can do and how they do it.

It is used to:

- Document growth in terms of a child’s level of development, interests, needs, strengths, and pace of learning.
- Provide a portrait of the whole child regarding her/his social, cognitive, and physical development.
- Help develop curriculum and plan learning opportunities that are purposeful and have goals.
- Share a child’s accomplishments and readiness for new opportunities and experiences with parents and families.

It is important to keep in mind that developmental assessment is quite different from other types of assessment. Here are some examples:

- Screening Assessment: Used to identify children who may have learning difficulties, handicapping conditions, or who may be at risk for developmental delays.
- Diagnostic Assessment: Used to identify specific learning and adjustment disorders so that decisions such as referral and placement can be made.

HOW IS ASSESSMENT USING GALILEO DIFFERENT FROM PAST APPROACHES?
Historically, there have been two approaches for assessing young children: norm-referenced and criterion-referenced. A summary of these approaches is provided below.
<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Type of Information Provided</th>
<th>Typical Scores</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norm-Referenced</td>
<td>Tells you how well a child is doing compared to other children of about the same age. Uses age as the primary way of setting learning expectations. Might encourage teaching test content.</td>
<td>Age level, grade level, percentile rank, average, below average</td>
<td>I.Q. test, screening, age-related checklists</td>
</tr>
<tr>
<td>Criterion-Referenced</td>
<td>Tells you if a child has mastered a preset list of specific skills, behaviors, or teaching objectives. Might encourage teaching a limited set of skills or behaviors.</td>
<td>Number of skills right or wrong, percent of skills right or wrong</td>
<td>Developmental checklists, multiple choice or right/wrong tests, work samples</td>
</tr>
</tbody>
</table>

**Path-Referenced Assessments**

The scales in Galileo use path-referenced assessment. Path-referenced assessment helps us view the child in terms of her/his progress along a developmental path. The path can be in language, math, science, art, motor, social or emotional development. The construction of each path in Galileo is based on research about how children construct knowledge.

Each path in Galileo is like a map, displaying capabilities from concrete to abstract, easy to difficult, and simple to complex. We can look at the map and find out where we are, where we want to be, and how to get there. The scale, which is developmentally sequenced, will tell us where the child is currently, and what skills she/he needs to learn next to advance. Below is an example of a path from the Literacy Knowledge and Skills scale. As you can see, there are many steps on the road to having early writing skills, starting with simple scribbles and ending with writing complete words.

- Uses scribble on paper to communicate a message.
- Communicates by scribbling and with some letter-like shapes.
- Draws figures and shapes to convey meanings.
- Draws horizontal and vertical lines.
- Holds pencil with thumb and forefinger.
- Uses a variety of writing tools and materials to communicate with others.
- Copies her/his name from a sample.
- Writes some letters.
• Writes using inventive spelling.
• Write her/his name, without assistance.
• Communicates by writing complete words.

**EARLY INTERVENTION EDUCATIONAL CYCLE**

*Galileo Pre-K Online* is a complete and fully integrated assessment, curriculum, and reporting system linking assessment, planning, individualization and the documentation of progress in ways that are directly articulated to the *Head Start Child Development and Learning Framework* (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf). For example, the integrated set of goals established through the *Framework* are intended to help Head Start programs establish school readiness goals for children, monitor children’ progress, and align curricula and conduct program planning in ways that promote all aspects of child development and early learning. *Galileo Pre-K Online* is uniquely designed to facilitate these Framework goals through the implementation of a program-wide, systemic approach to educational decision-making and action leading to positive outcomes for children.

In this regard, implementation of *Galileo Pre-K Online* occurs within a continuous problem solving, early intervention cycle making the effective management of early childhood education possible. The central components of the cycle include: (1) goal setting, (2) assessment, (3) planning and implementation, (4) monitoring and management, and (5) evaluation.

This problem-solving early intervention cycle is supported by:

1. Quality Control
2. Communication Facilitated through a Fully Integrated Reports Suite
3. Professional Development and Technical Assistance

**Enhance Observations**
Here are some ways you can enhance your observations while using Galileo:

**Know what to look for...**

Have a good sense of the progression of capabilities for each area of development on Galileo you wish to observe. When you know what comes before and what comes next in development, you know what to look for when observing children. You will also know what to plan next!

**Have a purpose...**

Having a purpose means that you conduct your observations with a goal in mind. Your purpose may be to make a weekly activity plan, determine how to individualize, or revise an activity. Always ask yourself, “What do I hope to learn from observing? How will I use what I’ve learned?”

**Have a focus...**

Having a focus means you know what you wish to observe, which children will be observed, and where the observation will occur. Ask yourself, “What do I want to observe? Whom will I be observing? Where will I observe?”

**Take advantage of moments to observe...**

Observation of children can occur at any time and in any place. For example, during an outdoor activity you may observe children learning to share playground equipment or learning a physical skill, such as catching a ball. You may observe children learning about colors, trying out new ideas, and using their fine motor skills during an art activity.

**Use representative work...**

You can learn about development by observing things children make. Representative work such as writing, drawings, art, projects, block constructions, and other work samples can provide insights about development.

**Use narratives...**

Narratives or anecdotal notes help you to describe what children do and how they do it. They are also very useful for recording your concerns, goals, plans, and successes. Please remember that when using narratives to be objective, accurate and brief.

**Involve families...**

Children often display capabilities in one setting that may not be readily observed in another. A child may be quite verbal at home and talk very little at school. Insights
provided by parents can assist you in adjusting the curriculum to more closely meet the needs of individual children.

**HEAD START FRAMEWORK**

The *Head Start Child Development and Learning Framework* provides Head Start and other early childhood programs with a description of the developmental building blocks that are most important for a child’s school and long-term success. This Framework contains eleven Domains. Assessment Technology, Incorporated created the Galileo G3 Scale Library; this library houses the G3 Scales that are associated with each of the Head Start Domains. The G3 Scales for 3-5 year olds are:

1. Approaches to Learning
2. Creative Arts
3. English Language Acquisition¹
4. Language
5. Literacy
6. Logic and Reasoning
7. Early Math
8. Physical Development & Health
9. Nature and Science
10. Social and Emotional Development
11. Social Studies
12. Technology

Additional information on alignment with the Head Start Child Development and Learning Framework, refer to the *Galileo Pre-K Online: Aligned with the Head Start Child Development and Learning Framework and the Office of Head Start Monitoring Protocol* document found on our website at [www.ati-online.com](http://www.ati-online.com), in the *Galileo Pre-K Online* > *Publications*.

*(Image on next page.)*

¹ The English Language Acquisition scale applies only to children who are dual language learners (DLL). These children speak a language other than English at home.
STATE EARLY CHILDHOOD STANDARDS ALIGNMENT

When using the Galileo G3 Assessment Scales to document children’s learning and to inform classroom planning, Head Start programs are also demonstrating alignment their state standards. The comprehensive nature of the Galileo G3 assessment tool, articulates the federal’s framework, ensures that most state’s valued learning goals will be assessed and planned when using the Galileo’s assessment tool. ATI is releasing alignment documents that illustrate how individual state standards are aligned to the Galileo G3 Assessment Scales.

GALILEO G3 SCALES ALIGNMENT

The Galileo G3 Assessment Scales Alignment with Your State Standards document is designed to aid programs with their state standards, when available, and the Galileo G3 Assessment Scale alignment. You can access the Common Core Pre-Kindergarten Math and English/Language Arts standards alignment and the state standards alignment from within Galileo. If your state alignment document is not available, please contact your ATI Field Services Coordinator at 800.367.4762.

ACCESS ALIGNMENT DOCUMENT

1. Click the Help link in the user options area at the top, right-hand side of your screen. This link opens in a new tab or window.

2. Expand the Alignment to Standards content area and click the State Alignment page.

(Image on next page.)
3. Click either the Common Core alignment link or your state link from the table.


(Image on next page.)
5. Familiarize yourself with the common core or state standard alignments.

**DEVELOPMENTAL ASSESSMENT**

**DEVELOPMENTAL ASSESSMENT SCALES**
Your agency will determine which scales you will be using. Once this is decided, the scales may be assigned for use in assessing children’s accomplishments. Scales can be set for an entire agency, an entire center, or for a single class, by each respective level of user.

In addition to the Galileo G3 Scales aligning to each of the Head Start Domains Assessment Technology has recently included an additional scale, the Galileo School Readiness scale. The Galileo School Readiness scale may serve as a useful tool for many agencies for planning and reporting purposes. This scale is used for reporting purposes only because Galileo automatically transfers observations entered on the G3 3-5 years scales to the Galileo School Readiness scale.

*Refer to the “Fundamentals of Galileo: Reports” manual for generating reports using this scale.*

**ASSIGN SCALES**
1. Click the **Setup>Scales>Assign Scales.**
2. Choose whether you want to assign your scales at an **Agency-**, **Center-**, or **Class-level**. Based on the selection, additional fields might need to be selected.

3. Click the drop-down menu labeled **Select Library**.

4. Double-click in the **Standards** box on the scales you want to use. The selected standard is moved to the **Standards to use** box.

5. Click the **Save** button.

6. Below the two boxes you will see all active scales in use in your class and at which level those scales have been assigned.
Any level of user can add additional scales; however, there are restrictions as to who can remove scales, depending on the level of user. See the below chart to help you make your decision:

<table>
<thead>
<tr>
<th>If I assign at this level....</th>
<th>The scales will be made available to...</th>
<th>The people who can delete the scales set at this level are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>All centers and classes in the Agency</td>
<td>Only other Agency-level users</td>
</tr>
<tr>
<td>Center</td>
<td>All the classes within a single center</td>
<td>Agency- and Center-level users</td>
</tr>
<tr>
<td>Class</td>
<td>The class of the teacher setting the scales</td>
<td>All levels of user</td>
</tr>
</tbody>
</table>

**REMOVING AN ASSIGNED SCALE**

1. Click **Setup>Scales>Assign Scales**.

2. Choose whether you want to remove the assigned scales at an **Agency-**, **Center-**, or **Class**-level. Based on the selection, additional fields might need to be selected.

3. Locate the **scale** you wish to be deleted from the agency, center, and/or class.

4. Click the **trashcan** icon to the right of the scale you wish to remove.

**SCALE EXAMPLES**

You can view examples of the capabilities within a scale. This can be done via a report or on any one of the Observation pages.
VIEW VIA SCALE REPORT

1. Click Assessment > Enter Observations > Scale Examples.

2. Use the down arrow on Scale Library to select the desired scale library.

3. Check the scales that you would like to display or print.

Please note, the Observing and Assessing Children Using Galileo link on this page provides you further information about enhancing your observations.

4. Click either the:

   a. **Display Goal Examples** button to display the examples online.

   b. **Print Goal Examples** button to generate a hardcopy report of the goals.
GOAL EXAMPLES FOR 3-5 YEARS: G3 LITERACY

RECOGNIZING SOUNDS - PHONOLOGICAL AWARENESS

1. Recognizes matching and dissimilar sounds of consonants and vowels.

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

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

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

The teacher gives two sounds /aw/ and /ow/, then the teacher asks for the child to repeat the sounds. She then asks, “Are they the same?” The child indicates yes, or no.

After reading a poem, the teacher presents two words from the book such as “tree” and “sky.” She asks the children to repeat the words to figure out if they begin with the same sound.

The child enunciates clearly, including short two-syllable words such as “table,” rather than runs syllables together.

While the teacher is reading “Cat in the Hat,” Wally says, “Cat...hat...hey, that rhymes.” Or, after teaching the words to a new poem, the teacher goes back through reading two lines at a time, gives the first rhyming word and asks children to find the rhyming pair in the next line.

VIEW VIA OBSERVATION PAGES
You may also view Scale Examples when in one of the three pages: Observation by Child, Observation by Goal, and Observation by Class page.

OBSERVATIONS BY CHILD
To view an example of a capability, click the capability/goal link.

To view an example of a capability, click the capability/goal link

The example appears in a window.
To view an example of a capability, click the **View Assessment Examples** link.

The example appears in a window.
Observations by Class

To view an example of a capability, click the capability/goal link.

The example appears in a window.

Copying Assessments

Purpose
The Copy Assessments tool allows you to transfer learned capabilities on one scale to common capabilities on another. Any Anecdotal Notes on the “From Scale” are not copied to the “To Scale” assessments.
You must periodically copy the assessment data to the other scale(s). Typically, administrators assign specific dates throughout the year, in which they would like users to copy assessments.

**FREQUENCY**

This feature may be used:

- When a program is using Acuscreen and would like to copy capabilities observed during the screening to the appropriate individual assessment scales.

- When a child has been assessed on one scale and is ready to move to another scale. For example, the child is on the 2-4 scale and is ready to move to the 3-5 scale. Assessments can be copied so teachers do not have to re-enter repeated capabilities. Please note, enter a baseline assessment, as you would when using any new scale with a child, before copying assessments.

- When a program has scales in both English and another language, and teachers enter their observations in English, they can copy the assessments to the other language scale and print reports in that language.

- If you have any user-created or modified scales that have goals mapped to another scale.

Please note:

- The scale you wish to copy from and copy to must first be mapped. Contact your Galileo Administrator for guidance.

- Observations documented on a G3 scale are automatically transferred to the applicable G3 School Readiness Scale. You do not have to utilize the *Copy Assessments* tool to generate reports from the G3 School Readiness Scale.

- Please refer to the Update Planning Levels section, page 45, for information on manually and automatically handling planning levels.

**STEPS**

If you are copying data into a scale in which a child has not yet been baselined, baseline the child first in the new scale, save the baseline data, then copy the assessments after that.

1. Click **Setup>Scales>Copy Assessments**.

2. Click the **Center** drop-down box to select the center.
3. Click the **Class** drop-down box to select the class. If you have access to more than one class, you can select the [All Classes] options.

Select the center or class and children you want to copy assessment data from. If the class level is selected, assessments for individual children can be copied. If center level is selected, all the assessments for enrolled children in the selected scale and date will be copied.

4. Select the cut-off **date** for which you wish to copy the data.

5. To select your scales, use the **Copy data from** drop-down menu to select the scale that already contains data for this child.

6. Use the **Copy data to** drop-down menu to select the scale to which you intend to copy data.

7. If a class was selected in step #2, select the **child** for whom you wish to copy assessments. Please note that you may use the **Select All** and the **Deselect All** links.

8. The **mapped scales** will appear in a list so that you may view which goals in one scale correspond to the other.

Please note: You may notice that a single scale on the left maps to different scales on the right. You will need to copy assessments between each scale set to
ensure maximum benefit from the mapping, such as is the case with Acuscreen. Mapping may be unidirectional from one scale to the other, not necessarily automatically reciprocal.

You may notice that a single scale on the left maps to different scales on the right. You will need to copy assessments between each scale set to ensure maximum benefit from the mapping, such as is the case with Acuscreen. Mapping may be unidirectional from one scale to the other, not necessarily automatically reciprocal.

9. Click the Copy Data button.

10. The screen will refresh. The capabilities will transfer, although the anecdotal notes will not.

**REVIEW THE ASSESSMENTS**

If you wish to review the assessments that have been copied, follow these steps.

1. Click Assessment > Enter Observations > By Child.

2. Select the **Center, Class** and Child.

3. Select the **Scale** to which you copied assessments.

4. The copied assessments will appear.

When assessments are copied to a different scale, the result is the capability is checked off as Learned and the “unchecked” capabilities will have a readiness level and the data source of Baseline. If you would like the “unchecked” capabilities on the new scale you are copying to have updated readiness levels, you should update the planning levels, you need to select the Update planning levels button and then the Save Changes button.

*(Image on next page.)*
DOCUMENT OBSERVATIONS AND ASSESSMENTS

UNDERSTANDING ASSESSMENT IN GALILEO

When you navigate to the Enter Observations menu bar in the Assessment area, you are brought to one of the most important areas of Galileo. The By Child, By Goal, and By Class pages contain all of the knowledge areas in a scale and each knowledge area is made up of a number of capabilities that you are to assess. Essential to the process of assessing children is setting baseline using the Amount Learned tool, documenting your data sources, and updating your planning levels.

WHEN DOES ASSESSMENT WITH GALILEO BEGIN?

Typically, the assessment process begins at the time the child enters your class. The first assessment you record on a child is a baseline assessment. A baseline assessment is an educated estimate a teacher makes as to what a child knows. Research indicates that teachers are very accurate in their baseline assessments and these assessments provide a strong initial understanding of each child. As the program year unfolds, opportunities for observation expand, leading to an ever-deepening and refined understanding of each child’s development for each Scale (such as Approaches to Learning, Creative Arts, Language, Literacy, and Early Math). As opportunities for observation expand, more information or data sources will appear, so you may continue your assessment of your children.

WHAT IS A DATA SOURCE?

Information gathered through developmental assessment must be:

- Reliable: the assessment is accurate
- Credible: the assessment is believable
- Verifiable: the assessment is supported by facts.

Galileo’s Data Source helps you do this. You use it to record the source of information that supports your documentation that a capability has been learned. It is your way of indicating how you know the child has learned something. Your program enters the Data Sources that appear in the drop-down boxes and can edit and change them as time passes.
To define Data Sources, refer to the “Fundaments of Galileo Online: A Guide for Lead Staff” manual.

When you initially use the Amount Learned tool to set your baseline observations or starting point, your data source is automatically set at baseline. Prior to base lining, the data source will say “Not evaluated.” As you refine your observations over time, you replace baseline with other data sources.

**WHAT DOES THE “AMOUNT LEARNED” TOOL DO?**

The Amount Learned tool (aka Pathfinder) is used to record baseline information. It is only used once (per child, per scale) at the beginning of the program year or at the time a child enters your program during the year. The Amount Learned tool helps teachers record their initial or baseline observations of a child after about a 2-3-week period of getting to know the child. It does this by helping the teacher answer a fundamental and highly important question: “What is the child already capable of doing?” The Amount Learned tool helps answer this question by transforming a teacher’s general knowledge about a child into specific information about current accomplishments and readiness for new learning opportunities.

**WHAT IS A DEVELOPMENTAL LEVEL SCORE?**

The Amount Learned tool provides a Developmental Level (DL) score, which indicates the position of a child on a developmental path (e.g., early math).
When we know a child’s developmental level, we know the kinds of things that the child has already learned and the things that s/he is ready to learn next. This information provides the basis for planning effective learning opportunities. The score starts at zero when a child is born and presumably can increase if the child is active and learning. A child with no capabilities checked off in a given scale will still have a score, because they have learned many skills, and much about the world, by the time they start preschool.

**WHAT ARE PLANNING LEVELS?**
One of the most important pieces of the assessment equation is lesson planning. As teachers and educators, you want to use the information you have about what a child has already learned to tell you what a child is ready to learn. Once you know what children are ready to learn, you can plan activities that are appropriate for their developmental level. With this goal in mind, Galileo has linked planning to the assessment scales. You will find that next to each capability in a scale there is a planning level. These planning levels will tell you if a child has learned that capability or if you should plan for it now, soon or later. With the Galileo application you are always receiving instant, reliable information that helps you individualize your teaching.

**SETTING BASELINE WITH THE “AMOUNT LEARNED” TOOL**
Please note: When entering your data be certain to follow these steps in exact order or your information will not be saved and transferred properly.

1. Click Assessment>Enter Observations>By Child.

2. Select your **Center, Class, Child** and **Scale**.
3. Select the **Observation Date** to document the date on which the observation occurred. (It will default to today’s date.)

4. Scroll down the page to review the capabilities. As you are doing so, **count (DON’T check off capabilities—even though you’re tempted to)** the number of capabilities that, based on available information, you would estimate the child knows.

   ![Count the capabilities - Do not check them off!]

5. Set a baseline for the child. This is done only once. Use the slide bar on the **Amount Learned** field to select the number that you believe corresponds to the amount of capabilities your child already knows. The less the child knows, the lower the number would be. As the scrollbar moves, the number above it changes. The highest number for any Scale is its total number of capabilities (e.g., Nature & Science = 56, Early Math = 47).

   **Example** of How to Use the **Amount Learned** Tool

   Let’s say that based on your observations, along with input from others, it appears a child in your class knows about a third of the capabilities in Early Math. To show this, you would set the Amount Learned Tool at about 15 (there are 47 capabilities in the scale for ages 3-5).

   ![No observation has been made for this scale by this date]

6. A warning window will pop up stating, "Establishing baseline capabilities will overwrite any observations that are currently on the screen but have not yet been saved. Do you wish to establish baseline capabilities?" Click on **OK** if you just started using Galileo and you have not entered any observations yet. Setting a baseline after observations have been made will erase all your previous data.
7. Click the Save Changes button. Always save before changing scales, changing children, or moving to another area of Galileo.

**AFTER BASELINE**

Now that baseline has been set, the following things have been done for you:

1. Galileo has created a baseline Developmental Level Score.

   Last observation was made today
   0   33

   Amount Learned: 11
   Current DL Score: 362

2. The computer has checked off some capabilities for you.

   - Listening and Understanding
   - Listening and Understanding - Receptive Vocabulary

3. The computer is programmed to check off the capabilities that are developmentally linked to the developmental level score you’ve just established for the child. You may edit these if you don’t agree.

4. Galileo has now automatically marked each capability as “Learned,” “Plan Soon,” “Plan Now,” or “Plan Later,” based on the Amount Learned you established for your children. This is to aid you in your planning.

   *(Image on next page.)*
5. Galileo states that the way you know a child has already learned this capability is through the data source of “Baseline.”

IMPORTANT: After you have established baseline for a child, do a quick update as follows:

   a. To indicate that a child has learned a capability not already checked by Galileo, click in the empty square box next to the capability. Galileo will put a check in it.

   b. If you wish to indicate that a capability checked by Galileo is not yet learned, click the checkmark. Galileo will remove the checkmark.

**Points to remember about the Amount Learned tool and Setting Baseline**

- The *Amount Learned* tool is used only once (per child, per scale) at the beginning of the program year or when a child first enters your class. All other capabilities should be checked off as you see the child demonstrate them. This means all capabilities checked off after baseline will have a data source other than baseline.

- The *Amount Learned* tool will link the baseline assessment to suggestions about what to plan for now, soon, and later.

- Have confidence in your ability to use the *Amount Learned* tool because the research indicates that teachers and educators are highly accurate in determining the developmental level of children.

- The *Amount Learned* tool should be used after the teacher has become familiar with the child over a 2-3-week period.
WHY USE THE “AMOUNT LEARNED” TOOL?
Often asked is “Why use the Amount Learned tool at all?” and “Why not start by checking off capabilities as you go?” The Amount Learned tool is used to set a starting point based on the sequence of development most children go through, which is, in turn, based upon twenty years of research. This research gives teachers confidence as they baseline (or initially assess a child’s ability), because it helps them to quickly and easily identify the most likely learned capabilities for a child. By reviewing the computer’s choices, a teacher may make the assessment even more accurate by including their own expertise and knowledge of the actual child. In this way, Galileo combines the best research on children in general, with the best teacher knowledge of the children, to set the most accurate baseline, or starting point, for that child.

Scenario for setting a baseline observation can be found in Classroom Scenarios, page 66.

OBSERVATIONS BY CHILD
Galileo is an assessment application that is aimed at helping teachers document what their children have learned. Since children are constantly exploring and learning, your observations should be updated on a weekly basis. It is important to also update your data sources as you discover new ways in which children demonstrate growth.

STEPS
1. Click Assessment>Enter Observations>By Child.

2. Select your Center, Class, Child, Scale and Observation Date.
**Record Anecdotal Notes**

*Anecdotal Notes are optional*

3. Click the **Show/Hide** link.

4. Click the **Insert Date**. The observation date that you entered in will be inserted automatically. Once this notes box is opened Galileo will automatically keep track of which capabilities you check off. You may type your anecdotal notes in the text box next to each goal that is inserted.

5. Click the **Spell Check** button. *(optional)* Print these notes by clicking on the **Preview/print notes** link.

6. Once an observation is saved and anecdotal notes have been included for a scale you will see a yellow **note** icon.
Please note, in order for Galileo to automatically keep track of the checked off capabilities in the notes area, the Child Notes box must be open.

7. Check off the capabilities that the child has mastered. Notice that if you open the Child Notes box the goal now displays in the box.

8. (optional) To view an example of a capability, click the capability/goal link.

The example appears in a window. Click the Close button to exit the example.
9. To the right of each capability, there is a box labeled **Data Source**. Click with your mouse in this box. A drop-down menu that lists the data sources will appear. The default data source is “Baseline.” Use the down arrow on the **Data Source** drop-down menu to change baseline and select the data source you used to determine that the child had learned this capability (e.g., Observation, Family Input, Small Group, etc.).

### Number and Operations - Counting

- 1) Uses one-to-one correspondence when counting objects.
- 2) Counts 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 backward to find how many are left.
- 5) Counts how many are in a group up to 10.
- 6) Counts to find how many are in a group greater than 10.

### Number and Operations - Beginning Addition

- 7) Adds one to a small group, when asked.
- 8) Indicates that a small group has more after some have been added.
- 9) Adds two small groups by combining the groups and counting all the objects.

### Number and Operations - Beginning Subtraction

- 10) Indicates that a small group has less after taking away.
- 11) Indicates that one was taken away from a small group.
- 12) Indicates how many are left after taking away from a small group.

### Number and Operations - Beginning Fractions

- 13) Shows where to divide a whole object to make two halves.

10. Click the **Save Changes** button at top or at the bottom of your screen.

11. Repeat these steps for the other scales and other children.

**Remember check on the left, change on the right!**

If the checkbox labeled “Update Planning levels automatically when saving” is checked then you will not need to manually update and you need only to click on **Save Changes**.
Scenarios for updating observations can be found in *Classroom Scenarios*, page 66.

**UPDATE PLANNING LEVELS**

It is important to routinely update your planning levels for two reasons. First, it is your planning levels that inform the data in your reports. If you want the data in your reports to reflect your most recent assessment, then you will want to make sure you have updated your planning levels in the assessment screen. In addition, updated planning levels help inform a teacher's activities and lesson plans.

Identify how your agency approaches setting baseline for children. Do you use the *Amount Learned* tool? (For further information about the *Amount Learned* tool, please refer to the *What does the “Amount Learned” tool do?* section, page 36.)

**MANUAL UPDATE**

Sometimes a teacher may want to record planning levels independently of Galileo’s suggestions. Teachers may do this by manually updating the suggested planning levels.

The result is the capability is checked off as Learned and the “unchecked” capabilities will have a readiness level and the data source of Baseline. If you would like the “unchecked” capabilities on the new scale you are copying to have updated readiness levels, you should update the planning levels.

1. Click **Assessment > Enter Observations > By Child.**

2. Select the **Center, Class, Child, and Scale.**
3. Click the *Update planning levels* button.

4. Click the *Save changes* button.

**Automatically Update**

To make this more efficient for users, the Galileo application is already set to automatically update your planning levels each time you save. To determine if your application is set for automatic updating, open the assessment page, and make sure there is a checkmark in the checkbox labeled *Update planning levels when saving*.

1. Click **Assessment>Enter Observations>By Child**.
2. Select your **Center, Class, Child, Scale** and **Observation Date**.

3. Verify that a checkmark is placed in the **Update planning levels automatically when saving** field.

4. Document your observation. The planning levels will automatically be updated when the observed is saved.

5. Click the **Save changes** button.

**Switching Between Automatic and Manual Update**

You may switch back to automatically updating your planning levels, but please realize that when you do this the application will change all the planning levels to reflect the child’s current developmental progression as defined by the scale’s psychometric properties.

What does this mean? It means any planning levels you had entered manually that do not reflect the developmental progression will be overwritten, unless they are marked as learned. Make sure you don’t mind changing your planning levels to Galileo’s suggested planning levels before you switch to automatic updating. You may switch from manually updating planning levels to automatically updating planning levels by:

**Option 1**

1. With your mouse reactivate the automatic updating feature by clicking on the checkbox labeled **Update planning levels automatically when saving**. A checkmark will appear in the checkbox.

2. Update your observations.

3. Click the **Save changes** button.

**Option 2**

1. Update your observations.

2. Click the **Update Planning Levels** button.

3. Click the **Save changes** button.
OBSERVATIONS BY GOAL
In addition to being able to update the learning achievements of each child, Galileo also provides the ability to update a single goal for a group of children. Anecdotal Notes entered here automatically update each child’s individual Child Notes page. A baseline observation using the Amount Learned (Pathfinder) tool should first be done on the Observation by Child page.

1. Clink Assessment > Enter Observations > By Goal.

2. Using the drop-down menus, select the Center, Class, Scale, Knowledge Area, and Goal you wish to update.

3. The example appears in a window. Click the Close button to exit the example.

4. Use the calendar to select your observation date by clicking on the date you wish to use, or by typing it in the small textbox above the calendar. (The Observation Date defaults to today.)
5. Using the drop-down menu, select the **Planning Level** you would like to enter for the children. In most cases, this will be "Learned"; however, if you manually update planning levels you may select a different planning level.

6. Using the drop-down menu, select your **Data Source** for this observation.

7. Click the *Insert Date* button.

8. Enter the anecdotal note in the **Child Notes** text box. This note will be automatically added to **all** selected children’s notes. You may click the *Spell Check* button.

9. Check the children you wish to update by clicking in the checkboxes next to their names. You will see their current readiness level after their name, their current level, the data source, if any, the last observation date for that scale. (If a child has already learned a capability, their planning level will also show a checkmark for quick reference.)

10. To group children with similar readiness levels, you may sort them by current readiness level using the drop-down menu labeled **Only show children at this planning level.**
11. Click the Save Changes button at either the top or bottom of the screen.

Scenarios for updating observations can be found in Classroom Scenarios, page 70.

OBSERVATION BY CLASS
In addition to being able to update the learning achievements of each child via the Observations by Child page and a single goal for a group of children via the Observations by Goal page, you can document on the Observations by Class page. Anecdotal notes entered here feed directly into each child’s individual Child Notes area. (Refer to Setting Baseline with the “Amount Learned” Tool section, page 37, for directions.)

ACCESS PAGE
1. Click Assessment>Enter Observations>By Class.

2. Using the drop-down menus, select the Center, Class, Developmental Area Scale, and the Observation Date. (The Observation Date defaults to today.)

3. A grid will appear. Across the top are the names of all the children in your class. If any are missing or are no longer with your class, please contact your Galileo Administrator or if you are the one responsible for child enrollment you should update your class enrollment information.
4. Along the left are all the **capabilities** for the selected Developmental Area scale.

![Capabilities Table]

5. Use the drop-down menu to select the data **Source**.

![Source Menu]

You will work either by entering information by column or by row.

- **Record Multiple Observations by Child** (column): When recording observations on a specific child for multiple capabilities, you will work within a column.

- **Record Observation for Multiple Children** (row): When recording a specific capability for multiple children, you will work within a row.

6. Place the cursor at the intersection of the child’s name and the desired capability.

7. Each colored square represents a Readiness level.

   - **Green** = Plan Now
   - **Blue** = Plan Soon
   - **White** = Plan Later
   - **Black Checkmark** = Learned
   - **White with Red Checkmark** = Learned, however observation not yet saved

   *(Image on next page.)*
Anecdotal Notes
Anecdotal Notes are optional

8. Click the number to the left of the capability you marked as Learned.

9. A text entry box appears. Today’s date and the capability are automatically populated. Edit the date, if necessary.

10. Enter the notes in this text box. This note applies to all children you will check as having learned the capability. You may click the Spell Check button.

11. Click the Record button.

(Image on next page.)
RECORD LEARNED CAPABILITIES
12. Click in the desired colored square and a red checkmark appears. This red checkmark indicates that the capability is learned, but that you have not yet saved your work.

Save Record
13. Click the Save Changes button or the computer disk icon below the Knowledge Area.

(Image on next page.)
14. The checkmark(s) turn black to show that the information is saved. If any anecdotal notes were entered, they now apply to all children who had red checkmarks in that capability’s row.

EDIT AND PRINT ANECDOTAL NOTES

EDIT ANECDOTAL NOTES
1. Click the Edit/Print Child Notes link.

2. A new text entry window appears.

3. Use the drop-down menu to select the Child.
4. Make changes to your notes. You may click the *Spell Check* button.

5. Click the *Save Changes* button.

**PRINT ANECDOTAL NOTES**

**FOR A CHILD**
1. Click *Edit/Print Child Notes*.
2. Select the *Child*.
3. Click the *Print Child Notes* button.
4. The note appears in a new window.

**FOR THE ENTIRE CLASS**
1. Click the *Edit/Print Child Notes* link.
2. Leave the *Child* field with the default of [Select a Child].
3. Click the *Print Child Notes for Entire Class* button.
4. The note appears in a new window.

Scenarios for updating observations can be found in *Classroom Scenarios*, page 66.

**REPORTS**
From the *Observation by Class* page you can generate the following reports:

1. **Class Observation Record** -- This report generates a worksheet for recording class observations for a selected scale.
   a. Click the *Print Class Observation Record* link.

   ![Class Observation Record](image)

   b. The report opens in a new window.
2. **Individual Development Profile** -- This report displays the readiness level for each capability in a scale for a designated child.

   a. Click the child’s name link.

   ![Image of Individual Development Profile report]

   b. The *Individual Development Profile* report displays the learned readiness level for each capability in a scale for a designated child.

### Individual Development Profile

**Center:** Happy Hearts Preschool  
**Class:** Bellinda’s a.m.  
**Teacher:** Bear, Bellinda  
**Observation Period:** 8/1/2010 to 1/25/2012

| Child: | Peaches Andream  
| Scale: | 3-5 years: G3 Language  

#### LISTENING AND UNDERSTANDING

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Data Source</th>
<th>Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned</td>
<td>Direct Observation</td>
<td>1) Listens attentively to a conversation, story, poem, or song.</td>
</tr>
<tr>
<td>Learned</td>
<td>Direct Observation</td>
<td>2) Follows a simple one-step direction.</td>
</tr>
<tr>
<td>Learned</td>
<td>Direct Observation</td>
<td>3) Follows a small set of step-by-step directions, without prompts.</td>
</tr>
<tr>
<td>Learned</td>
<td>Direct Observation</td>
<td>4) Asks questions and/or makes comments about a story, poem, or song.</td>
</tr>
<tr>
<td>Learned</td>
<td>Small Group</td>
<td>5) Retells a familiar story, poem or song in his/her own words.</td>
</tr>
</tbody>
</table>

#### LISTENING AND UNDERSTANDING - RECEPTIVE VOCABULARY

### OTHER TOOLS

**Acuscreen**

*Acuscreen* is a 45-day developmental screening tool in use by hundreds of Head Start programs. *Acuscreen* is designed to help educators determine if a child should be referred for diagnostic testing aimed at determining the child’s eligibility for special services. When used with Galileo Online, *Acuscreen* data can be stored, aggregated, and used to generate analytical report information.

Many programs utilize the *Acuscreen* booklet instead of relying on the *Acuscreen* report printed out of Galileo. The booklet can be placed in a child’s folder to
evidence assessment protocol. The booklet provides directions on administering the assessment, has two pages of referenced images, and includes places to note anecdotal information. The booklet can be purchased directly from ATI.

For further information, please refer to the Acuscreen document or information in the online help files You may also contact your ATI Field Services Coordinator at 1.800.367.4762.

**CHILD NOTES**
The profession of teaching demands that teachers document numerous things. Child behavior, parent contact, and accidents are just a few of the things on which teachers take notes and document. You can store these notes in Galileo. Galileo will catalog notes and give you the opportunity to print them. Additionally, you may “publish” any child notes you create, which will post these notes to the Pre-K Parent Center. The Pre-K Parent Center is the parent interface of Galileo to which programs have access.

Please note, these notes are different notes available on the Observation pages. Child notes, unlike the Anecdotal Notes on the Observation pages, are used to document events not related to learning.

**ADD A NEW CHILD NOTE**

1. Assessment>Enter Observations>Notes.

2. If you are an Agency- or Center-level user, use the down arrow on the **Center** drop-down menu to select the center.

3. Use the down arrow on the **Class** drop-down menu to select the class.

4. Use the down arrow on the **Child** drop-down menu to select the child on whom you wish to write, edit, delete, and/or print a note. Please note, selecting the [All Children] option will add this note for all children in the class, [All Children] will also allow you to display all the notes for all children.

5. Click the **Add a new note** link.
6. Confirm that this is the child or children for whom you would like to create a note. You may choose to have this note display for any children in the class.

7. Type the name of this category of notes in the textbox next to the Subject label.

8. Determine if you would like to publish the note or not. Publishing the note will make it immediately available to children and parents in the Pre-K Parent Center. Please note, only Class-level users may publish a Class Note.

9. Determine if you would like to attach an optional file.

10. (optional) Click the insert today’s date icon.

11. Type in your note.

12. Click the Save button.
EDIT A CHILD NOTE
You may edit a note by following the instructions listed below. You may also publish or not publish a note by following these instructions.

1. Click **Assessment>Enter Observations>Notes**

2. If you are an Agency- or Center-level user, use the down arrow on the **Center** drop-down menu to select the center.

3. Use the down arrow on the **Class** drop-down menu to select the class.

4. Use the down arrow on the **Child** drop-down menu to select the child on whom you wish to edit a note.

5. To edit the note, click the **pencil** icon or the **note’s subject** link. Make any changes you see fit. You may edit which children see a note, by checking and unchecking children.

6. Click the **Save** button.

DELETE A CHILD NOTE

1. Click **Assessment>Enter Observations>Notes**.

2. If you are an Agency- or Center-level user, use the down arrow on the **Center** drop-down menu to select the center.

3. Use the down arrow on the **Class** drop-down menu to select the class.
4. Use the down arrow on the **Child** drop-down menu to select the child on whom you wish to delete a note.

5. Click the **trashcan** icon by the note you wish to delete. Answer the confirmation message.

### PRINT CHILD NOTES

1. Click **Assessment>Enter Observations>Notes**.

2. If you are an Agency- or Center-level user, use the down arrow on the **Center** drop-down menu to select the center.

3. Use the down arrow on the **Class** drop-down menu to select the class.

4. Use the down arrow on the **Child** drop-down menu to select the child on whom you wish to print a note.

### PRINT BASED ON PUBLISHING STATUS

5. Determine if you would like to print ‘Published to Parent Center’ notes, ‘Not Published to Parent Center’ notes, or ‘All,’ by clicking on the appropriate radio button.

6. Click the **Print child notes for class** link.

### PRINT BASED ON CHILD

7. Determine if you would like to:
a. **Display Note** to print only the single subject. Click the **printer** icon under this heading.

b. **Display All Notes for Child** to print notes on all subjects. Click the **printer** icon under this heading.

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**CURRICULUM**

Galileo Curriculum is unique in that it is an electronic curriculum. Galileo is a system that emphasizes a child’s progress on their developmental path, a teacher’s role in assessing children and documenting what the child has learned. The information attained through observations serves as the foundation of lesson planning. The two are linked and should be reflective of each other.

**LESSON PLANS**

The Galileo Pre-K Online Curriculum component provides programs with model content that teachers may use when providing children with learning opportunities. There are 32 lesson plans provided to teachers in the Galileo G3 Lesson Plan library, these can be used as-is or individualized to meet the specific needs of the children in your class. These theme-based lesson plans are intended to span the program year, while leaving four weeks available for teachers to plan special instruction. There are activities in the Galileo G3 Activity library which are available to teachers for use in the classroom which are incorporated in to the Galileo G3 Lesson Plans.

There are 27 Storyteller G3 Lesson Plans available focusing on language and literacy skills. These lesson plans incorporate the classroom activities from the Storyteller G3 Activity Library and the Storyteller G3 animated instructional and assessment activities available online. (Refer to the Storyteller section, page 63, for additional information about the Storyteller language and literacy lesson plans.).
For further information, please refer to the online help files.

**INDIVIDUALIZATION**
A Galileo Online individualization plan allows you to document how your activities and lesson plans are addressing the needs of individual children. Teachers find this especially beneficial for those children whom they are required by law to provide accommodations and modifications. Because each teacher, center, and agency individualize lesson plans in a variety of ways, the *Individualization* tool in Galileo Online has been developed to be extremely flexible.

For further information, please refer to the online Help files.

**ACTIVITIES**
In addition to the ATI-provided activities, users may create their own activities that can be used as standalone and/or associate the activities with user-created lesson plans.

Galileo provides over 800 ready-to-use activities for children ages 18 months to 5 years. The 3-5-year activities are linked to the Galileo lesson plans. Activities can also be used in a stand-alone situation. Galileo provides you with a variety of activity libraries and allows teachers and curriculum managers (or a designated Galileo user) the opportunity to create their own activities. The Galileo activity libraries available include:

1. **Galileo G3 Activity Library.** These are classroom activities. There are two age range classroom activity libraries available:
   a. **G3 Activity Library: 18-36 months**
   b. **G3 Activity Library: 3-5 years**
2. **Times for Learning G3 Library.** These are activities that can be done in a home environment. They require little or no materials. They are great activities for parents to be involved in their child’s learning. These activities are accessible through Galileo Online and the Pre-K Parent Center.
   a. **Times for Learning G3 Parent Activities** (English version of at-home activities)
   b. **Momentos para aprender** (Spanish version of at-home activities)
3. **Storyteller G3 Activity Library.** These are special Language and Literacy activities for 3-5-year olds housed in this library. These are over 120 classroom activities which may be used in addition to the animated
instructional and assessment activities available online through Galileo Storyteller.

For further information, please refer to the online Help files.

**STORYTELLER**

*Storyteller* is an online computer application comprised of instruction and assessment tools designed to assist teachers in promoting learning. Available to children and teachers are 28 weeks of Language and Literacy lesson plans, 126 ready-to-use Language and Literacy classroom activities, and 23 computer-based Storyteller instructional activities, all linked to the Language and Literacy learning goals. Storyteller integrates easily with classroom instruction as either the literacy portion of teacher-created lesson plans or in conjunction with other language and literacy activities.

For further information, please refer to the online help files.

**CURRICULUM MAPS**

Curriculum Maps allow you to examine the different opportunities to learn that you provide your children in relation to the program requirements, local curriculum, and state standards. There are two Curriculum Maps in Galileo: Lesson Plans and Activities. A report can be generated for each scale, so an educator may reflect on the lesson plans and activities that are created for instruction.

*(Image on next page.)*
For further information, please refer to the online Help files.

**LIBRARIES**

In Galileo Pre-K, a library is best thought of as an electronic filing cabinet. It is an electronic filing cabinet filled with all the teacher’s or all the program’s interest area ideas, activities, and lesson plans. This technology will allow you to replace the big, metal filing cabinets at the back of your room. Once these items are created and stored in the libraries, they may be accessed, edited or printed anytime, at the click of a mouse.

If you decide you would like to create libraries, please refer to A Guide for Galileo Pre-K Online Library Builder document or contact an ATI’s Field Services Coordinator for assistance (1.800.367.4762).

**MONITORING TOOLS**

Galileo users have access to several monitoring tools to help them oversee observations, chart the progress of children, conduct quality control, and view user access.

- **Anecdotal Notes** – The Anecdotal Notes report displays the anecdotal notes for every child for each selected scale
- **Assessment History Report** – View the scale(s) in use and the frequency of saved assessments
- **Data Checker** - The Data Checker tool offers the following two functions:
  - **Form Information** – Check for saved data or missing data on forms. For filtering assessment and progress results on different groups of children utilizing child variables entered on forms.
  - **Inactive/Active Children** – Check for saved or missing assessments. It identifies which children do, or do not, have saved assessments during a specified period.
- **Development Profiles and Milestones** - The Development Profile and Milestone report shows how many children have acquired capabilities in a scale for a given developmental area.
- **Individual Development Milestones** - The Individual Development Milestones report displays the individual child’s readiness level (Learned, Ready Now, Ready Soon, Ready Later) for the capabilities.
• **Milestone Observation Records** - Galileo provides several reports to help teachers manage the assessment of children. Often this report is used by teachers as a worksheet while observing their class or an individual child.

• **Status Page** - The *Status Page* ([http://status.ati-online.com](http://status.ati-online.com)) can be checked by all users at any time and it relays real-time information about Galileo current performance, scheduled maintenance, and recent past performance. Incident reports are posted promptly on the page and displays information about both the incident and the real-time stage of resolution.

• **Outcomes Analysis Report** - The *Outcomes Analysis* report is a progress report which allows programs to analyze progressive data for one or several of the Galileo G3 Assessment Scales over multiple time periods in one report.

• **Parent Activity Report** - The *Parent Activity* report will display Pre-K Parent Center login dates and times. It is a quick way to determine if families are using the Pre-K Parent Center.

• **User Activity Report** - The *User Activity* report will show the system activity of all individuals with a Galileo user account to access your program’s data. This report is available to Center- and Agency-level users.

• **Additional Resources** - There are various reports that can be generated to help you utilize and interpret the Galileo data.

Additional reports can be found in the “Fundamentals of Galileo: Reports” manual and in the online help files. This manual is provided to the Galileo Administrator during Galileo implementation. An additional manual can be requested from your Field Services Coordinator or from Professional Development ([ProfessionalDevelopment@ationline.com](mailto:ProfessionalDevelopment@ationline.com)).
CLASSROOM SCENARIOS

The scenario stories in this section are designed to help you practice recording observational information on a child’s development.

SETTING BASELINE SCENARIO

Instructions: This scenario is designed to help you practice using the Amount Learned tool to record baseline information on a child’s development. You should be able to record baseline information for the 3-5 years: G3 Language and 3-5 years: G3 Early Math scales.

HOW MANY?

Ms. Gale called all the children to sit on the carpet. Gwen was the first to sit down and saved a spot for Elijah. “Elijah, come sit here”, Gwen called out. Once all the children were seated, Ms. Gale told them that she was going to read a book “We’re Different, We’re the Same” by Bobbi Kates. This story is about how people have different physical characteristics, such as Patricia has red hair and Gwen and Andrea both have black hair.

Ms. Gale then proceeded to read the story. At one-point Patricia said, “That girl has red hair just like me!” Ms. Gale said, “That’s right.” As Ms. Gale read, she paused on certain pages to point out how people have different physical characteristics. Some children in the story had straight hair, others had curly hair. Some had long hair while others had short hair.

When she finished reading the book, Ms. Gale drew the children's attention to a large graph on the wall with pictures of different physical characteristics. She asked the children with brown eyes to raise their hand. Elijah and Gwen raised their hand. Ms. Gale asked Andrea, “Andrea, what color eyes do you have?” She replied “brown.” Ms. Gale then reminded her that she should have her hand up. Ms. Gale counted the hands “1, 2, 3” as the children counted along with her. She then wrote three lines under the brown eye heading. Ms. Gale then took a count of the children with the various eye colors and recorded the count.

Ms. Gale then asked, “How many have long hair?” and she recorded the count with the children helping her count. Then she asked, “How many have short hair?” Looking around she noticed that Elijah did not raise his hand, so she prompted him about the length of his hair. Elijah said he had short hair and then promptly raised his hand. Ms. Gale counted out loud the number of hands and wrote the number on the graph.

Elijah stared at the graph pointed and exclaimed “WOW! Only one has red hair!” He then began pointing to the short hair category saying “one, two, three, four, five, six, seven, eight, nine, ten, eleven.” “Great job counting, Elijah,” Ms. Gale praised. When everyone had had a chance to examine the graph, the children were ready for their snack.
**UPDATING OBSERVATIONS SCENARIOS**

**Instructions**: The scenarios in this section are designed to help you practice updating information on a child's development on the Observations by Child, Observations by Goal, and/or the Observations by Class pages.

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**BREAD, BREAD, BREAD**

**Instructions**: You should be able to record the observational information for the 3-5 years: G3 Language and 3-5 years: G3 Early Math scales. Of course, there are other scales you may utilize, provided there was a documented baseline.

Ms. Gale called all the children to sit around the table. Elijah was the first to sit down and saved a spot for Andrea. "Andrea, come sit here", Elijah called out. Ms. Gale then placed corn tortillas, English muffins, pita bread, and a loaf of French bread in the center of the table and explained that they would be discussing how different breads come from different places. Andrea raised her hand and stated, "I know what that is. That is a tortilla. My tia, that's my aunt, makes them every morning." "That's great Andrea! Can you tell us anything else about tortillas," asked Ms. Gale? All the children listened quietly as Andrea told about tortillas and Ms. Gale filled in the blanks. When Ms. Gale had finished discussing all the types of bread, she was ready to pass out the bread. Elijah raised his hand and asked if Ms. Gale needed any help. She happily set Elijah to passing out each type of bread. The children tasted each variety. Patricia held up a piece of her French bread and said, "This bread is hard on the outside but soft on the inside. HHHHMMM, I could eat loaves and loaves of it."

When everyone had tasted all the different types of bread, Ms. Gale drew the children's attention to a large graph on the wall with pictures of each type of bread. "I would like everyone to get a marker, go to the graph, find your name and put a check mark next to the breads that you liked." All the children picked up a marker, waited their turn, and checked the breads that they liked. Andrea peered up at the graph pointed her finger at the pita bread and exclaimed "WOW! Everybody liked the pita bread. See, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve." "Good job, Andrea," Ms. Gale praised. Ms. Gale then asked the other children to sit around the graph. When everyone had had a chance to examine the graph, the children cleaned up their snack area. It was now free time.

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**PLAYING BALL**

**Instructions**: You should be able to record the observational information for the 3-5 years: G3 Language scale. Of course, there are other scales you may utilize, provided there was a documented baseline.

The children were all gathered around for a story about the playing with a ball. Ms. Gale showed the book "Stop That Ball" by Mike McClintock to the children. Andrea raised her hand and said, "I love to play basketball. I play every week with my dad." "That's great,"
said Ms. Gale, "Let's find out what type of ball is in our book." Ms. Gale began to read the story about a boy's madcap adventures as he tries to retrieve his bouncing ball. As she was reading, she asked the children to help her with some words. Patricia took a turn, as did Gwen and Elijah. Andrea waited for her turn. When she was called upon, Andrea was able to read the word "ball" and "play."

Ms. Gale and the children discussed what kind of ball was in the story, how the story started, and how it ended. She told the children that they will write an imaginary story about a ball they were playing with. The children were asked to decide what kind of ball they were playing with (soccer, football, round ball, etc.). Ms. Gale wrote these words on the board. Then she asked them to think of something imaginative that might happen, something that might cause it to get away from them, or where their ball went. Ms. Gale reminded the class that every story has a beginning, a middle, and an end. Ms. Gale asked, "Did you get the ball back? Why or why not?" Elijah said, "I love to play with my dog. My dog fetches the ball when I throw it to him. One time the ball went into the bushes and we didn’t find it until Fall, when all the bush leaves fell off!" Patricia said, "My grandmother took me to the zoo. I saw the monkeys playing ball. It was so funny how the monkeys played! They were throwing the ball to the babies. The babies ran up the tree and would drop the ball from the top of the tree."

Ms. Gale and her parent volunteers began taking dictation of the children’s story, writing their words in their book. Each child begins drawing three pictures, one for each page. Elijah drew a picture of himself tossing a ball to his dog. Andrea drew a picture of two people playing basketball. Their second drawing showed how the ball got away and where it went. Their last page showed how the story ends, how the child gets the ball back (or doesn’t get it back).

When the children were done, they all returned the crayons to their containers, cleaned up their area, and placed their pictures on the Writing bin, as requested.

**Minky the Monkey**

**Instructions:** You should be able to record the observational information for the 3-5 years: G3 Language scale. Of course, there are other scales you may utilize, provided there was a documented baseline.

The children were all gathered around for a story about Minky the Monkey. As Ms. Gale was about to begin, Patricia looked intently at the cover of the book, raised her hand and said, "I know that story, it's Minky the Monkey. My mom reads it to me all the time. It's about a little monkey that gets lost and the other animals help him get home." "That's great," said Ms. Gale, "so you'll be able to help me today." Ms. Gale began to read the story. As she was reading, she asked the children to help her with some words. Gwen took a turn, as did Andrea and Patricia. Elijah waited for his turn. When he was called upon, Elijah was able to read the word "tree" and "sea." At one point during the story, Minky was really lost.
in the forest. Ms. Gale asked the children what they thought Minky might do to find his way home. Andrea said, “Use a map.” Gwen commented, “Go back and start over.” Patricia said, “He should ask his friends for help.”

At the end of the story, Ms. Gale invited the children to share any comments they had about the story. As usual, Patricia was the first to speak saying, “Last week I thought I was lost in the food store, but I wasn’t. My mom was right by me, but I just didn’t know. My mom says that sometimes we can look right at a person and not know they’re there.”

When story-time was over, the children were given materials and encouraged to draw pictures about the story. As Patricia was drawing, Andrea happened to glance over at her picture. Andrea said, “What’s your picture about?” Patricia said that she was drawing Minky’s family. “I like the color of your sky,” said Andrea. Patricia replied, “I colored it with this, do you want to use it?” Happily, Andrea accepted the crayon and colored her sky purple as well. When the children were done, they all returned the crayons to their containers, cleaned up their area, and placed their pictures in their cubbies, as requested.