

Galileo® Pre-K Online Assessment Kit 3 Through 5 Years
Galileo Pre-K Online Class Observation Records



Name: _____
Class: _____
Date: _____

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Galileo® Pre-K Online Assessment Kit 3 Through 5 Years
Galileo Pre-K Online Class Observation Records



Galileo® Pre-K Online Assessment Kit 3 Through 5 Years
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I. Introduction

This booklet contains a printed Class Observation Record for each Galileo scale. You can use these sheets to record observations for up to 20 students. Once you have completed an observation, enter this data into Galileo using the online Observation by Class interface. Then, you will be able to access a Developmental Level (DL) Score for each child along with recommendations for planning developmentally appropriate learning opportunities. Below are some tips for recording observations.

Galileo Pre-K Online
Class Observation Record

Observation Date: 8/17/14

Observer: Ann Teacher

Directions to Observer:
Mark an X for each capability learned.

Before you start an observation, fill in your name and the date.

Before you start an observation, fill in the names of the students you plan to observe.

Mark an X for each capability a child has learned. You will enter this data online later.

Tip: You can also record anecdotal notes so you can enter them online later. Post-its work great for this purpose!

	Last Name	First Name																		
Scale: 3-5 years: G3 Approaches to Learning																				
10) Experiments with a variety of strategies to solve a problem or complete a task.			X																	
11) Maintains concentration in an activity despite distractions or interruptions.																				
12) Maintains interest in an activity for an appropriate period of time.				X																
13) Completes a simple self-selected activity or task.																				
14) Corrects her/his own mistakes, some of the time.																				
15) Persists with a difficult or non-preferred activity.			X																	
16) Checks to see if a simple task has been completed, without being asked.																				
GOAL SETTING AND PLANNING																				
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.																				
19) Says, signs, or gestures whether or not a simple task has been completed.																				
20) Sets a goal, and with adult help, plans a small number of steps to achieve it.																				

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II. Class Observation Records for 3-5 years: G3 Approaches to Learning

<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	<i>Last Name, First Name</i>	
Scale: 3-5 years: G3 Approaches to Learning		
TAKING INITIATIVE AND EXHIBITING CURIOSITY		
1) Explores most areas of the classroom.		
2) Participates in an increasing variety of experiences independently.		
3) Combines materials, objects, equipment in new ways to produce multiple uses.		
4) Selects activities or objects from a choice of at least two in a daily routine.		
5) Selects activities that are within her/his capabilities, most of the time.		
6) Initiates preferred purposeful activities when playing in interest centers.		
7) Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how).		
DEVELOPING CREATIVITY AND INVENTIVENESS		
8) Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake).		
9) Finds solutions to simple problems (e.g., riding toy is stuck on another toy so the child backs up and drives around the toy).		
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Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Approaches to Learning

- 10) Experiments with a variety of strategies to solve a problem or complete a task.
- 11) Maintains concentration in an activity despite distractions or interruptions.
- 12) Maintains interest in an activity for an appropriate period of time.
- 13) Completes a simple self-selected activity or task.
- 14) Corrects her/his own mistakes, some of the time.
- 15) Persists with a difficult or non-preferred activity.
- 16) Checks to see if a simple task has been completed, without being asked.

GOAL SETTING AND PLANNING

- 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.
- 19) Says, signs, or gestures whether or not a simple task has been completed.
- 20) Sets a goal, and with adult help, plans a small number of steps to achieve it.

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**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Approaches to Learning

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

LEARNING COOPERATION

22) Shares part or all of something with an adult.

23) Shares part or all of something with a peer.

24) Takes turns playing with a toy or object.

25) Is helpful to an adult when prompted.

26) Voluntarily helps a peer.

27) Says, signs, or gestures when it is her/his turn in a game or activity.

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

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

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

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III. Class Observation Records for 3-5 years: G3 Creative Arts

<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	<i>Last Name, First Name</i>	
Scale: 3-5 years: G3 Creative Arts		
ENJOYING MUSIC AND MOVEMENT		
1) Shows an interest in using musical instruments to produce sounds.		
2) Shows an interest in listening to short musical selections.		
3) Sings or hums familiar songs or tunes.		
4) Uses movement to express what is being felt/heard in various songs or tunes.		
5) Talks about the kinds of music enjoyed (e.g., favorites).		
6) Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).		
7) Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.).		
8) Matches the type of sound to a particular instrument.		
9) Synchronizes movements to different patterns of beat/tempo, most of the time.		
10) Invents songs or tunes using voice or musical instruments.		
11) Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).		
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Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Creative Arts

- 23) Draws some details in representations of animals, people, or objects.
- 24) Describes a self-made art project (tells what it is about) to a child or adult.
- 25) Uses various tools to create art projects (e.g., rollers, string, straws).
- 26) Recombines and experiments with art materials to see what happens.
- 27) Describes the steps/plan for constructing a self-initiated art project.
- 28) Uses a variety of colors to create moods or feelings in artwork.
- 29) Draws a series of pictures that depict a story.

PARTICIPATING IN DRAMATIC PLAY

- 30) Uses dramatic play to express feelings (e.g., fear).
- 31) Acts out a real or make-believe character during dramatic play.
- 32) Acts out stories or situations during a dramatic play activity.
- 33) Describes the story or situation that will occur during dramatic play.
- 34) Uses dramatic play to practice cooperation (e.g., who sets table, cooks).

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Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Creative Arts

- 35) Practices "working out" new situations (e.g., going to doctor, new baby, trip).
- 36) Uses dramatic play to ask questions to gain new knowledge from others.

35) Practices "working out" new situations (e.g., going to doctor, new baby, trip).																				
36) Uses dramatic play to ask questions to gain new knowledge from others.																				

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Galileo® Pre-K Online Assessment Kit 3 Through 5 Years
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IV. Class Observation Records for 3-5 years: G3 Early Math

<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	<p><i>Last Name, First Name</i></p>
<p>Scale: 3-5 years: G3 Early Math</p> <p>COUNTING AND COMPARING</p> <p>1) Uses one-to-one correspondence when counting objects.</p> <p>2) Counts to find how many are in a group up to 5.</p> <p>3) Counts forward from a number > 1 to find how many are in a group.</p> <p>4) Counts to find how many are in a group up to 10.</p> <p>5) Counts to find out how many are in a group greater than 10.</p> <p>6) Counts backward to find how many are left.</p> <p>7) Writes numerals to indicate 6 or less objects.</p> <p>8) Writes numerals to indicate between 7 and 10 objects.</p> <p>9) Writes numerals to indicate between 11 and 20 objects.</p> <p>10) Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).</p> <p>11) Separates a group into two sets and identifies the number of items in both sets.</p>	
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Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Early Math

IDENTIFYING NUMERALS

12) Identifies numerals 0 to 5.

13) Identifies numerals 6 to 10.

14) Identifies numerals 11 to 20.

ADDING

15) Adds one to a small group, when asked.

16) Indicates that a small group has more after some have been added.

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

SUBTRACTING

18) Indicates that a small group has less after taking some away.

19) Indicates that one was taken away from a small group.

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

UNDERSTANDING FRACTIONS

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

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Directions to Observer:
Mark an X for each capability learned.

Last Name, First Name

Scale: 3-5 years: G3 Early Math

22) Exchanges two halves for a whole.

23) Separates a group of objects in half.

SORTING

24) Matches objects to an example.

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

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

27) Sorts diverse objects based on multiple attributes (e.g., size and shape).

ORDERING

28) Identifies the shorter or taller of two persons or things.

29) Identifies the shortest or tallest in a group.

30) Arranges objects in order by size.

31) Places an object in its proper position in a group ordered by size.

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Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Early Math

COMPREHENDING SPATIAL CONCEPTS

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

LEARNING ABOUT SHAPES

- 34) Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.
- 35) Places a circle, square, or triangle appropriately on a foam board.
- 36) Creates new shapes from familiar shapes by folding, cutting, or twisting.
- 37) Identifies the sides and corners in a shape.

NOTICING PATTERNS

- 38) Repeats alternating movement patterns (e.g., up/up/down, up/up/down).
- 39) Repeats an alternating visual pattern (e.g., red/green/red/green).
- 40) Repeats an alternating auditory pattern (e.g., loud/soft claps).

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Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Early Math

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

42) Creates an alternating visual pattern using art or play materials.

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

MEASURING

44) Uses non-standard unit (e.g., cut-out paper squares) to measure area.

45) Uses non-standard units (e.g., paper cups) to measure volume.

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

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

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V. Class Observation Records for 3-5 years: G3 English Language Acquisition

	<i>Last Name, First Name</i>																			
<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>																				
Scale: 3-5 years: G3 English Language Acquisition																				
COMPREHENDING SPOKEN LANGUAGE FOR ENGLISH LEARNERS																				
1) Plays with English-speaking children.																				
2) Follows teacher directions by listening and copying the actions of peers.																				
3) Waves or shows nonverbal response when teacher says "hello" and "good-bye".																				
4) Appropriately moves hands and feet during finger plays (e.g., hokie pokie, itsy-bitsy spider).																				
5) Communicates nonverbally in response to words (e.g., snack, lunch, bathroom, juice).																				
6) Shakes head "yes" or "no" to answer questions appropriately.																				
7) Identifies objects, colors, or body parts by pointing.																				
8) Responds to questions (e.g., who, what, where, why, when, and how).																				
9) Follows a simple direction (e.g., open the door, hang up your jacket).																				
10) Follows multi-step directions.																				
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**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 English Language Acquisition

PARTICIPATING IN LITERATURE FOR ENGLISH LEARNERS

- 22) Points to and identifies pictures using one word descriptions.
- 23) Puts thumb up or thumb down to answer question in circle time.
- 24) Answers the question with one word, "What is this book about?"
- 25) Puts pictures in sequence to retell a story.
- 26) Recites a learned English poem or song.
- 27) Answers questions in English during circle time.
- 28) Talks about a story read in English.
- 29) Answers questions about a story (e.g., who, what, where, when, and how).
- 30) Identifies the beginning, middle, and end of a story.

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VI. Class Observation Records for 3-5 years: G3 Language

<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	<i>Last Name, First Name</i>	
Scale: 3-5 years: G3 Language		
LISTENING AND UNDERSTANDING		
1) Listens attentively to a conversation, story, poem, or song.		
2) Follows a simple one-step direction.		
3) Follows a small set of step-by-step directions, without prompts.		
4) Asks questions and/or makes comments about a story, poem, or song.		
5) Retells a familiar story, poem or song in his/her own words.		
6) Reacts appropriately to an exclamation (e.g., stop, look up, freeze).		
LISTENING AND UNDERSTANDING - RECEPTIVE VOCABULARY		
7) Understands nouns commonly found in books for young children.		
8) Understands action words (e.g., give, run).		
9) Understands negative words (e.g., not, no).		
10) Understands positional words (e.g., top, bottom, on, in).		
11) Understands pronouns (e.g., she, he, it).		
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Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Language

12) Understands words that describe the qualities of objects (e.g., color, soft, cold).

13) Understands past and future tense (e.g., went, will).

SPEAKING AND COMMUNICATING - SELF-EXPRESSION

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

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

16) Asks questions to obtain information or assistance.

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

SPEAKING AND COMMUNICATING - CONVERSATION

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.

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Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Language

SPEAKING AND COMMUNICATING - EXPRESSIVE VOCABULARY

- 22) Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).
- 23) Combines words to create meaningful short sentences.
- 24) Uses negative words (e.g., not, no).
- 25) Uses descriptive words with objects (e.g. pretty flowers).
- 26) Takes apart and puts together compound words.
- 27) Uses pronouns to refer to people and things (e.g., she, he, it).
- 28) Uses past and future tenses (e.g., went, will).
- 29) Uses possessive endings (e.g., Jose's, Emma's).
- 30) Uses compound sentences (e.g., sentences joined by and, but, or).

APPRECIATING LITERATURE - STORY TELLING

- 31) Recalls story events using some spoken dialogue.
- 32) Draws pictures or uses dramatic play or music to tell a story.

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Last Name, First Name

Scale: 3-5 years: G3 Language

33) Makes up a story from beginning, to middle, to end.

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VII. Class Observation Records for 3-5 years: G3 Literacy

	<i>Last Name, First Name</i>																	
<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>																		
Scale: 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.																		
5) Distinguishes between some ending consonant sounds in spoken language.																		
6) Creates rhyming words in play activities.																		
7) Distinguishes between some vowel sounds in spoken language.																		
8) Puts sounds together to make short words (e.g., k-a-t, cat).																		
9) Segments short words into their component sounds (e.g., trick, t-r-i-k).																		
INCREASING BOOK KNOWLEDGE AND APPRECIATION - STORY REASONING																		
10) Uses picture cues to tell what is happening in a story.																		
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Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Literacy

11) Predicts story events using picture or verbal cues.

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

**EXPANDING BOOK KNOWLEDGE AND APPRECIATION - INTEREST
IN BOOKS**

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

14) Request rereading of favorite book.

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

16) Handles books and other reading material with care.

17) Views reading materials one page at a time (front to back), most of the time.

18) Engages in pretend reading with other children, doll, or toy animal.

19) Requests a favorite book by title, author, or illustrator.

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

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**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Literacy

DEVELOPING PRINT AWARENESS AND CONCEPTS

- 21) Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).
- 22) Recognizes that a spoken word/speech can be written and read.
- 23) Knows that print conveys information to the reader (e.g., a message, facts, how to do something).
- 24) Recognizes that pages are read from top to bottom.
- 25) Recognizes that sentences are read from left to right.

BUILDING EARLY READING SKILLS

- 26) Asks adults to read printed information such as signs, labels, advertisements.
- 27) Recognizes his/her name in print.
- 28) Predicts what word might come next in a familiar story, some of the time.
- 29) Recognizes that words are separated by spaces.
- 30) Identifies familiar short words in print, some of the time.

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	<i>Last Name, First Name</i>												
<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>													
Scale: 3-5 years: G3 Literacy													
31) Reads a printed label or a sign on a familiar object, some of the time.													
32) Tracks by moving his/her finger along text as it is read by an adult.													
33) Reads familiar words in a sentence from a book/poem, with assistance.													
BUILDING EARLY WRITING SKILLS													
34) Uses scribble on paper to communicate a message.													
35) Communicates by scribbling and with some letter-like shapes.													
36) Draws figures and shapes to convey meanings.													
37) Draws horizontal and vertical lines.													
38) Holds pencil with thumb and forefinger.													
39) Uses a variety of writing tools and materials to communicate with others.													
40) Copies her/his name from a sample.													
41) Writes some letters.													
42) Writes using inventive spelling.													
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**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Literacy

- 43) Write her/his name, without assistance.
- 44) Communicates by writing complete words.

DEVELOPING ALPHABET KNOWLEDGE

- 45) Identifies all the letters in her/his name.
- 46) Names 1 or more letters.
- 47) Points to and names the first letter in familiar words.
- 48) Names 10 or more letters.
- 49) Identifies 1 or more sounds to corresponding letters.
- 50) Identifies 10 or more sounds to corresponding letters.

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VIII. Class Observation Records for 3-5 years: G3 Logic and Reasoning

	<i>Last Name, First Name</i>																		
<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>																			
Scale: 3-5 years: G3 Logic and Reasoning																			
USING SYMBOLS IN DRAMATIC PLAY																			
1) Decides on a scene to act out.																			
2) Mimics a movie, book, or past experience.																			
3) Uses objects to represent characters (e.g., stuffed animal as the dad).																			
4) Assigns parts to self and peers to act out scene.																			
5) Uses body to act out pretend scene.																			
6) Uses drawings to embellish scene.																			
7) Talks to peers in pretend character.																			
8) Reacts to peers remaining in pretend character.																			
9) Acts out different roles (e.g., child, adult) in dramatic play situations.																			
10) Uses dramatic play to make-believe with objects (e.g., cooking an egg).																			
11) Uses materials in inventive/creative ways (e.g., table/chairs become airplane).																			
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Galileo® Pre-K Online Assessment Kit 3 Through 5 Years
Galileo Pre-K Online Class Observation Records

**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Logic and Reasoning

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

13) Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs).

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

REASONING AND PROBLEM-SOLVING

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

16) Seeks assistance from peers when attempting to solve a problem.

17) Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).

18) Uses concrete materials to solve a problem (e.g., blocks to count).

19) Tries out new ideas to see if they will work.

20) Suggests an alternative solution to solve a problem, without assistance.

21) Acts out a simple word problem using objects (e.g., shows 3 toy lizards then takes 1 toy lizard away).

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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Logic and Reasoning

22) Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).

SORTING AND CLASSIFYING

23) Identifies which object does not belong in a group.

24) Describes the similarities/differences between two events (e.g., day/night).

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

26) Associates events/experiences with their intent(s) (e.g., school: learning).

EXAMINING CAUSE AND EFFECT

27) Observes the effects of an action.

28) Predicts the effects of an action.

29) States the cause of an effect (e.g., what caused the tricycle to stop).

SOLVING PUZZLES

30) Uses trial and error to solve a problem or puzzle.

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Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Logic and Reasoning

- 31) Puts a simple puzzle together, without assistance.
- 32) Uses solution from a basic puzzle to solve a more difficult puzzle.
- 33) Places 2 to 3 pictures in sequential order.
- 34) Describes the sequential steps to perform a basic activity.
- 35) Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red).
- 36) Creates an original AB pattern when shown an AB pattern (e.g., circle, square, circle, square).

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Galileo Pre-K Online Class Observation Records

IX. Class Observation Records for 3-5 years: G3 Nature and Science

<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	Last Name, First Name	
<p>Scale: 3-5 years: G3 Nature and Science</p>		
<p>USING SENSES AND SCIENTIFIC DEVICES TO LEARN</p>		
1) Uses senses (e.g., touch, smell) to learn about the natural and physical world.		
2) Attempts to learn about objects by taking them apart and rebuilding (e.g., puzzles, Legos).		
3) Uses tools to measure materials and make comparisons (e.g., scales, rulers).		
<p>OBSERVING AND DESCRIBING LIVING THINGS</p>		
4) Describes what an animal is doing as it is being observed.		
5) Talks about characteristics of living things (e.g., leaf is soft).		
6) Describes the typical behaviors/habits of a familiar animal.		
7) Draws/talks about changes in her/himself over time.		
8) Describes/draws the type of shelter used by familiar animals.		
9) Draws/talks about what living things need to survive (e.g., plants need water).		
10) Draws/talks about observed life cycle changes in a familiar plant.		
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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

Directions to Observer:
Mark an X for each capability learned.

Last Name, First Name

Scale: 3-5 years: G3 Nature and Science

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

OBSERVING AND DESCRIBING PHYSICAL PHENOMENA

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

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

14) Draws/talks about patterns in the physical world (e.g., seasons, day/night).

15) Associates objects/events with different temperatures (e.g., ice-low temp.).

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

CLASSIFYING LIVING THINGS

17) Distinguishes plants from animals.

18) Distinguishes between land and water animals.

19) Classifies animals into groups by the way they move (e.g., flying, running).

20) Classifies animals into those that are domestic and those that are wild.

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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Nature and Science

21) Classifies animals based on their habitat (e.g., ground vs. tree dwelling).

CLASSIFYING PHYSICAL PHENOMENA

22) Classifies objects by their state (e.g., liquid, solid, gas).

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

24) Classifies objects based on whether they are found in nature or made by people.

25) Classifies objects based on their physical composition (e.g., metal, rock, soil).

26) Classifies objects based on whether or not they require electricity/battery.

PREDICTING OUTCOMES ABOUT LIVING THINGS

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

28) Predicts that a plant will die if it does not receive water.

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

30) Predicts that a plant will die if it does not receive sufficient light.

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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Nature and Science

- 31) Predicts that human activity may threaten animal habitat/survival.
- 32) Predicts that extreme weather (drought, freeze) will injure plants/wildlife.
- 33) Predicts that plants may be destroyed when an animal population increases.

PREDICTING PHYSICAL PHENOMENA

- 34) Predicts that it is likely to rain when dark clouds come.
- 35) Predicts which way a scale will tip when a weight is added to one side.
- 36) Predicts direction of an object when acted upon directly (e.g., thrown, pushed).
- 37) Predicts changes in objects when heat/cold is applied (e.g., ice melts).
- 38) Predicts changes in objects when liquid is added (e.g., sand, paper).
- 39) Predicts that the steeper the incline, the faster an object will move.

GATHERING AND PRESENTING DATA

- 40) Participates in simple investigations to answer questions.

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Galileo Pre-K Online Class Observation Records

<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	<p><i>Last Name, First Name</i></p>	
<p>Scale: 3-5 years: G3 Nature and Science</p>		
41) Uses observation as a way to gather data about an object or an event.		
42) Confirms observations with another child/adult.		
43) Repeats a procedure/action several times to confirm outcomes/patterns.		
44) Describes her/his data to other peers/adults.		
45) Uses more than one approach to gather data/answer a question (e.g., book, adult).		
46) Presents observations in a variety of ways (e.g., drawings, charts, maps).		
47) Generalizes data findings to similar situations (e.g., all seeds grow in soil).		
<p>EXPLAINING EVENTS AND OUTCOMES</p>		
48) Shares ideas/thoughts when observing the natural world/physical phenomena.		
49) Provides an explanation for why an event/outcome occurred (e.g., flower wilted).		
50) Provides two explanations for why an event/outcome occurred (e.g., birds left).		
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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Nature and Science

51) Attempts to explain why living things change (e.g., leaves turn brown).

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

QUESTIONING AND DEVELOPING HYPOTHESES

53) Describes the functions of objects (e.g., containers hold things).

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.

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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Physical Development and Health

13) Uses tissues properly to blow/wipe nose, without assistance.

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

EXERCISING

15) Exercises large muscles (e.g., running, swinging, hopping, throwing).

16) Participates actively in outdoor group games (e.g., kickball).

17) Identifies a variety of games/exercises that help enhance fitness.

18) Talks about ways exercise keeps us healthy, with assistance.

DRESSING

19) Unzips zippers.

20) Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.

21) Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.

22) Puts on front-opening garment, without assistance.

23) Puts on pull-over garment, without assistance.

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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Physical Development and Health

24) Puts on shoes correctly, without assistance.

25) Ties own shoes, without assistance.

TOILETING

26) Uses bathroom, without assistance.

27) Initiates a trip to the bathroom, without being prompted.

28) Completes bathroom activities (clothing up/down, wiping, flushing) independently.

29) Disposes of toilet paper/paper towels appropriately.

30) Remains dry and unsoiled between bathroom trips.

UNDERSTANDING OF HEALTH AND SAFETY PRACTICES

31) Has calm and settled rest periods.

32) Cooperates by opening mouth for a quick visual exam.

33) Does not need corrective/assistive visual devices or properly uses needed corrective and assistive visual devices consistently (e.g., glasses).

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Galileo® Pre-K Online Assessment Kit 3 Through 5 Years
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	<i>Last Name, First Name</i>																		
<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>																			
<p>Scale: 3-5 years: G3 Physical Development and Health</p>																			
57) Jumps backward without losing balance.																			
58) Skips with direction and control, most of the time.																			
59) Gallops maintaining direction and control, most of the time.																			
DEVELOPING GROSS MOTOR COORDINATION																			
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.																			
DEVELOPING FINE MOTOR DEXTERITY AND CONTROL																			
65) Begins to use a fork.																			
66) Eats with a fork and a spoon, or other appropriate utensils.																			
67) Correctly holds a pencil or crayon.																			
68) Cuts with scissors along a straight line.																			
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Galileo® Pre-K Online Assessment Kit 3 Through 5 Years
Galileo Pre-K Online Class Observation Records

XI. Class Observation Records for 3-5 years: G3 Social and Emotional Development

<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	<i>Last Name, First Name</i>	
<p>Scale: 3-5 years: G3 Social and Emotional Development</p> <p>LEARNING ABOUT SELF</p>		
1) Knows his/her own first and last names.		
2) Knows his/her age.		
3) Knows his/her gender.		
4) Refers to her/himself by positive characteristics (e.g., "smart" or "strong").		
5) Describes his/her physical attributes (what I look like).		
6) Talks about his/her interests (what I like to do).		
7) Says positive things about his/her appearance.		
8) Talks positively about a recent accomplishment.		
9) Engages in reassuring self-talk or changing goals when frustrated or frightened.		
10) Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs.		
11) Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone).		
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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

**Scale: 3-5 years: G3 Social and Emotional
Development**

LEARNING COOPERATION

- 12) Follows established rules and routines in the classroom.
- 13) Makes transitions between activities with minimal assistance.
- 14) Comfortably accepts guidance and directions from a familiar adult.
- 15) Uses classroom materials safely and for their intended purpose.

RESOLVING CONFLICTS

- 16) Seeks support from familiar adults to resolve conflicts with peers.
- 17) Moves around another child that is in her/his way (e.g., going up a slide).
- 18) Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy).
- 19) Expresses wants and needs in conflict situations.
- 20) Says, signs, or gestures to a child who is being offensive to stop the behavior.
- 21) Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing.

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Galileo® Pre-K Online Assessment Kit 3 Through 5 Years
Galileo Pre-K Online Class Observation Records

	<i>Last Name, First Name</i>											
<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>												
<p>Scale: 3-5 years: G3 Social and Emotional Development</p> <p>22) Shows the ability to compromise in conflict resolution.</p> <p>23) Uses negotiation to reach a solution.</p> <p>24) Maintains a negotiated plan.</p> <p>25) Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p>												
<p>DISCOVERING INDEPENDENCE IN DAILY ACTIVITIES</p> <p>26) Gets materials needed for an activity, without prompts.</p> <p>27) Insists on routines for transitions (e.g., when parents drop-off the child at the center).</p> <p>28) Comforts self by engaging in calming/soothing activities some of the time.</p> <p>29) Accepts arrival and departure transitions as routine parts of the day.</p> <p>30) Carries out a classroom routine, without prompts (e.g., putting coat in cubby).</p>												
<p>BUILDING SOCIAL RELATIONSHIPS</p> <p>31) Responds appropriately to greeting by familiar peers.</p>												
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Galileo Pre-K Online Class Observation Records

<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	<p><i>Last Name, First Name</i></p>
<p>Scale: 3-5 years: G3 Social and Emotional Development</p>	
32) Initiates greeting of familiar peers.	
33) Verbally or nonverbally invites a peer to play.	
34) Begins to recognize that others smile when they smile, and others look unhappy when they cry.	
35) Plays without disrupting or destroying the work of others.	
36) Says, signs, or gestures the names of friends.	
37) Chooses to express self to others safely/respectfully in calm situations.	
38) Joins a cooperative play activity using appropriate verbal/nonverbal strategies.	
39) Sustains a cooperative participation with others.	
40) Expresses encouragement in a variety of ways (e.g., clapping, cheering).	
41) Recognizes the impact of his/her actions on others' feelings.	
42) Respects the rights of others.	
43) Chooses to express self to others safely/respectfully in difficult situations.	
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	<i>Last Name, First Name</i>																		
<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>																			
<p>Scale: 3-5 years: G3 Social and Emotional Development</p>																			
<p>44) Recognizes inappropriate behavioral choices of self most of the time.</p>																			
<p>45) Usually recognizes that inappropriate behavior leads to consequences.</p>																			
<p>46) Expresses empathy or caring for others by consoling, comforting, or helping.</p>																			
<p>47) Accepts the consequences for own inappropriate behavior most of the time.</p>																			

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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Social Studies

10) Tells why cars and people need to stop at red lights.

11) Identifies landmarks to describe location of residence or school (e.g., school is by the store).

12) Differentiates the United States flag from other flags by pointing.

13) Signs, gestures, or talks about neighborhood resources (library, post office).

LOOKING AT SPATIAL REPRESENTATION AND MAP SKILLS

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

15) Demonstrates an understanding of how to get around in familiar environments such as home, neighborhood, or school, under supervision.

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

17) Demonstrates the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., addresses, street signs).

18) Demonstrates how maps can be useful to finding places such as streets, homes, and places to visit.

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<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	Last Name, First Name	
<p>Scale: 3-5 years: G3 Social Studies</p> <p>EXAMINING THE ENVIRONMENT</p> <p>19) Identifies road by pointing.</p> <p>20) Identifies school building by pointing.</p> <p>21) Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).</p> <p>22) Identifies trees and flowers in real world or in pictures.</p> <p>23) Identifies land formations around school yard (e.g., mountains, hills).</p> <p>24) Names animals that live in neighborhood (e.g., birds, ants, raccoons, coyotes, snakes).</p> <p>25) Identifies that animals live in plants (e.g., birds nest in trees or cacti).</p> <p>26) Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).</p> <p>CONSERVING RESOURCES</p> <p>27) Throws trash in garbage can.</p> <p>28) Points out recycling container in the classroom.</p>		
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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Social Studies

29) Tells what goes into the recycling container in the classroom.

30) Makes use of used materials when possible (e.g., scratch paper, uses both front and back of paper).

31) Describes what recycling is.

32) Tells why recycling is important (e.g., saves trees, trash doesn't take up space in dumps).

33) Tells adult why putting trash in garbage cans is good for the environment (e.g., trash can hurt animals, trash can clog streams).

TALKING ABOUT THE PAST, PRESENT, AND FUTURE

34) Begins to use the language of time (e.g., day, night, yesterday, today, tomorrow).

35) Begins to use or respond to the language of time such as related to daily routines or schedules.

36) Identifies events that might occur in the future.

37) Labels days by function (e.g., school day, field trip day).

38) Shares episodes of personal history from birth to present, through personal memorabilia or connected to stories.

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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Social Studies

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

40) Predicts future career or what life will be like as an adult (e.g., "I will be a fireman when I grow up.").

RESPECTING DIVERSITY

41) Shows recognition of and respect for differences between genders.

42) Shows respect for those with special needs.

43) Shows respect for members of different cultures.

44) Shows respect for varying family structures.

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

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XIII. Class Observation Records for 3-5 years: G3 Technology

<p>Galileo Pre-K Online Class Observation Record</p> <p>Observation Date: _____</p> <p>Observer: _____</p> <p>Directions to Observer: Mark an X for each capability learned.</p>	<p>Last Name, First Name</p>	
<p>Scale: 3-5 years: G3 Technology</p> <p>TALKING ABOUT TECHNOLOGY</p> <p>1) Watches with interest someone operating a technology devices (e.g., computer, laptop, tablet).</p> <p>2) Identifies different technology devices by pointing when asked by an adult (e.g., cell phone, digital camera, laptop, computer, tablet or pad, tape player, digital music player).</p> <p>3) Says or signs the name of different technology devices (e.g., cell phone, digital camera, laptop, computer, tablet or pad, tape player, digital music player).</p> <p>4) Identifies the basic uses of different technology devices when asked by an adult.</p> <p>5) Points to the power button, play button, stop or pause button on a familiar music player when asked.</p> <p>6) Provides directions for using a familiar technology device when asked.</p> <p>7) Talks about ways that technology has changed over time (e.g., says "when my grandma was little there were no computers").</p> <p>8) Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program).</p>		
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**Galileo Pre-K Online
Class Observation Record**

Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Technology

- 19) Types letters or numbers as directed by an adult or an age appropriate software program.
- 20) Writes messages with invented spelling on a keyboard to keypad.
- 21) Is able to use a mouse or finger pad to point to images on a computer screen.
- 22) Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button).
- 23) Is able to use a computer to create artwork with assistance.
- 24) Is able to use a computer to create written communications with assistance.
- 25) Types own name on a keyboard or keypad without assistance.
- 26) Knows that computers can store information in a variety of ways (e.g., USB device, CD, computer hard, online).
- 27) Can save a file, with assistance.
- 28) Can open a saved file with assistance.
- 29) Independently uses a familiar device to play music (e.g., a digital music player, CD player, tape player).

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**Galileo Pre-K Online
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Observation Date: _____

Observer: _____

**Directions to Observer:
Mark an X for each capability learned.**

Last Name, First Name

Scale: 3-5 years: G3 Technology

- 30) Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera)
- 31) Uses an age appropriate software program with a partner or in a small group.
- 32) Independently uses an age appropriate software program.
- 33) Uses a computer or laptop to answer a simple question or do research with assistance.

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