

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

Observation, Scoring, and Interpretation Using Galileo Pre-K Online:

A Brief Guide



Creating Technology to Promote Learning



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I. Introduction

This brief guide is designed to support you in conducting observational assessments in a variety of developmental domains using Galileo Pre-K Online. Observations may be recorded online using the Observation by Class interface. Observations may also be recorded offline using the printed Class Observation Record and entered online later.

The guide is organized as follows. First, we'll provide some useful tips that can help enhance your observations. Next, we'll provide examples for each capability on each Galileo scale. These examples will help you understand activities and scenarios where you might observe a child demonstrating a capability. Then, we'll present a step-by-step quick reference guide that walks you through the process of recording and reporting on observational data within the online Galileo Observation by Class interface. Finally, we answer two frequently asked questions about how to interpret assessment results and use this information to plan developmentally appropriate learning opportunities.

II. Tips to Enhance the Quality of Your Observations

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

A. 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!

B. 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?”

C. 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?”

D. 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.

E. 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.

F. 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.

G. 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.

III. Goal Examples for 3-5 Years

Each Galileo G3 scale is composed of a number of learning goals. These capabilities represent a developmental path in a certain domain such as early math. The following pages present, for each scale, examples of activities and scenarios where you might observe that a child has learned a capability. You can use these examples to develop a better understanding of what each capability means and how a child might demonstrate that capability.

A. Goal Examples for 3-5 Years: G3 Approaches to Learning

GOAL EXAMPLES FOR 3-5 YEARS: G3 APPROACHES TO LEARNING

TAKING INITIATIVE AND EXHIBITING CURIOSITY

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| 1. Explores most areas of the classroom. | The child participates in the majority of interest center activities during a free exploratory time, or free choice time. |
| 2. Participates in an increasing variety of experiences independently. | A child participates willingly in the majority of preschool experiences (songs/science/dramatic play/writing/etc.), as they are available. |
| 3. Combines materials, objects, equipment in new ways to produce multiple uses. | A child takes a kitchen pot, turns it over and beats it with a spoon like a drum. |
| 4. Selects activities or objects from a choice of at least two in a daily routine. | The child chooses to paint rather than play in the pretend center. Or, children place their nametag next to the free exploration activity they choose to participate in first that day. |
| 5. Selects activities that are within her/his capabilities, most of the time. | A child says, "I can put my shoes on myself," and does it. |
| 6. Initiates preferred purposeful activities when playing in interest centers. | The child draws a picture of his family in the art center, rather than just playing with the crayons. |
| 7. Asks questions to find out about topics presented in the classroom (e.g. who, what, where, why, or how). | The child asks, for example, "Where are the dinosaur books?" |

DEVELOPING CREATIVITY AND INVENTIVENESS

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| 8. Uses a variety of materials during play to represent objects and events (e.g., uses pegs with play dough as candles for cake). | While playing in the house area, a child sets up dishes to have breakfast. |
| 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). | Tony is playing ball on the playground with Juan. Juan is unable to catch the ball, so Tony suggests that they play with a larger ball that is easier to catch. |
| 10. Experiments with a variety of strategies to solve a problem or complete a task. | Carla needs a hat in the dramatic-play corner and can't find one. She asks other children if they have seen the hat, looks in a different class area for the hat, and tries to use different objects before settling on a large paper cup for her hat. |
| 11. Maintains concentration in an activity despite distractions or interruptions. | Suzie completes her drawing even though Robert wants her to hum along to his favorite song while working at the same center. |
| 12. Maintains interest in an activity for an appropriate period of time. | The child maintains interest and participates in making a picture collage. He completes the requested task of choosing at least 5 pictures and pasting them to construction paper. |
| 13. Completes a simple self-selected activity or task. | The child participates in a bead stringing activity completing a single string of beads. |
| 14. Corrects her/his own mistakes, some of the time. | A child, asking the teacher a question says, "Mom...I mean, Miss Jones?" |
| 15. Persists with a difficult or non-preferred activity. | While working on a lacing project, Ramón is having some difficulty, but continues to work at finishing lacing around the object. |

GOAL EXAMPLES FOR 3-5 YEARS: G3 APPROACHES TO LEARNING

16. Checks to see if a simple task has been completed, without being asked. The child checks to see if s/he has put away all of the art materials. S/he notices that the box of crayons is still on the table and puts them away.

GOAL SETTING AND PLANNING

17. While playing, says what s/he wants to accomplish, when asked. The teacher asks, "What are you going to do with those crayons?" The child answers, "I'm going to make a picture for my mom."

18. Sets a goal prior to beginning of an activity or a project. A child playing with play dough says, "I'm going to make a fish."

19. Says, signs, or gestures whether or not a simple task has been completed. Upon completing a tower of blocks, a child says, "There. I'm done."

20. Sets a goal, and with adult help, plans a small number of steps to achieve it. A child decides to make a card for his parents. Before starting, the teacher asks, "Let's plan what you want on the front and in the inside of the card." The child responds, "I want to paste sparkles and stars on the front and have my name on the inside."

21. Revises, with adult help, a plan that has not produced the intended result. The child observes that her/his plan to glue a picture on a card is producing a messy result. The teacher says, "What other materials could you use?" The child says, "I'll use tape."

LEARNING COOPERATION

22. Shares part or all of something with an adult. A child brings birthday treats, and offers one to the teacher.

23. Shares part or all of something with a peer. A child shares the glitter with another child during an art activity.

24. Takes turns playing with a toy or object. A child shares blocks with a classmate while playing. Or, after riding the tricycle for a few minutes, Jim offers it to Nick who has been waiting for a turn.

25. Is helpful to an adult when prompted. Janet helps the teacher pass out napkins for snack time when the teacher requests a helper.

26. Voluntarily helps a peer. Charlie helps Cherie wash paintbrushes in the sink.

27. Says, signs, or gestures when it is her/his turn in a game or activity. George is playing Candyland with some other children. He notices that it is his turn and says, "It's my turn."

28. Establishes proximity to peers during an unstructured child-directed activity. Out on the playground, several girls stand near each other and spin in circles so that their arms do not touch. Or, Mark joins two children at the water table, standing next to them using the water space in front of him.

29. Maintains proximity to peers during an unstructured child-directed activity. While playing at the water table, Mark keeps his place and doesn't push into the other children working at the table. Out on the playground, several girls stand near each other and spin in circles.

30. Completes a task (e.g. art project, assignment, drawing, skit) with a partner. While in the dramatic-play center, Robert and Joseph perform a skit about visiting the doctor's office.

B. Goal Examples for 3-5 Years: G3 Creative Arts

GOAL EXAMPLES FOR 3-5 YEARS: G3 CREATIVE ARTS

ENJOYING MUSIC AND MOVEMENT

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| 1. Shows an interest in using musical instruments to produce sounds. | A child presses keys on the classroom piano, or beats on a toy drum. |
| 2. Shows an interest in listening to short musical selections. | A child requests the teacher to play a favorite tape/CD. |
| 3. Sings or hums familiar songs or tunes. | The child sings favorite song on the playground, or hums while working. |
| 4. Uses movement to express what is being felt/heard in various songs or tunes. | A child physically acts out the song "Head, Shoulders, Knees, and Toes" by pointing to her correct body parts. |
| 5. Talks about the kinds of music enjoyed (e.g., favorites). | A child says, "I like to sing 'B-I-N-G-O' and 'Old MacDonald'." |
| 6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow). | A child speeds up the singing the song "Ring Around the Rosy" so the circle moves faster. |
| 7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc.). | As the teacher hands out instruments for a song, the child identifies the instrument by name. |
| 8. Matches the type of sound to a particular instrument. | During a lesson about musical instruments, a child hears each instrument played several times. Then, while closing eyes and listening, child can identify which instrument is being played. |
| 9. Synchronizes movements to different patterns of beat/tempo, most of the time. | The child moves to the beat of a musical selection played. When the selection or tempo changes, the child's movement changes to closely match the change. |
| 10. Invents songs or tunes using voice or musical instruments. | The child makes up songs about what s/he is doing during unstructured playtime. |
| 11. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared). | A child sings, "If You're Happy and You Know It, Clap Your Hands." |
| 12. Identifies differences in tempo, tone, and volume, most of the time. | When asked the child indicates that the tempo of a song or music is faster/slower, or the tone is higher/lowr, or the volume is softer/louder. |
| 13. Uses instruments or songs to represent events (e.g., thunder, animal sounds). | A child beats on drum to make "thunder." |
| 14. Matches pitch and tempo during a singing activity most of the time. | The child sings on pitch, and keeps up with the group during a music activity. |

CREATING VISUAL ART

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| 15. Works with other children on a cooperative art project (e.g., mural). | Child selects, cuts and pastes magazine pictures of sports to a sport- themed mural along with other children. |
| 16. Takes care of art materials/supplies (e.g., washes brushes, covers paint). | The child sets glue upright in the container that holds glue bottles. |
| 17. Creates collages with various materials and textures (e.g., fabrics, pictures). | Child creates a collage by gluing macaroni, beans, and fabric on paper. |
| 18. Draws representations of human and animal figures. | The child draws a picture of his family and pets. |
| 19. Creates 3-dimensional masks (e.g., clowns, | During an art project, child makes a Halloween mask using |

GOAL EXAMPLES FOR 3-5 YEARS: G3 CREATIVE ARTS

animals) with various materials.	yarn for hair and pom-poms for a nose.
20. Draws recognizable environmental objects (e.g., house, trees, ball).	The child draws a picture of her house.
21. Participates in various art activities (e.g., paint, sculpture, collage, masks).	A child engages in art activities in the classroom and completes drawings, paintings, clay sculpture.
22. Selects materials that will be needed for a self-initiated art project.	The child chooses own collage materials and background paper for free art.
23. Draws some details in representations of animals, people, or objects.	The child draws a picture of a family member with recognizable facial features such as nose, eyeballs, eyebrows, ears, mouth and teeth.
24. Describes a self-made art project (tells what it is about) to a child or adult.	A child says, "I rolled the play dough to make the hot dog and pounded a flat piece for the bun."
25. Uses various tools to create art projects (e.g., rollers, string, straws).	A child paints with a pine tree branch as a paintbrush and adds sequins with glue.
26. Recombines and experiments with art materials to see what happens.	While creating a picture, the child mixes two colors of finger paint on a paper to see the gradual change between colors.
27. Describes the steps/plan for constructing a self-initiated art project.	The child tells the teacher, "I am going to make a hot dog out of play dough. I'm going to roll the play dough to make the hot dog and make a flat piece for the bun."
28. Uses a variety of colors to create moods or feelings in artwork.	A child painting says, "I'm using yellow and red because I'm happy!"
29. Draws a series of pictures that depict a story.	The child draws several pictures in a row, and says, "This is what happened when we went to the zoo," and proceeds to explain them.

PARTICIPATING IN DRAMATIC PLAY

30. Uses dramatic play to express feelings (e.g., fear).	Jill moves a stuffed dog to a corner of the play area saying "I want to keep that dog away from me. I don't like dogs. They bite."
31. Acts out a real or make-believe character during dramatic play.	A child says, during dramatic play, "I'm going to be a princess."
32. Acts out stories or situations during a dramatic play activity.	Children act out a trip to the grocery store.
33. Describes the story or situation that will occur during dramatic play.	A child says, "We're going to play house and the baby has a cold."
34. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).	In setting the table, Billy says to Victoria, "I'll put the forks out and you can put out spoons."
35. Practices "working out" new situations (e.g., going to doctor, new baby, trip).	Children play "going to the dentist."
36. Uses dramatic play to ask questions to gain new knowledge from others.	A child asks, "Which one of these is a quarter?" while playing with a cash register in the drama center.

C. Goal Examples for 3-5 Years: G3 Early Math

GOAL EXAMPLES FOR 3-5 YEARS: G3 EARLY MATH

COUNTING AND COMPARING

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| 1. Uses one-to-one correspondence when counting objects. | The child touches each button as she counts them aloud, one number for each button touched. |
| 2. Counts to find how many are in a group up to 5. | A child counts three pieces of fruit to share among three children at snack time. |
| 3. Counts forward from a number > 1 to find how many are in a group. | At a table with six places, count three napkins for the child and ask him to finish counting all the way to six. |
| 4. Counts to find how many are in a group up to 10. | A child counts 10 pencils to use in an art activity. |
| 5. Counts to find out how many are in a group greater than 10. | A child counts 18 chairs in the classroom. |
| 6. Counts backward to find how many are left. | A child uses her fingers to count backwards from five while saying the words to a fingerplay (e.g., Five Little Pumpkins sitting on a gate...). |
| 7. Writes numerals to indicate 6 or less objects. | A child writes 5 to label five caterpillars in a drawing. |
| 8. Writes numerals to indicate between 7 and 10 objects. | A child writes 8 to label eight caterpillars in a drawing. |
| 9. Writes numerals to indicate between 11 and 20 objects. | A child writes 12 to label twelve caterpillars in a drawing. |
| 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). | The teacher says, "There are two piles of colored beans. Can you tell me which pile has more?" The child says "There are more red beans than white beans." |
| 11. Separates a group into two sets and identifies the number of items in both sets. | Maria separates a pile of Legos by color. She then says "There are 4 blue Legos and 3 red Legos." |

IDENTIFYING NUMERALS

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| 12. Identifies numerals 0 to 5. | The teacher asks the child to point out any numeral she asks for. For example, "Show me five," or, "Which is three?" |
| 13. Identifies numerals 6 to 10. | The teacher asks the child to point out any numeral she asks for. For example, "Show me seven," or, "Which is ten?" |
| 14. Identifies numerals 11 to 20. | The teacher asks the child to point out any numeral she asks for. For example, "Show me twelve," or, "Which is twenty?" |

ADDING

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| 15. Adds one to a small group, when asked. | A child who has lost a shoe says to her teacher, "I only have one shoe." After finding the missing shoe, the teacher asks "How many do you have now?" and the child announces proudly, "Now I have two." |
| 16. Indicates that a small group has more after some have been added. | As a child watches another child collect blocks to build a tower, he announces, "You have a lot more now." |
| 17. Adds two small groups by combining the groups and counting all the objects. | The teacher says, "Here are three red apples and here are four green apples. How many apples are there all together?" The child counts all apples and answers, "There |

GOAL EXAMPLES FOR 3-5 YEARS: G3 EARLY MATH

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.

are seven."

A child's block tower falls down, so she takes one block away and starts to build the tower again. She then says, "It doesn't have as many blocks now."

A child with a handful of fruit snacks says, "I'm going to eat one of mine." Or a child says, "He took one of my crayons, teacher!"

After receiving four apple slices for snack, Rose eats one and announces she only has three left.

UNDERSTANDING FRACTIONS

- 21. Shows where to divide a whole object to make two halves.
- 22. Exchanges two halves for a whole.
- 23. Separates a group of objects in half.

A teacher says, "I want to cut this paper in half. Where shall I cut it?" Any response indicating near the middle of the page is acceptable.

Michael has a crayon that has been broken into 2 equal parts and asks the teacher for a whole crayon.

Two children have been asked to share 8 train cars equally. One child separates the cars into two equal groups of four.

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

The children are shown a picture of a circle, and told that it is a circle. They are then asked to take all the circles out of a pile of cards with shapes on them.

A child sorts different block shapes into separate bins.

A child sorts the toy box by color and size of toy, or blocks by the same shape and color.

A child sorts the toy box by color of toy and then sorts the toys in each color group by size.

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.

A child announces that she is taller than her friend.

A child says, "Susan is the tallest one in our group."

Arranges blocks in order by height while playing.

A child finds his position in a line of children ordered by height.

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).

When asked to jump left or right, the child jumps in the requested direction.

When the teacher says, "Put newspaper on top of your table before you paint," the children cover their tables.

GOAL EXAMPLES FOR 3-5 YEARS: G3 EARLY MATH

LEARNING ABOUT SHAPES

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| 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. | The child looks at a piece of tile on the floor and says, "It's a square." |
| 35. Places a circle, square, or triangle appropriately on a foam board. | When the teacher asks the child to put a triangle on a form board, or into a puzzle the child chooses the correct shape and places it on the board. |
| 36. Creates new shapes from familiar shapes by folding, cutting, or twisting. | A child creates a paper ring by twisting a long rectangle end-to-end and gluing. |
| 37. Identifies the sides and corners in a shape. | While working with squares in building block area, the child points out that the square has 4 sides. |

NOTICING PATTERNS

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| 38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down). | A child participates in an activity of clapping and stomping feet in a pattern of clap, clap, stomp, for a song modeled by the teacher. |
| 39. Repeats an alternating visual pattern (e.g., red/green/red/green). | The child copies a candy cane, alternating white and red stripes. |
| 40. Repeats an alternating auditory pattern (e.g., loud/soft claps). | The child copies a clapping pattern (or by using rhythm sticks) of two loud and two soft that is modeled by the teacher. |
| 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks). | Create a series of blocks, representing one block, two blocks, three blocks. Then ask the child to make the pile of blocks that would come next. |
| 42. Creates an alternating visual pattern using art or play materials. | A child makes a paper chain alternating paper colors continuously to create a pattern. |
| 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons). | A child alternates putting two red beads and one blue bead on a string. |

MEASURING

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| 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. | A child takes pieces of paper and covers her desk. She says, "My desk is 6 pieces of paper big." Or, a child says "It took eight yellow Lego blocks to cover this red one." |
| 45. Uses non-standard units (e.g., paper cups) to measure volume. | The child playing in the sand box says, "It took 3 buckets of sand to make this mountain." |
| 46. Uses non-standard units (e.g., paper clips) to measure length. | A child walks heel-to-toe to measure the length of the classroom and indicates how many footsteps it took. |
| 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups). | A child uses a balance scale to weigh two rocks. When the scale tips, the child says, "this one is heavier." |

D. Goal Examples for 3-5 Years: G3 English Language Acquisition

GOAL EXAMPLES FOR 3-5 YEARS: G3 ENGLISH LANGUAGE ACQUISITION

COMPREHENDING SPOKEN LANGUAGE FOR ENGLISH LEARNERS

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| 1. Plays with English-speaking children. | You observe the child participating in a game or an activity with an English-speaking child. |
| 2. Follows teacher directions by listening and copying the actions of peers. | Teacher asks the children to sit on during story time, and the child sits down in the storytelling area. |
| 3. Waves or shows nonverbal response when teacher says "hello" and "good-bye". | When Penny says hello to Pedro, Pedro waves his hand indicating "hi." |
| 4. Appropriately moves hands and feet during finger plays (e.g., hokie pokie, itsy-bitsy spider). | While teacher and a number of the children sing "Open Shut Them," the child opens and shuts their hands when the appropriate lyric is song. |
| 5. Communicates nonverbally in response to words (e.g., snack, lunch, bathroom, juice). | When asked, "Do you need to use the bathroom?" the child shakes their head "yes." |
| 6. Shakes head "yes" or "no" to answer questions appropriately. | When asked, "Do you need to use the bathroom?" the child shakes their head "yes." |
| 7. Identifies objects, colors, or body parts by pointing. | Child points to their nose, eyes, eyes, and lips when prompted. |
| 8. Responds to questions (e.g., who, what, where, why, when, and how). | The child speaks in simple phrases. For example, the child responds "Four" in response to the question "How old are you?" |
| 9. Follows a simple direction (e.g., open the door, hang up your jacket). | At teacher request, a child puts their papers in their cubby or hangs up their coat. |
| 10. Follows multi-step directions. | At teacher request, a child puts art materials away, gets a book from the shelves, and goes to the reading center; child follows the sequence without additional prompting. |

SPEAKING FOR ENGLISH LEARNERS

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| 11. Responds to greeting with "hello" or "good-bye". | When Penny says hello to Jesus, Jesus says, "hi!" |
| 12. Gives one word answers to questions. | When the teacher asks, "What would you like to drink?" the child answers "Water." |
| 13. Sings or repeats single words during conversations and songs. | The child sings the names of the animals in the "Old McDonald" song. |
| 14. Asks for items in English (e.g., water, toy, pencil, book). | The child says, "Water?" or "Read book?" |
| 15. Uses a verb and noun together. | A child says, "Go outside?" or "I'm tall." |
| 16. Participates/talks with peers during free play. | Manual is playing Candyland with some other children. He notices that it is his turn and says, "My turn." |
| 17. Answers teacher's questions during structured class time. | The teacher asks, "Do you help your mother?" and the child says, "I help my mom makes tortillas." |
| 18. Asks questions (e.g., who, what, where, why, when, and how). | The child asks, "How does it work?" or "When is lunch?" |
| 19. Talks in complete sentences. | Manuel describes himself by saying, "I have brown hair and brown eyes." |
| 20. Tells/talks about a personal experience in English. | The child describes their vacation visiting relatives using |

GOAL EXAMPLES FOR 3-5 YEARS: G3 ENGLISH LANGUAGE ACQUISITION

21. Expresses emotions (e.g., happiness, sadness, anger) with English words.	complete sentences with some details. The child says, "I'm mad when Sally knocks over my blocks."
PARTICIPATING IN LITERATURE FOR ENGLISH LEARNERS	
22. Points to and identifies pictures using one word descriptions.	Child points to a picture of an animal and is able to name the animal and provide at least one descriptive word (e.g., color or size of the animal) for the creature.
23. Puts thumb up or thumb down to answer question in circle time.	While learning about food, the child uses "thumb up/thumb down" sign to indicate their like (or dislike) for the indicated food.
24. Answers the question with one word, "What is this book about?"	When asked, "What is this book about?" the child answers "boats."
25. Puts pictures in sequence to retell a story.	The child places the picture cards into the correct order to re-tell the story of "Goldilocks and the Three Bears."
26. Recites a learned English poem or song.	The child sings the vast majority of "Rain Rain Go Away" or "Old McDonald" song in English.
27. Answers questions in English during circle time.	During sharing time the teacher asks the children if they have ever been camping. The child says, "Yes. I went camping last summer."
28. Talks about a story read in English.	The child is talks about "The Knight and the Dragon" by Tomie dePaola describing that the knight has to learn about dragon-fighting.
29. Answers questions about a story (e.g., who, what, where, when, and how).	The child is able to respond to questions about the "The Knight and the Dragon" by Tomie dePaola, such as "What happened in the story?" or "How did the boy fight the dragon?"
30. Identifies the beginning, middle, and end of a story.	After the teacher reads the story "Little Red Riding Hood" the child is able to draw three pictures, each picture is associated with the beginning, middle, and end of the story.

E. Goal Examples for 3-5 Years: G3 Language

GOAL EXAMPLES FOR 3-5 YEARS: G3 LANGUAGE

LISTENING AND UNDERSTANDING

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| 1. Listens attentively to a conversation, story, poem, or song. | The child looks at the storyteller while the story is being told. |
| 2. Follows a simple one-step direction. | When the teacher asks the children to sit down, Billy sits down. |
| 3. Follows a small set of step-by-step directions, without prompts. | At teacher request, a child puts art materials away, gets a book from the shelves, and goes to the reading center; child follows the sequence without additional prompting. |
| 4. Asks questions and/or makes comments about a story, poem, or song. | After hearing a story about a lion and a mouse and during story discussion, the child says, "Lions have big teeth." |
| 5. Retells a familiar story, poem or song in his/her own words. | The child retells a familiar story, such as "Goldilocks and the Three Bears" to include the main characters and events at the beginning, middle, and end. |
| 6. Reacts appropriately to an exclamation (e.g., stop, look up, freeze). | When the teacher says "Stop!" the child immediately stops what they are doing. |

LISTENING AND UNDERSTANDING - RECEPTIVE VOCABULARY

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| 7. Understands nouns commonly found in books for young children. | When the teacher says, "Point to the picture of an elephant," the child points to the correct picture. |
| 8. Understands action words (e.g., give, run). | When the teacher says, "Stand up," the child stands. |
| 9. Understands negative words (e.g., not, no). | When the teacher says, "Don't push in line," the child stops pushing. |
| 10. Understands positional words (e.g., top, bottom, on, in). | When the teacher asks children to put their belongings in their cubby, the child does. Or, while using the flannel board, the child completes the teacher-requested task of putting the dog inside the doghouse. |
| 11. Understands pronouns (e.g., she, he, it). | In the presence of a boy and a girl, the teacher asks a third child to "share with her," and the child shares with the girl. |
| 12. Understands words that describe the qualities of objects (e.g., color, soft, cold). | The child says, "This block tower is tall." Or, when asked to describe a basket of apples, Joe responds, "They are shiny and round." |
| 13. Understands past and future tense (e.g., went, will). | When a friend says, "We went to my grandma's," a child asks, "When? Yesterday?" |

SPEAKING AND COMMUNICATING - SELF-EXPRESSION

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| 14. Repeats or tries different words/sentences to get another child or adult to respond. | Maria says, "Charlie, come here." She notices that Charlie is not moving, so she says "Charlie, I saved you seat next to me." Charlie then proceeds to sit next to Maria. |
| 15. Uses appropriate words or gestures to share information or experiences. | Child uses words or gestures that fit the occasion. For example, a child tells the class about a trip to a pumpkin farm, and describes the size of the pumpkin he bought by holding his hands apart and saying, "It was THIS big." |
| 16. Asks questions to obtain information or assistance. | The child asks, "What does this word say on my toy?" or "What does this do?" or "How do I place the ribbon on the picture?" |

GOAL EXAMPLES FOR 3-5 YEARS: G3 LANGUAGE

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

A child tells the teacher, "I would like red paper because it is my favorite color."

SPEAKING AND COMMUNICATING - CONVERSATION

18. Takes turns being a speaker.

When sharing about their weekend plans, a child waits until her name is called (or until her turn in the circle) to share.

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

During a discussion about his block project, Ben tells Nick that he used 20 blocks. Nick asks, "What happens if you put more on?" Ben replies, "I tried that, and it all fell down."

20. Adjusts conversation to changes in topic.

Amy is talking about her family. Carrie says, "My dog is my family, too." Then Amy starts to tell a story about her dogs.

21. Changes inflection during a conversation to communicate meaning.

A child asks a question, with the end of the word going up in pitch to indicate that it is a question. Or, a child tells the class about a trip to a pumpkin farm, and describes the size of the pumpkin he bought by holding his hands apart and saying, "It was THIS big."

SPEAKING AND COMMUNICATING - EXPRESSIVE VOCABULARY

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

A child, referring to a girl, says, "She is a fast runner."

23. Combines words to create meaningful short sentences.

The child speaks in simple statements, containing three or more words. For example, the child responds "I am four" in response to the question "How old are you?"

24. Uses negative words (e.g., not, no).

The child uses negation within a sentence. For example, negation may be used by the child to express a desire as in "I don't want to go" or to indicate an observation as in "I'm not finished."

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

When asked to describe a basket of apples, Joe responds, "They are shiny and round."

26. Takes apart and puts together compound words.

Using picture cards, the child is able to locate two cards that make up a compound word and locate the compound word card. (Example: two cards one with a picture of a tooth and the other with a brush. The compound word card is toothbrush.) Or have the child create new and possibly silly compound words, along with a description of their new words mean (e.g., monkey and pants would be monkeypants, meaning pants for monkeys or pants with a monkey pattern).

27. Uses pronouns to refer to people and things (e.g., she, he, it).

A child, referring to a girl, says, "She is a fast runner."

28. Uses past and future tenses (e.g., went, will).

A child says, "We will not have school tomorrow."

29. Uses possessive endings (e.g., Jose's, Emma's).

A child says, "That's Miss Johnson's pen."

30. Uses compound sentences (e.g., sentences joined by and, but, or).

The child using a compound sentence links two sentences with a conjunction (and, but, or, nor). For example, when asked what Billy did in the story the teacher is reading, the child says, "Billy went home, and his friend went to the

GOAL EXAMPLES FOR 3-5 YEARS: G3 LANGUAGE

store.”

APPRECIATING LITERATURE - STORY TELLING

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| 31. Recalls story events using some spoken dialogue. | A child is telling the story of “Goldilocks and the Three Bears,” and includes the part, “Someone’s been sleeping in my bed!” |
| 32. Draws pictures or uses dramatic play or music to tell a story. | Children create a play to tell a story for the teacher and classmates. Or, a child creates and uses finger puppets to tell the story of the “Three Little Pigs.” |
| 33. Makes up a story from beginning, to middle, to end. | The child says, “I went into the basement and saw a light way in the back. I went towards it. It was a dragon! I threw a brick at it, and ran back upstairs.” |

F. Goal Examples for 3-5 Years: G3 Literacy

GOAL EXAMPLES FOR 3-5 YEARS: G3 LITERACY

RECOGNIZING SOUNDS - PHONOLOGICAL AWARENESS

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| 1. Recognizes matching and dissimilar sounds of consonants and vowels. | 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. |
| 2. Distinguishes between some beginning consonant sounds in spoken language. | 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. |
| 3. Says both syllables of a two-syllable word, with distinct separation. | The child enunciates clearly, including short two-syllable words such as "table," rather than runs syllables together. |
| 4. Recognizes rhymes in poems, readings, or conversation, most of the time. | 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. |
| 5. Distinguishes between some ending consonant sounds in spoken language. | After reading a poem, the teacher presents two words from the book such as "red" and "green." She asks the children to repeat the words to figure out if they end with the same sound. |
| 6. Creates rhyming words in play activities. | A child tries to say as many rhyming words in a row as she can. |
| 7. Distinguishes between some vowel sounds in spoken language. | The child is given a short vowel sound, such as short i, and asked to repeat it (milk, pin, pig). The teacher asks the child which word has the short vowel sound (five, sit). The child correctly identifies the short vowel sound (sit). |
| 8. Puts sounds together to make short words (e.g., k-a-t, cat). | Teacher: "Look at this word." (Point to a word, for example the word "dog.") "Watch me read the word: d-o-g, dog." "Now, you read this word." (Point to a short word for the child to pronounce, for example the word "hat.") |
| 9. Segments short words into their component sounds (e.g., trick, t-r-i-k). | Teacher: "I am going to say a word. After I say it, you tell me all the sounds in the word. If I say 'Sam', you would say s-a-m. Tell me the sounds in 'mop'." Correct response is m-o-p. |

INCREASING BOOK KNOWLEDGE AND APPRECIATION - STORY REASONING

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| 10. Uses picture cues to tell what is happening in a story. | A child "reads" a book by telling what the character is doing in the picture. |
| 11. Predicts story events using picture or verbal cues. | When the child sees a picture of the three bears on their doorstep, he says, "Uh-oh—Goldilocks is in trouble now!" |
| 12. Makes guesses about why things happen or change in a story. | The teacher reads "The Runaway Bunny" by Margaret Wise Brown during story time. The teacher asks, "Why do you think the bunny ran away." A child answers, "Because he thought his mama didn't love him." |

EXPANDING BOOK KNOWLEDGE AND APPRECIATION - INTEREST IN BOOKS

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| 13. Selects books, sometimes, over other activities | A child chooses a book from the shelf during free time. |
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GOAL EXAMPLES FOR 3-5 YEARS: G3 LITERACY

when given a choice.

14. Request rereading of favorite book.

Clay asks the teacher to read "Green Eggs and Ham" by Dr. Seuss because he likes eggs.

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

The teacher reads "Bread Is for Eating" (by David Gershator and Phillis Gershator) or similar book about bread. The child says, "My tia, that's my aunt, makes tortillas every morning."

16. Handles books and other reading material with care.

A child carefully puts book on the shelf with spine showing, doesn't step on books, turns pages with fingertips, carries a book with two hands, etc.

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

The child uses fingertips to turn pages, usually one at a time, through a book, "reading" each page front to back more than 50% of the time.

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

A child is observed sharing a book with a friend using pretend reading such as picture descriptions, character names, turning pages, pointing to text.

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

Clay asks the teacher to read Green Eggs and Ham by Dr. Seuss. Or a child says, "This book has pictures like The Hungry Caterpillar book."

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

Julie asks a classmate, "Which is your favorite book this week, or from the books Ms. Randall read? Or, a child says to a classmate also in the book corner, "This book about Rainbow Fish has sparkly pictures, do you like sparkly pictures?"

DEVELOPING PRINT AWARENESS AND CONCEPTS

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

A child carefully holds book showing care, such as holding the book cover with two hands. They use their fingertips to turn pages from right to left, usually one at a time, through a book, "reading" each page front to back.

22. Recognizes that a spoken word/speech can be written and read.

The teacher is writing down children's comments about their field trip and the child asks the teacher to write down his favorite part.

23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).

The child knows a grocery list contains food items or the letters on a stop sign means "Stop."

24. Recognizes that pages are read from top to bottom.

While "pretend reading" a familiar book to the teacher, the child uses his/her finger to follow the text from top to bottom of the page.

25. Recognizes that sentences are read from left to right.

While "pretend reading" a familiar book to the teacher, the child uses his/her finger to follow the text from left to right.

BUILDING EARLY READING SKILLS

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

The child asks the teacher, "What does this sticker say?"

27. Recognizes his/her name in print.

A child is able to determine which cubby is his by finding his name taped above it.

GOAL EXAMPLES FOR 3-5 YEARS: G3 LITERACY

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| 28. Predicts what word might come next in a familiar story, some of the time. | As a teacher reads, "The wagon driver drove over a rock and fell off the ...," she pauses and says, "What word do you think comes next?" The child says "wagon." |
| 29. Recognizes that words are separated by spaces. | Ask the child how many words are in a short sentence. The child counts each word separately to get the correct number. |
| 30. Identifies familiar short words in print, some of the time. | A child is able to identify signs posted over the centers in the classroom. |
| 31. Reads a printed label or a sign on a familiar object, some of the time. | Ask the child to read a number of labels and signs on familiar objects such as crayons or other art supplies. Labels and signs that affect a child's safety are particularly important to include. Examples are stop, hot, poison, keep out, and danger. |
| 32. Tracks by moving his/her finger along text as it is read by an adult. | The child moves her finger along the page while listening to "Goldilocks and the Three Bears." |
| 33. Reads familiar words in a sentence from a book/poem, with assistance. | During storytime, point to a familiar word in a sentence being read and ask child to read that word out loud. |

BUILDING EARLY WRITING SKILLS

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| 34. Uses scribble on paper to communicate a message. | The child scribbles on paper, and says, "I wrote you a letter, Miss Smith." |
| 35. Communicates by scribbling and with some letter-like shapes. | The child "writes some letter shapes" on paper, and says, "I wrote you a letter, Miss Smith." |
| 36. Draws figures and shapes to convey meanings. | Child draws a picture of two children playing ball, and says, "Mark and I are playing together." |
| 37. Draws horizontal and vertical lines. | Child draws straight lines, going up and down and/or left and right, most of the time, on a piece of paper. |
| 38. Holds pencil with thumb and forefinger. | Teacher uses picture drawing or writing activities to observe that a child holds a pencil or crayon with their thumb and forefinger. |
| 39. Uses a variety of writing tools and materials to communicate with others. | The child uses a note pad and crayon to make a grocery list in the dramatic play house corner. |
| 40. Copies her/his name from a sample. | The child can copy letters of his/her name from a model. |
| 41. Writes some letters. | The child is able to write a few of the recognizable letters of their name or the child makes several letter-like marks across the top of a painting and say "I wrote my name." |
| 42. Writes using inventive spelling. | Child writes represents the whole word with single letters (e.g., "M" for "mommy" or "U" for "you") or they write "I M HP" for "I am happy." |
| 43. Write her/his name, without assistance. | The child can write his or her name with all letters recognizable. |
| 44. Communicates by writing complete words. | When asked to draw a picture and write a sentence about their favorite part of the story, the child includes a few words that can be found in the story with distinct separation from other words. |

GOAL EXAMPLES FOR 3-5 YEARS: G3 LITERACY

DEVELOPING ALPHABET KNOWLEDGE

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| 45. Identifies all the letters in her/his name. | Ask the child to name the letters in her name. The child says each letter in his/her name as you point to them. |
| 46. Names 1 or more letters. | The child is able to match one or more the letters of the alphabet with their names when shown letters. |
| 47. Points to and names the first letter in familiar words. | Ask the child to name the first letter in the word "king." The child says, "k." |
| 48. Names 10 or more letters. | The child is able to match most or all of the letters of the alphabet with their names when shown letters. |
| 49. Identifies 1 or more sounds to corresponding letters. | The child matches at least one picture (e.g., boy, basketball, bat) with the corresponding initial letter sound (e.g., "b"). |
| 50. Identifies 10 or more sounds to corresponding letters. | The child matches at least ten pictures (e.g., boy, apple, egg) with the corresponding initial letter sound (e.g., "b", "a", and "eg"). |

G. Goal Examples for 3-5 Years: G3 Logic and Reasoning

GOAL EXAMPLES FOR 3-5 YEARS: G3 LOGIC AND REASONING

USING SYMBOLS IN DRAMATIC PLAY

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| 1. Decides on a scene to act out. | The child acts out visiting a doctor to get a checkup. |
| 2. Mimics a movie, book, or past experience. | Tammy mimics the girl from "Little Red Riding Hood." |
| 3. Uses objects to represent characters (e.g., stuffed animal as the dad). | The child says, "We need a bus driver. Let's use the stuffed animal." |
| 4. Assigns parts to self and peers to act out scene. | In the drama center Pamela says, "Mark, you can be the doctor. Suzie you can be the nurse. I'll be the child." |
| 5. Uses body to act out pretend scene. | In the drama center, the child leans towards the right when the 'bus driver' takes a right turn. |
| 6. Uses drawings to embellish scene. | While playing in the house area, the child places a picture of a dinner plate on the table. |
| 7. Talks to peers in pretend character. | While playing in the house area the child plays a grandmother and says in an elderly tone, "Please get my cane. I need to walk down the hall." |
| 8. Reacts to peers remaining in pretend character. | The child continues to roll play after the dramatic play center is over. After being told by a peer that they are no longer in the dramatic play center, the child stops the roll play and acts as themselves. |
| 9. Acts out different roles (e.g., child, adult) in dramatic play situations. | A child is the mother in one play scenario, and acts as the child in another scenario. |
| 10. Uses dramatic play to make-believe with objects (e.g., cooking an egg). | The child cooks dinner in the kitchen corner using play food and utensils. |
| 11. Uses materials in inventive/creative ways (e.g., table/chairs become airplane). | A child puts chairs in a row to become a bus. |
| 12. Acknowledges a difference between pretend game and the reality of the classroom. | Child is able to differentiate between a real doctor that their parents take them to when they are sick, and a pretend doctor who may be a friend or someone else who is playing in the class drama center. |
| 13. Identifies parts of a story that could be real or make-believe (e.g., blue people, flying pigs). | While reading "Goldie Locks and the Three Bears" the child is able to identify that houses are where people live. Bears actually live in the forest and not in a house. |
| 14. Practices building relationships with other children (offering direction, help). | Lucy says to Ana, "Can I help you cook?" |

REASONING AND PROBLEM-SOLVING

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| 15. Seeks assistance from an adult when attempting to solve a problem. | The child asks the teacher for help in getting the glue to flow from a stopped-up bottle. |
| 16. Seeks assistance from peers when attempting to solve a problem. | Rich says to Rob, "Can you figure out how to make these two train track pieces go together?" |
| 17. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall). | A child moves unused materials to the floor so that she has room for her drawing paper. |
| 18. Uses concrete materials to solve a problem (e.g., blocks to count). | A child wants to know how many 6 are. He counts out blocks until he gets to six. |
| 19. Tries out new ideas to see if they will work. | A child mixes paint to see if she can get the color she |

GOAL EXAMPLES FOR 3-5 YEARS: G3 LOGIC AND REASONING

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| 20. Suggests an alternative solution to solve a problem, without assistance. | wants.
A child wants a toy that another child is using. The child says, "Can I play with that toy? Or, can I play with it when you're done?" Or, when children are building a train track and run out of track pieces, Marcus suggests to make the circle smaller, or use blocks to be the track. |
| 21. Acts out a simple word problem using objects (e.g., shows 3 toy lizards then takes 1 toy lizard away). | Pedro says, "Here are five red apples. I'll give one to Mary. Now there are four apples." |
| 22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more). | The teacher asks the child to draw two red apples and three green apples. The child counts all apples and says, "There are five apples." |

SORTING AND CLASSIFYING

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| 23. Identifies which object does not belong in a group. | The child separates picture cards by whether animal or plant. Or, while creating a collage, the child suggests other objects that do not share the same features. |
| 24. Describes the similarities/differences between two events (e.g., day/night). | Jimmy describes his birthday party, and how it was different from his friend Andy's birthday party. |
| 25. Provides rationale for sorting objects into specific groups (e.g., all flat). | A child says, "I put all the Duplo blocks in one pile, and all the Legos in another because they don't work together." |
| 26. Associates events/experiences with their intent(s) (e.g., school: learning). | When a child finds out that it's outdoor playtime, he asks, "Can I play on the swing?" Or, while playing dress up, a child announces, "We are going to the theater to watch a movie." |

EXAMINING CAUSE AND EFFECT

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| 27. Observes the effects of an action. | The child notices that when they smile, the other person smiles back. |
| 28. Predicts the effects of an action. | The child says, "I'm feeding the fish. They're going to come to the top of the tank." |
| 29. States the cause of an effect (e.g., what caused the tricycle to stop). | A child says, "This plant did not grow as much because it was kept in the dark." Or, the child states that when an object is thrown against a stack of blocks, the blocks fall. |

SOLVING PUZZLES

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| 30. Uses trial and error to solve a problem or puzzle. | The child tries several puzzle pieces before locating the correct piece. |
| 31. Puts a simple puzzle together, without assistance. | Working by themselves, the child assembles a puzzle. |
| 32. Uses solution from a basic puzzle to solve a more difficult puzzle. | The child assembles all 4 corners pieces and sides of the puzzle before filling in the inside of the puzzle. Or the child gathers and connects all the puzzle pieces with the same color first. |
| 33. Places 2 to 3 pictures in sequential order. | A child places pictures of a morning routine in order (e.g., wakes up, eats breakfast, arrives at school). |
| 34. Describes the sequential steps to perform a basic activity. | The child describes the process such as washing their hands (e.g., wet hands, place soap on hands, rub hands together, rinse hands, and dry hands off). |

GOAL EXAMPLES FOR 3-5 YEARS: G3 LOGIC AND REASONING

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| 35. Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red). | The teacher places a square, triangle, square and triangle pieces on the table. The child then creates the same pattern using geometric pieces. |
| 36. Creates an original AB pattern when shown an AB pattern (e.g., circle, square, circle, square). | Using the colored beads, the child creates an original repeating pattern, such as red, white, blue, red, white, blue. |

H. Goal Examples for 3-5 Years: G3 Nature and Science

GOAL EXAMPLES FOR 3-5 YEARS: G3 NATURE AND SCIENCE

USING SENSES AND SCIENTIFIC DEVICES TO LEARN

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| 1. Uses senses (e.g., touch, smell) to learn about the natural and physical world. | The child touches and smells different kinds of flowers growing in a terrarium or planter. |
| 2. Attempts to learn about objects by taking them apart and rebuilding (e.g., puzzles, Legos). | The child takes apart a puzzle, or a tower of blocks, and puts it together again. |
| 3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). | The child uses a scale to compare the weight of a plastic block and a wood block of the same size. The child says, "The wood block is heavier." |

OBSERVING AND DESCRIBING LIVING THINGS

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| 4. Describes what an animal is doing as it is being observed. | While watching a bird, the child says, "He's eating." |
| 5. Talks about characteristics of living things (e.g., leaf is soft). | The child pets the classroom hamster and says, "His fur is soft." |
| 6. Describes the typical behaviors/habits of a familiar animal. | After reading a story about dogs, the teacher asks, "What do we know about dogs?" The child says, "Dogs bark a lot." |
| 7. Draws/talks about changes in her/himself over time. | The child says, "I'm bigger now; I'm not a baby anymore." or "When I was a two..., but now that I'm a big kid..." |
| 8. Describes/draws the type of shelter used by familiar animals. | While observing a family of birds, the child says, "Their nest is in the tree. That's where they live." |
| 9. Draws/talks about what living things need to survive (e.g., plants need water). | During dramatic play, the children are playing house. The characters are mother, father, child and stuffed dog, Rex. Pablo, playing the father, says, "I think Rex is hungry." Arnette, playing the child, pretends to feed Rex. "You have to feed puppies, or they won't grow." |
| 10. Draws/talks about observed life cycle changes in a familiar plant. | In a nature and science project on the blooming of flowers, the child makes a drawing that shows a tree with leaves and a tree without leaves. The child could also draw a picture showing changes in a flower grown in the classroom. Or, in a fall seasonal unit, or after reading a book related to the fall season, the child remarks how the leaves fall off trees when they turn brown. |
| 11. Draws/talks about observed life cycle changes in a familiar animal. | The child, after observing fish in the aquarium, says, "These baby fish are getting bigger." |

OBSERVING AND DESCRIBING PHYSICAL PHENOMENA

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| 12. Draws/talks about different weather conditions (e.g., sunny, rainy). | The child says, "It's cloudy today." Or, after drawing a picture including the sun, the child says, "See it's sunny and hot. They're going to the beach." |
| 13. Draws/talks about physical changes observed in objects (e.g., ice melting). | The child says, "Look, the ice in my water bottle melted." |
| 14. Draws/talks about patterns in the physical world (e.g., seasons, day/night). | A child draws a tree with yellow leaves falling off on to the ground. Or, the child uses the words "Tomorrow after I wake up..." |
| 15. Associates objects/events with different | The child sees snow on the ground outside and says, "I bet |

GOAL EXAMPLES FOR 3-5 YEARS: G3 NATURE AND SCIENCE

temperatures (e.g., ice-low temp.).

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

it's cold out there."

The child describes the picture he's drawn of a mountain with cacti on it, or a forest with trees. Or, while playing in the sand/water table, child creates mountains and lakes.

CLASSIFYING LIVING THINGS

17. Distinguishes plants from animals.

When asked about differences between plants and animals, the child says "Animals walk and plants stay still" or "Animals have eyes" or "Animals have legs."

18. Distinguishes between land and water animals.

In a class discussion about where animals live, the child says, "Fish live in water; cows live on land."

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

In a science project, the child pastes pictures of birds on one poster board and animals without wings on another poster board.

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

The child is watching a rabbit in a yard or on the playground and says, "He's wild. You can't pet him."

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

The child separates animal cards by whether the animal lives in a den underground or in a nest in a tree. Or, while listening to a story about animals, the child suggests other animals who share the same habitat/diet/way they move/domestic or wild classification.

CLASSIFYING PHYSICAL PHENOMENA

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

A child says, "Water and ice are the same. I can pour water into a glass, but I cannot do that with ice because ice is hard."

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

The child sorts pictures of cars, trees, clouds, animals, and plants into living and non-living groups.

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

The child sorts pictures of rocks, trees, cars, and toys into those items found in nature and those made by people.

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

The child uses a magnet to pick up metal objects from a collection of metal and non-metal objects.

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

The child sorts pictures of lamps, appliances, furniture, and trees into those that require electricity and those that don't.

PREDICTING OUTCOMES ABOUT LIVING THINGS

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

When using beans and seeds for art projects, the child states, "We could plant these in the ground to make a plant."

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

In a project on plant growth, the children are asked to guess what will happen to some alfalfa sprouts that are not given water. The child predicts that they will die. The child participates in the classroom job of watering plants.

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

On a stormy day, the child says, "I bet the squirrels stay in the trees today."

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

In a project on plant growth, the child guesses that alfalfa

GOAL EXAMPLES FOR 3-5 YEARS: G3 NATURE AND SCIENCE

sufficient light.

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.

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).

sprouts not given light will die.

While building with blocks or playing with tractors in the sand that bunny holes will be wrecked. Or during a story about animal habitat (there are many books that address this issue, including *The Lorax*, or *The Great Kapok Tree*), the teacher pauses to ask children what may happen if the trees are cut down.

A child says, "When it is cold, our dog needs to sleep in his dog house."

After hearing a story in which many elephants are confined to a small animal reserve, the child says, "The elephants will eat all the leaves and there won't be any left for them or the other animals."

The child sees dark clouds and says, "It's going to rain."

While playing on a seesaw, one child says to another, "If I get on, it'll tip our way."

A child says, "Watch me throw this ball way over there," while pointing in the direction she's throwing.

A child says, "If you put that ice cube in the sun, it will melt."

When using watercolor paints, the child notices that more water makes the paint flow more. Or while playing in the sand/water table, the child states, "Let's put some water in and make some mud."

While playing with toy cars, the child builds a ramp, then makes it into a steeper incline so the cars will travel faster.

Runs races against other children on the playground to answer the question, "Who can run the fastest?"

A child measures the growth of a bean (or some other fast growing seed).

When observing the class ant farm, a child says, "Look, don't you think the ants built more tunnels?"

A child stacks blocks until they fall; the child repeats these steps over and over, and says, "When it gets too tall, it'll fall."

The child shares drawings of a bean plant (or some other fast growing plant) with classmates and the teacher. The drawings indicate how much the bean plant has grown over an extended period of time.

A child wanting to know about a bird using the class bird-feeder looks in a bird book on the shelf, asks a classmate, and then asks the teacher.

GOAL EXAMPLES FOR 3-5 YEARS: G3 NATURE AND SCIENCE

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| 46. Presents observations in a variety of ways (e.g., drawings, charts, maps). | After observing a plant, child shares a drawing of a plant, and also tells about the changes in growth the child observed. Or, as a child tests objects in a water table, the child marks a tally on the chart and places objects that sink in a pile and objects that float in another pile. Or, after gathering leaves outdoors, the child glues them onto construction paper. |
| 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil). | The child says during a gardening project, "Seeds have to be put in dirt to grow." |

EXPLAINING EVENTS AND OUTCOMES

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| 48. Shares ideas/thoughts when observing the natural world/physical phenomena. | The child says, "I need my jacket. It's cold out here." |
| 49. Provides an explanation for why an event/outcome occurred (e.g., flower wilted). | During a plant experiment, the child says, "The plant died because we forgot to water it." |
| 50. Provides two explanations for why an event/outcome occurred (e.g., birds left). | The child says, "Maybe the birds left because it's winter. Or maybe they moved to a new nest." |
| 51. Attempts to explain why living things change (e.g., leaves turn brown). | A child, noting the changing leaves, says, "The leaves are turning color because it's fall." |
| 52. Tries to explain results of an experiment (e.g., bigger sponge holds more water). | A child says, "This plant did not grow as much because it was kept in the dark." |

QUESTIONING AND DEVELOPING HYPOTHESES

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| 53. Describes the functions of objects (e.g., containers hold things). | Willy says, "Spoons are for eating soup. Forks aren't." |
| 54. Asks "Why" questions to learn more about a current/past event. | A child asks "Why do the birds not come to the feeder when the squirrels are there?" |
| 55. Asks "What will happen if" questions to help predict a future event. | On a hot day, a child asks, "What will happen if I leave my crayon in the sun?" |
| 56. Asks "How" objects and events are different/same. | A child asks, "How are cats and tigers the same?" |

I. Goal Examples for 3-5 Years: G3 Physical Development and Health

GOAL EXAMPLES FOR 3-5 YEARS: G3 PHYSICAL DEVELOPMENT & HEALTH

OBTAINING NUTRITION

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| 1. Chews all food completely prior to swallowing. | The child takes time to chew the apple slice prior to swallowing. |
| 2. Feeds his/herself without help. | Paco picks up an apple slice from his plate and eats it without any assistance. |
| 3. Independently selects and eats a variety of food types. | When given a choice of foods, Lori takes a small portion of each. |
| 4. Serves self an appropriate amount of food. | When helping himself to raisins, Billy takes a small handful. |
| 5. Identifies examples of foods that are healthy. | During a lesson of vegetables, Zoe says, "Carrots are good for you. They help your eyes." Or, children select pictures of health food items from a magazine to display on a bulletin board collage for Healthy Living Week. |

PRACTICING HYGIENE

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| 6. Washes and dries hands with some supervision. | The teacher reminds Pamela to dry her hands after hand washing. |
| 7. Insists on washing and drying own hands. | Pamela says, "Just a minute, Miss Jones, I have to wash my hands after playing with play dough." |
| 8. Brushes teeth with help. | A child is able to brush her teeth with adult direction, hitting all teeth surfaces and for an appropriate length of time. |
| 9. Begins to independently brush his/her teeth with supervision. | After eating a snack Moira says, "Miss Jones, I have food in my teeth." Moira is able to brush her teeth with limited adult supervision, hitting all teeth surfaces and for an appropriate length of time. |
| 10. Disposes of tissues appropriately in a container. | A child puts her used tissue in the trash can. |
| 11. Covers mouth appropriately when coughing or sneezing. | The child covers mouth with tissue or coughs/sneezes into elbow or sleeve. |
| 12. Brushes teeth in a correct fashion, without assistance. | A child is able to brush her teeth on her own without adult direction, hitting all teeth surfaces and for an appropriate length of time. |
| 13. Uses tissues properly to blow/wipe nose, without assistance. | A child with a runny nose helps himself to a tissue and uses it. |
| 14. Requests or initiates hand washing when needed (e.g., before eating). | When the children are told to clean up and get ready for lunch, Moira says, "Just a minute, Miss Jones, I have to wash my hands." Children wash hands after an art activity involving glue or play dough rather than just wiping hands. |

EXERCISING

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| 15. Exercises large muscles (e.g., running, swinging, hopping, throwing). | Justin and Kelly run races on the playground. |
| 16. Participates actively in outdoor group games (e.g., kickball). | Children do the hand gestures and facial expressions as they participate in "Bears, Fish, and Mosquitoes." |
| 17. Identifies a variety of games/exercises that help enhance fitness. | A child says, "Running a lot gives you strong legs." |

GOAL EXAMPLES FOR 3-5 YEARS: G3 PHYSICAL DEVELOPMENT & HEALTH

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

When the teacher asks, "Why do we exercise," Jason answers, "because it makes us strong."

DRESSING

19. Unzips zippers.

A child is able to unzip the zipper of her jacket after coming in from outside.

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

A child is able to undo the buckles and unzip the zippers of her snow pants after coming in from outside.

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

A child snaps his jacket to go outside.

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

Luisa puts on a big work shirt over her clothes before painting.

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

Darlene pulls a sweater on while playing dress up in the house corner.

24. Puts on shoes correctly, without assistance.

Katrina pulls on her boots before going outside.

25. Ties own shoes, without assistance.

When he notices his shoe is untied, Pierce stops to tie it.

TOILETING

26. Uses bathroom, without assistance.

A child is able to use the toilet for elimination when brought to the bathroom.

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

Tammy says, "Ms. Jones, I need to go to the bathroom."

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

A child is able to use the bathroom alone, removing clothing, wiping, flushing and washing up without reminders or assistance.

29. Disposes of toilet paper/paper towels appropriately.

A child throws used paper towels into the trash can.

30. Remains dry and unsoiled between bathroom trips.

A child does not have accidents between trips to the bathroom.

UNDERSTANDING OF HEALTH AND SAFETY PRACTICES

31. Has calm and settled rest periods.

During rest period the child remains quiet and does not disrupt any of the other children.

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

When asked by an adult, the child opens his or her mouth.

33. Properly uses corrective and assistive visual devices consistently (e.g., glasses).

The child wears his or her glasses most of the time without reminders.

34. Uses assistive audiological devices, such as hearing aids, if appropriate.

The child keeps his or her hearing aid on most of the time without reminders.

35. Understands that parents and teachers are helpful resources.

When a child needs help getting a book that is out of reach, she asks a teacher.

36. Follows fire safety/fire drill rules, without assistance.

Upon hearing the fire alarm bell, children line up and exit in an orderly fashion without direction from the teacher.

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

Eli takes a ball out of the toy box. Darius says, "Eli! Throw it here!" Eli responds, "I'm taking it outside. There's no

GOAL EXAMPLES FOR 3-5 YEARS: G3 PHYSICAL DEVELOPMENT & HEALTH

38. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).	playing ball inside.” A child who sees broken glass on the playground tells his classmate, “Watch out for the glass! We better go get the teacher.”
39. Describes basic traffic safety rules, without assistance.	When the teacher asks, “What do the different colors on the traffic light mean?” Pedro says, “Green means go; red means stop. It’s only safe to go when the light is green.”
40. Identifies nonedible/poisonous substances, without assistance.	Isabel is working at the sink sees a bottle of glass cleaner with a Mr. Yuk sticker on it. She says, “You better not drink this—it’s poison!” Or, a child sorts pictures of edible substances into a box with a mouth on it and leaves the non-edible substances out.
41. Identifies potentially dangerous situations/activities, without assistance.	A dog wanders on to the playground, and Lila makes a move to pet it. Her friend Gina says, “Don’t go by it! You don’t know if it will bite.”
42. Tells why classroom rules are important (e.g., walk in the classroom, keep hands and feet to oneself).	Pedro says to the new child in the classroom, “You need to hang up your coat when we come in from outside so that our classroom stays neat.”
43. Tells why basic health practices are necessary (e.g., why people have to brush teeth, wash hands).	The child says “When you get a shot, first the doctor has to get some cotton and rub the arm clean.”
44. Tells why people need to go to the doctor and dentist.	During sharing time, Danny says, “My aunt was sick for two days. She went to the doctor and is now feeling better.”

DEVELOPING GROSS MOTOR CONTROL AND BALANCE

45. Walks to a destination without help.	Justin and Kelly walk directly to playground.
46. Jumps in place and off low objects, such as a step.	A child jumps forward from a step without falling or wobbling.
47. Moves around obstacles with balance and direction.	A child is able to negotiate the classroom, or an obstacle course set up for the purpose, without bumping into things, or wandering. Or, the children move around cones during an outdoor race.
48. Stops and turns while running.	During the “Stop And Go” activity the child runs a predefined course. The teacher says “Stop” and the child reverse course and returns to where they started.
49. Walks along a line on the floor, most of the time.	During a make-believe circus activity, have the children take turns pretending they are tight-rope walkers. The children can stay on the line more than 50% of the attempts.
50. Climbs up and down stairs.	A child is able to negotiate stairs on a playground toy or in the building.
51. Walks along a wide beam, most of the time.	A child is able to walk toe-to-heel along a 4” wide beam more than 50% of the attempts.
52. Climbs a short ladder (e.g., on playground toys).	A child climbs up a ladder on a slide.
53. Jumps forward several times, maintaining balance most of the time.	A child can jump forward several times only falling or wobbling on one or fewer of the jumps.
54. Balances on one foot for five seconds.	While learning about the different ways in which animals

GOAL EXAMPLES FOR 3-5 YEARS: G3 PHYSICAL DEVELOPMENT & HEALTH

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| 55. Pedals a tricycle, steers and makes turns around obstacles and corners. | move, have the children stand like wading birds such as flamingos or cranes.
A child can ride a tricycle in a more congested space, steering around obstacles without tipping the tricycle. |
| 56. Hops with direction and control, most of the time. | While learning about the different ways in which animals move, have the children pretend they are jumping forward like kangaroos. The child does not bump into other children or fall more than 50% of the attempts. |
| 57. Jumps backward without losing balance. | A child can jump backward without falling or wobbling. |
| 58. Skips with direction and control, most of the time. | During a relay race, have the children skip forward as one part of the race. They skip without bumping into others or going off course more than 50% of the time. |
| 59. Gallops maintaining direction and control, most of the time. | While learning about the different ways in which animals move, have the children pretend they are galloping forward like horses. They gallop without colliding with other horses or going off course more than 50% of the time. |

DEVELOPING GROSS MOTOR COORDINATION

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| 60. Throws a ball a short distance with accuracy, most of the time. | During outdoor activities involving the use of a ball, have the children play catch with you. 3 out of 4 throws are "catchable." |
| 61. Kicks a ball a short distance with accuracy, most of the time. | During kickball or soccer game have each child take a turn kicking a ball that is rolled toward him or her. The child is able to kick the ball toward you more than 50% of the attempts. |
| 62. Catches a ball thrown underhand from 3 to 5 feet, most of the time. | During a group game of catch in which the children are lined up 3 to 5 feet from you, have the children take turns catching a soft ball you throw underhand. They are able to catch it 3 of 4 times. |
| 63. Dribbles a large ball several times with both hands. | During a cooperative relay game, have each child dribble a ball three times and then pass it on to the next child in line. |
| 64. Dribbles a large ball several times with one hand. | During a cooperative relay game, have each child dribble a ball three times using only one hand and then pass it on to the next child in line. |

DEVELOPING FINE MOTOR DEXTERITY AND CONTROL

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| 65. Begins to use a fork. | Paco spears his carrots with a fork. |
| 66. Eats with a fork and a spoon, or other appropriate utensils. | Paco eats his soup with a spoon. |
| 67. Correctly holds a pencil or crayon. | Use picture drawing or writing activities to observe the way in which a child holds a pencil or crayon. |
| 68. Cuts with scissors along a straight line. | Draw a line down a piece of construction paper asking children to cut along the line to make strips of paper, perhaps for making paper chains. The child is able to stay on the line while cutting. |

GOAL EXAMPLES FOR 3-5 YEARS: G3 PHYSICAL DEVELOPMENT & HEALTH

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| 69. Cuts with scissors along a curved line. | During a Valentine activity, the children cut along a half-heart that has been drawn from the fold of a folded piece of paper. By following the curved line, they are able to cut a heart out of the paper, which they will see when they open it. |
| 70. Uses scissors to cut out a pre-formed simple shape. | During an activity about shapes or when making a mobile, have the children cut out circles that have been drawn on paper. |

DEVELOPING HAND-EYE COORDINATION

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| 71. Strings large beads on a piece of yarn. | Have children make necklaces out of shoelaces or yarn and beads. Children make necklaces out of shoelaces and beads without asking the teacher for help in stringing. |
| 72. Builds short structures with blocks or other materials (e.g., 3 blocks high). | A child playing with blocks builds a short (3 or less blocks) tower. |
| 73. Builds tall structures with blocks or other materials (e.g., 10 blocks high). | A child playing with blocks builds a tall (4 or more blocks) tower. |
| 74. Uses computer keyboard/mouse for writing/drawing, without assistance. | A child who has access to a computer drawing program creates a drawing, or uses the keyboard to purposefully place letters on the screen by himself. |

J. Goal Examples for 3-5 Years: G3 Social and Emotional Development

GOAL EXAMPLES FOR 3-5 YEARS: G3 SOCIAL AND EMOTIONAL DEVELOPMENT

LEARNING ABOUT SELF

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| 1. Knows his/her own first and last names. | A child is able to tell you his first and last name. |
| 2. Knows his/her age. | When the teacher asks, "How old are you?" the child correctly answers, "4." |
| 3. Knows his/her gender. | Wendy says, "I'm a big girl now." |
| 4. Refers to her/himself by positive characteristics (e.g., "smart" or "strong"). | Justin says, "I'm smart. I can count to 10." |
| 5. Describes his/her physical attributes (what I look like). | Matt says, "I have brown hair and brown eyes." |
| 6. Talks about his/her interests (what I like to do). | Bobby says, "I like to eat pizza." |
| 7. Says positive things about his/her appearance. | Mary says, "Look at my pretty bow!" |
| 8. Talks positively about a recent accomplishment. | Proudly shows the teacher or another child a completed activity during sharing time. |
| 9. Engages in reassuring self-talk or changing goals when frustrated or frightened. | During a thunderstorm, Justin whispers to himself, "I'm safe because I'm inside." |
| 10. Begins using emotionally charged words (e.g., "I'm mad") to get needs met, as opposed to simply acting out needs. | Lola says, "Tony, I'm mad with me. You knocked over my blocks." |
| 11. Answers the question, "How do you feel?" with a feeling word (e.g., angry, happy, mad, sad, alone). | When asked "How do you feel today?" the child answers "I'm sad because my best friend Carrie is not here today." |

LEARNING COOPERATION

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| 12. Follows established rules and routines in the classroom. | Upon the child enters the classroom, he or she puts away their coat and sits on the carpet in an orderly fashion without direction from the teacher. |
| 13. Makes transitions between activities with minimal assistance. | When asked to move from the desk to the carpet for story time, Bonnie cleans up her crayons and moves to the carpet and is ready when the teacher begins. |
| 14. Comfortably accepts guidance and directions from a familiar adult. | When the teacher says, "Taylor, you might need to add a little water to that paint," Taylor dips his brush into his water cup several times and then stirs the paint with it; he answers, "Yeah, that works better." |
| 15. Uses classroom materials safely and for their intended purpose. | Children use paintbrushes for painting, not poking. |

RESOLVING CONFLICTS

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| 16. Seeks support from familiar adults to resolve conflicts with peers. | Sonia believes that Mary is teasing her. Sonia talks to the teacher about this issue. |
| 17. Moves around another child that is in her/his way (e.g., going up a slide). | Suzie walks around Joseph on her way to the swings. |
| 18. Stands up for her/his ownership rights (e.g., says "That's mine" to a child who takes her/his toy). | Peter says, "My car is blue. Your car is green." |
| 19. Expresses wants and needs in conflict situations. | A child says, "You didn't get at the end of the line for the slide, and I was in line before you." |

GOAL EXAMPLES FOR 3-5 YEARS: G3 SOCIAL AND EMOTIONAL DEVELOPMENT

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| 20. Says, signs, or gestures to a child who is being offensive to stop the behavior. | George is poking Ben as they are standing in line. George says, "Stop it, Ben." |
| 21. Suggests strategy (e.g., sharing) to resolve a dispute over an object/play thing. | Robert and Jameel both want to play with the blocks. Jameel says, "Let's play together. We can build a castle." |
| 22. Shows the ability to compromise in conflict resolution. | Robert and Jameel both want to play with the blocks. Robert says, "You can play with them now. I will play with them after lunch." |
| 23. Uses negotiation to reach a solution. | Robert and Jameel both want to play with the blocks. Jameel says, "We can play together, or we can take turns. Which do you want to do?" |
| 24. Maintains a negotiated plan. | After agreeing to play with the blocks after lunch, Robert chooses an activity in the art center. |
| 25. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages). | When Tony starts bossing other children around during a game on the playground, Sergey walks away from him to swing instead. |

DISCOVERING INDEPENDENCE IN DAILY ACTIVITIES

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| 26. Gets materials needed for an activity, without prompts. | A child collects needed art supplies to complete a free time art activity. |
| 27. Insists on routines for transitions (e.g., when parents drop-off the child at the center). | As the child arrives, they kiss his mother goodbye at the door, and goes to play with friends. |
| 28. Comforts self by engaging in calming/soothing activities some of the time. | When upset, the child chooses a favorite stuffed animal from the toy box to hold. |
| 29. Accepts arrival and departure transitions as routine parts of the day. | A child kisses his mother goodbye at the door, and goes to play with friends. |
| 30. Carries out a classroom routine, without prompts (e.g., putting coat in cubby). | The child puts away her coat in her cubby, and brings her take-home folder to her desk each day without being told. A child empties the papers from her take-home folder and gives them to the teacher. |

BUILDING SOCIAL RELATIONSHIPS

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| 31. Responds appropriately to greeting by familiar peers. | When Penny says hello to Jodi, Jodi says, "hi!" |
| 32. Initiates greeting of familiar peers. | A child says hello to a classmate as she enters the classroom. |
| 33. Verbally or nonverbally invites a peer to play. | Jill says, "Hey, Molly, come play hide-and-see with us." |
| 34. Begins to recognize that others smile when they smile, and others look unhappy when they cry. | Penny greets her friends with a smile and all her friends smile too. |
| 35. Plays without disrupting or destroying the work of others. | Two children play simultaneously, yet separately, in the sandbox. |
| 36. Says, signs, or gestures the names of friends. | A child says, "Lucy is my best friend." |
| 37. Chooses to express self to others safely/respectfully in calm situations. | While working on an art project, Gabriel asks, "Can I borrow your green crayon, Noah?" |
| 38. Joins a cooperative play activity using appropriate verbal/nonverbal strategies. | Boys are running races on the playground. Mikey walks up to them and asks, "Can I play, too?" |

GOAL EXAMPLES FOR 3-5 YEARS: G3 SOCIAL AND EMOTIONAL DEVELOPMENT

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| 39. Sustains a cooperative participation with others. | While trying to jump rope, two children turn the rope together in unison. |
| 40. Expresses encouragement in a variety of ways (e.g., clapping, cheering). | David watches George show a picture of his dog and tell something about the dog. Following David's presentation, George begins to clap. |
| 41. Recognizes the impact of his/her actions on others' feelings. | When Nora breaks Sally's crayon in half, she notices that Sally is unhappy, and apologizes. |
| 42. Respects the rights of others. | A child asks to borrow a crayon, rather than just taking it from a neighbor's pile. |
| 43. Chooses to express self to others safely/respectfully in difficult situations. | During an argument with a classmate, Ariel says, "I don't like it when you say that." |
| 44. Recognizes inappropriate behavioral choices of self most of the time. | Margie pushes Alan in the lunch line. Alan sits with someone else during lunch, and plays with someone else during free time all the rest of the day. The child says to the teacher, "Alan won't play with me anymore." The teacher then asks, "Why do you think that is?" Margie answers, "Maybe because I pushed him in the lunch line." |
| 45. Usually recognizes that inappropriate behavior leads to consequences. | Lisa is not cooperating with others in the dramatic play corner. One by one, the other children leave to go do something else. She says, "Sarah, please come back. You can pick what we play next." |
| 46. Expresses empathy or caring for others by consoling, comforting, or helping. | The child gently touches another child who has fallen and scraped his knee, or helps the child up after falling. |
| 47. Accepts the consequences for own inappropriate behavior most of the time. | A teacher tells a misbehaving child to take some time by himself to cool off. The child complies without temper or arguing. |

K. Goal Examples for 3-5 Years: G3 Social Studies

GOAL EXAMPLES FOR 3-5 YEARS: G3 SOCIAL STUDIES

DISCOVERING FAMILY

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|---|--|
| 1. Shares personal family stories and traditions. | Child uses a photo album put together by family members to share family stories and traditions. |
| 2. Identifies family members and relationship to each. | Before school one day, Krista says, "Ms. Jones, this is my grandma. She's visiting. She brought me to school today instead of my mom." |
| 3. Tells each family member's duties or responsibilities in the household. (e.g., who cooks, who does laundry). | During sharing time, the child says, "I helped my mother wash the dishes last night. My father washed the car." |

PARTICIPATING IN THE CLASSROOM COMMUNITY

- | | |
|--|---|
| 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising. | After learning about types of bread, each child picked up a marker, waited their turn, and checked the breads that they liked on the class chart. |
| 5. Demonstrates increasing ability to make independent choices. | The child chooses to paint rather than play in the pretend center. Or, children place their nametag next to the free exploration activity they choose to participate in first that day. |
| 6. Engages in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play). | For example, child is able to negotiate roles in play, take turns, resolve a difference with another child, figure out how to complete a task and assign roles with limited adult assistance. |
| 7. Demonstrates increasing ability to follow through on plans. | Jim tells Nick that he can ride the tricycle when he is done. A few minutes later, Jim says, "It's your turn now, Nick." |
| 8. Demonstrates awareness of the outcomes of one's own choices. | For example, child is able to indicate that picking up toys helps to create a safe environment. |

EXPLORING THE GREATER COMMUNITY

- | | |
|--|---|
| 9. Describes or illustrates the roles/responsibilities of community workers. | The child puts on a firefighter's hat and pretends to put out an oven fire with a make-believe extinguisher. |
| 10. Tells why cars and people need to stop at red lights. | When the teacher asks, "Why is important for cars to stop at a red light?" Pedro says, "It is okay for people to cross the street." |
| 11. Identifies landmarks to describe location of residence or school (e.g., school is by the store). | The child says, "My house is across the street from the park." |
| 12. Differentiates the United States flag from other flags by pointing. | Joseph says, "That's the American flag. It has red and white lines. There are also lots of white stars." |
| 13. Signs, gestures, or talks about neighborhood resources (library, post office). | Patricia says, "Yesterday I went to the library with my mom. We read 'What Do You Do with a Tail Like This?'" |

LOOKING AT SPATIAL REPRESENTATION AND MAP SKILLS

- | | |
|---|--|
| 14. Demonstrates and uses terms related to location, direction, and distance. | Child uses words such as up, down, over, under, front, back, here, there when describing locations in the local neighborhood, city, or state, or in describing locations on a map. |
| 15. Demonstrates an understanding of how to get around in familiar environments such as home, | Using a map of the school, the child uses their finger to show how to walk from their classroom to the playground |

GOAL EXAMPLES FOR 3-5 YEARS: G3 SOCIAL STUDIES

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.

with some assistance.

Using a map of the school, the child describes the walk, such as rooms and plants they pass, from their classroom to the playground.

During a field trip, or when reading a picture story, or magazine, child points out and talks about street signs, addresses, names of buildings.

A teacher asks the children, "Is there a park near the bank?" Jose looks at the map and says, "See, the park is only 3 blocks away."

EXAMINING THE ENVIRONMENT

19. Identifies road by pointing.

While on the playground, a child points to the street that is in front of the school's playground and indicates that it is a road for cars.

20. Identifies school building by pointing.

Returning from a field trip, the child points to the school and says, "We're back!"

21. Recognizes and names the immediate surroundings of home following supervised explorations (e.g., water to drink, dirt to plant).

For example, child can recognize and name homes in the neighborhood (Jesse's house), buildings (the bank), schools, parks, lakes, stores.

22. Identifies trees and flowers in real world or in pictures.

The child creates a collage from magazine pictures of trees and flowers.

23. Identifies land formations around school yard (e.g., mountains, hills).

While on the playground, a child says, "Look, there is snow on the mountain!"

24. Names animals that live in neighborhood (e.g., birds, ants, raccoons, coyotes, snakes).

The child separates animal cards by whether the animal lives in their neighborhood and those that live elsewhere. Or, while listening to a story about kangaroos, the child says, "We don't have those here."

25. Identifies that animals live in plants (e.g., birds nest in trees or cacti).

While observing a family of birds, the child says, "Their nest is in the tree. That's where they live."

26. Draws/talks about plants, animals, and people who live or use a specific place (e.g., ocean, forest, desert).

During an art project, the child says, "I drew fish and seahorses in my picture because they live in water."

CONSERVING RESOURCES

27. Throws trash in garbage can.

After eating their snack, the child threw the wrapper in the trash.

28. Points out recycling container in the classroom.

The child says, "The used paper goes in the blue can."

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

John says to Mary, "The newspaper and plastic cup goes in the blue can."

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

The child says, "Let's save the small colored paper pieces for our next art project."

31. Describes what recycling is.

The child explains that putting cans in the recycle bin, so that the can may be used again.

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

Child explains that recycling paper saves trees and trees provide shade.

GOAL EXAMPLES FOR 3-5 YEARS: G3 SOCIAL STUDIES

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

When asked by the teacher why placing trash in a can is important, the child says, "Trash makes the park look ugly." Or says, "An animal can cut themselves on a broken glass."

TALKING ABOUT THE PAST, PRESENT, AND FUTURE

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

Child uses the words day, night, yesterday, today when describing events or telling a story.

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

Child uses to direct, or responds through action words such as next, before, soon, after, now, later as related to schedules or routines.

36. Identifies events that might occur in the future.

Maria says, "My grandmother is coming next week."

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

Child refers to days as "school day," home day," swim day," "field trip day," etc.

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

Child uses a photo album put together by family members to share family stories.

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

Child uses a photo album put together by family members to share about her summer vacation.

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

Child says, "I like to soccer. I want to be a soccer player when I grow up."

RESPECTING DIVERSITY

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

The child includes opposite gender in play and/or sports activity.

42. Shows respect for those with special needs.

The child includes handicapped children in play and/or sports activity. Child offers assistance as appropriate (e.g., offering to get things off of shelves too high for a child in a wheelchair to reach.)

43. Shows respect for members of different cultures.

Child includes children of different cultures, and ask appropriate questions, (e.g., recognizes a language difference, and understand that there may be more than one word for the same thing).

44. Shows respect for varying family structures.

Child shows an interest in learning about the family structure of his/her peers (e.g., children who have only one parent).

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

Matt says, "Joe and Suzie have red hair, just like me!"

L. Goal Examples for 3-5 Years: G3 Technology

GOAL EXAMPLES FOR 3-5 YEARS: G3 TECHNOLOGY

TALKING ABOUT TECHNOLOGY

- | | |
|--|--|
| 01) Watches with interest someone operating a technology devices (e.g., computer, laptop, tablet). | A child intently watches as the teacher uses a computer to show the class a video of a puppy playing with a kitten. |
| 02) 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). | The teacher places pictures of a laptop, cell phone and camera on a table in the classroom. When prompted the child can correctly identify the items by pointing. |
| 03) 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). | The teacher places pictures of a laptop, cell phone and camera on a table in the classroom. When prompted the child can correctly identify the items by saying the correct name. |
| 04) Identifies the basic uses of different technology devices when asked by an adult. | When the teacher asks, "What does the ipad do?" The child says, "The ipad shows cartoons." |
| 05) Points to the power button, play button, stop or pause button on a familiar music player when asked. | When prompted by the teacher, a child points to the correct buttons on the familiar CD player. |
| 06) Provides directions for using a familiar technology device when asked. | A child tells a peer how to turn on the classroom computer. |
| 07) Talks about ways that technology has changed over time (e.g., says "when my grandma was little there were no computers"). | The child tells a peer, "When my grandma was little there were no cell phones." |
| 08) Talks about the ways technology can be used to communicate with others (e.g., email, text messaging, typing letters in a word processing program). | A child tells the teacher, "My daddy can see email and text messages on his phone." |
| 09) Provides examples of how technology can be used in daily life (e.g., using internet to find information). | When asked how a computer is used in daily life the child gives multiple examples such as, "my mom uses her cell phone to call my grandma to see if I can come over to play and my dad uses his ipod to play music." |
| 10) Suggests the use of a technology device to complete a task. | When the teacher asks, "I want to take a picture of our classroom, what should I use?" A child might answer, "Use the camera" or "Use your cell phone." |
| 11) Makes connections between technology-based materials and familiar storybooks (e.g., recognizes a rabbit on the computer screen and talks about a familiar storybook about a rabbit). | A child recognizes a dog on the computer screen, then talks about a storybook about a dog. |
| 12) Uses vocabulary related to technology (e.g., computer, laptop, tablet, pad, screen, mouse). | The child says, "I want to use the internet on the computer." |


USING TECHNOLOGY

- | | |
|--|--|
| 13) Can turn on a technology device with supervision (e.g., computer, laptop, tablet or pad). | A child can locate the power button and power up a familiar laptop. |
| 14) Points to the different components of a computer or laptop when asked by an adult (e.g., screen, mouse, keyboard). | When the teacher says, "Point to the screen" a child can point to the screen on a laptop or computer. |
| 15) Types random letters on a computer keyboard. | A child will randomly type letters on the keyboard. |
| 16) Uses a mouse or finger pad to move a cursor around the screen. | A child will move the cursor on the screen using a mouse or finger pad. |
| 17) Recognizes familiar words on a computer screen (e.g., a file saved with child's name). | When the teacher types the child's name on the computer screen, a child says, "That's my name!" |
| 18) Distinguishes numbers from letters on a keyboard or keypad. | A child will point to familiar letters or numbers on the keyboard when asked. |
| 19) Types letters or numbers as directed by an adult or an age appropriate software program. | When the teacher asks the child to type the first letter of his or her name, the child types the correct letter. |
| 20) Writes messages with invented spelling on a keyboard to keypad. | The child types a note to his or her mom by typing letters using inventive spelling. |
| 21) Is able to use a mouse or finger pad to point to images on a computer screen. | A child is able to navigate the cursor to an image on the computer screen when asked by the teacher. |

GOAL EXAMPLES FOR 3-5 YEARS: G3 TECHNOLOGY

- | | |
|--|---|
| 22) Navigates the basic functions of a browser (e.g., opening and closing, using the "back" button). | A child says, "I'm done" and clicks the red X at the top right corner of a web browser window to close the window. |
| 23) Is able to use a computer to create artwork with assistance. | A child uses an age appropriate computer drawing program to create a picture of "Me and My Family." |
| 24) Is able to use a computer to create written communications with assistance. | A child types a message to his or her dad in an email window which the teacher has opened and entered the appropriate email address, once completed the child uses the mouse click the send button with support from the teacher. |
| 25) Types own name on a keyboard or keypad without assistance. | The child correctly types his or her name using a computer without assistance. |
| 26) Knows that computers can store information in a variety of ways (e.g., USB device, CD, computer hard, online). | The child holds up a USB device or flash drive and says "my pictures are in here," to indicate that family vacation photos have been saved on the device. |
| 27) Can save a file, with assistance. | After drawing a picture using the computer, the child can click the "save" icon to save their work. |
| 28) Can open a saved file with assistance. | With support from the teacher a child can open a selected computer file, such as a drawing. |
| 29) Independently uses a familiar device to play music (e.g., a digital music player, CD player, tape player). | While in the music center the child can press play on the CD player to start the music. |
| 30) Independently uses a familiar technology device for a simple task (e.g., taking a picture with a digital camera) | During a classroom party a child uses a digital camera to take a photo of the decorations. |
| 31) Uses an age appropriate software program with a partner or in a small group. | A child takes turns playing an age appropriate computer game to practice early math skills. |
| 32) Independently uses an age appropriate software program. | A child sits at the computer and plays an age appropriate computer game to practice early reading skills. |
| 33) Uses a computer or laptop to answer a simple question or do research with assistance. | After reading a story about The Firehouse, a child wants to know if all "firehouse dogs" have spots. The teacher helps the child find pictures of "firehouse dogs" online to see if they all have spots. |

IV. A Guide for Galileo Pre-K Online: Recording and Reporting Data Using the Observations by Class Page



ASSESSMENT TECHNOLOGY, INCORPORATED

A Guide for Galileo® Pre-K Online: Recording and Reporting Data Using the Observations by Class Page

PURPOSE

This guide will help you record observations by class online within Galileo and report results. You may have already collected data using a printed worksheet.

ACCESS

1. Click the **Assessment** tab.
2. Click the By Class link under **Enter Observations**.
3. Select your **Class**.
4. Select the **Developmental Area Scale**.
5. Select the **Observation Date** (defaults to today).
6. A grid appears. 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.)* Along the left are all of the capabilities for the selected Developmental Area scale.

3-Learned/not yet saved	<input checked="" type="checkbox"/>	3-Learned	<input type="checkbox"/>	2-Plan Now	<input type="checkbox"/>	1-Plan Later	<input type="checkbox"/>	Null	<input type="checkbox"/>
-------------------------	-------------------------------------	-----------	--------------------------	------------	--------------------------	--------------	--------------------------	------	--------------------------

[Print Class Observations Record]
[Edit/Print Child Notes]

Ol. Score		364	412	376	364
Status					

	Brandon	Jelly	Sara	Sam
LISTENING AND UNDERSTANDING				
1) Listens attentively to a conversation, story, poem, or song.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2) Follows a simple one-step direction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3) Follows a small set of step-by-step directions, without prompts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4) Asks questions and/or makes comments about a story, poem, or song.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Retells a familiar story, poem or song in his/her own words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Reads appropriately to an exclamation (e.g., stop, look up, freeze).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LISTENING AND UNDERSTANDING - RECEPTIVE VOCABULARY				
7) Understands nouns commonly found in books for young children.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8) Understands action words (e.g., open, run).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Children (row): When recording a specific capability for multiple children, you will work within a row.

8. Place the cursor at the intersection of the child's name and the desired capability.
9. Each colored square represents a Readiness level.
 - **Green** = Ready Now
 - **Blue** = Ready Soon
 - **White** = Ready Later

ANECDOTAL NOTES (OPTIONAL)

10. Click the number to the left of the capability you want to mark as Learned.
11. A text entry box appears. Today's date and the capability are automatically populated. Edit the date, if necessary.
12. Enter **notes** next to the capability.

Note: This note applies to all children you will check as having learned the capability.
13. *(optional)* Click the *Spell Check* button.
14. Click the *Record* button.

RECORD LEARNED CAPABILITIES

15. Click in the **desired colored square** and a red checkmark appears.
16. This red checkmark indicates that the capability is learned, but that you have not yet saved your work.

SAVE RECORD

17. Click the *Save Changes* button or the **computer disk** icon below the Knowledge Area.
18. 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.

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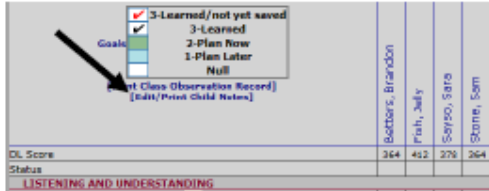
39

GALILEO® PRE-K ONLINE

ANECDOTAL NOTES

EDIT ANECDOTAL NOTES

1. Click the [Edit/Print Child Notes](#) link.



2. A text entry box appears.
3. Select the **Child**.
4. Make changes to your notes.
5. (optional) Click the *Spell Check* button.
6. Click the *Save Changes* button.

PRINT ANECDOTAL NOTES

FOR A CHILD

1. Click the [Edit/Print Child Notes](#) link.
2. Select the **Child**.
3. Click the *Print Child Notes* button.
4. The note appears in a new window.

FOR THE ENTIRE CLASS

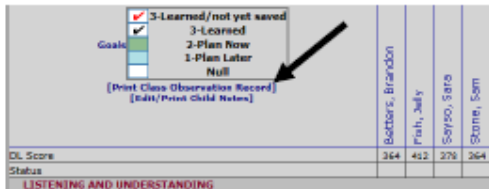
1. Click the [Edit/Print Child Notes](#) link.
2. Leave the **Child** field with the default of [Select a Child].
3. Click the *Print Child Notes for Entire Class* button.
4. The note appears in a new window.

REPORTS

CLASS OBSERVATION RECORD

This report generates a worksheet for recording class observations for a selected scale.

1. From the **Observations by Class** page, select the **Class** and the **Developmental Area**.
2. Click the [Print Class Observation Record](#) link.



3. The report opens in a new window.

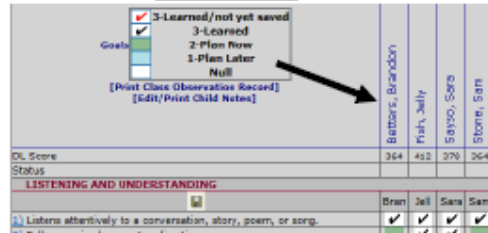
Class Observation Record



INDIVIDUAL DEVELOPMENT PROFILE

This report displays the Learned readiness level for each capability in a scale for a particular child.

1. From the **Observations by Class** page, select the **Class** and the **Developmental Area**.
2. Click the **child's name** link.



3. The report opens in a new window.

Individual Development Profile



V. How to Interpret Assessment Results and Plan Learning Opportunities

As you enter observation data into Galileo, the system will provide you with information about each child’s learning in each developmental domain. This information is summarized in the Developmental Level (DL) score and will help you to plan developmentally appropriate learning opportunities based on each child’s capabilities.

A. What is a Developmental Level Score?

Galileo provides a Developmental Level (DL) score that 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 as long as we are alive and learning. A child with no capabilities marked as learned 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.

Select a class, child, and scale.

Center:	Happy Hearts Preschool		
Class:	Belinda's a.m.		Last observation was made 8/15/2016
Child:	Adams, Steven		0 47
Scale:	[In use] 3-5 years: G3 Early Math		Amount Learned: 33
Observation Date:	3/28/2017		Current DL Score: 583

Update planning levels automatically when saving

B. 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. This instant, reliable information helps you individualize your teaching to meet the needs of all children.

USING SENSES AND SCIENTIFIC DEVICES TO LEARN	Planning Level	Data Source
1) <input checked="" type="checkbox"/> Uses senses (e.g., touch, smell) to learn about the natural and physical world.	Learned	Baseline
2) <input checked="" type="checkbox"/> Attempts to learn about objects by taking them apart and rebuilding (e.g., puzzles, Legos).	Learned	Baseline
3) <input type="checkbox"/> Uses tools to measure materials and make comparisons (e.g., scales, rulers).	Plan Now	Baseline
OBSERVING AND DESCRIBING LIVING THINGS		
4) <input checked="" type="checkbox"/> Describes what an animal is doing as it is being observed.	Learned	Baseline
5) <input checked="" type="checkbox"/> Talks about characteristics of living things (e.g., leaf is soft).	Learned	Baseline
6) <input type="checkbox"/> Describes the typical behaviors/habits of a familiar animal.	Plan Now	Baseline
7) <input type="checkbox"/> Draws/talks about changes in her/himself over time.	Plan Later	Baseline
8) <input type="checkbox"/> Describes/draws the type of shelter used by familiar animals.	Plan Later	Baseline
9) <input type="checkbox"/> Draws/talks about what living things need to survive (e.g., plants need water).	Plan Soon	Baseline