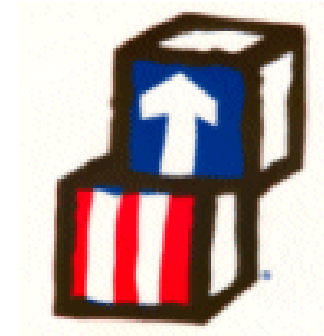
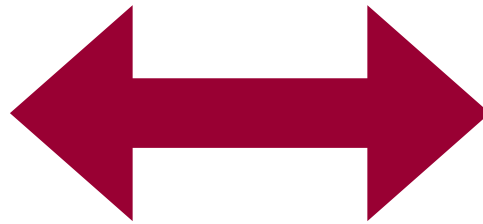


# Galileo v2 Scales Alignment with the Head Start Framework Indicators



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# Galileo Alignment with the Head Start Framework Indicators

ACYF-HS-IM-00-18 (8/10/00) provides guidance for implementing results-based education performance standards and performance measures in Head Start. This legislation, which includes the *Head Start Child Outcomes Framework*, applies to all grantees serving three- to five-year old children. The legislation requires programs to focus on the goal of using informed program self-assessment for continuous program improvement by incorporating ongoing assessment data on child outcomes into their decision-making processes. The major objectives of this initiative are:

- ▶ *To improve the content, quality, consistency, and credibility of ongoing assessment of children.*
- ▶ *To design an approach to analyze data on children's accomplishments.*
- ▶ *To incorporate child outcome data into program self-assessment and continuous program improvement.*

## I. Alignment with Head Start Domains

In addition to assessment scales from infancy - grade 3, Galileo includes 8 scales that articulate the Head Start Domains for children ages 3-5:

Language and Literacy	Creative Arts
Early Math	Social & Emotional Development
Nature and Science	Approaches Toward Learning
Fine and Gross Motor	Physical Health Practices

## II. Alignment with Head Start Elements

The Galileo Scales are comprised of 63 Knowledge Areas which include all 27 Domain Elements of the Child Outcomes Framework. Moreover, the Galileo Scales include all the mandated Domain Elements:

Phonological Awareness  
Book Knowledge and Appreciation  
Print Awareness and Concepts  
Number and Operations

## III. Alignment with Head Start Indicators

**The Galileo Scales contain 380 research-based capabilities reflecting progress toward the 100 Head Start Indicators.**

Each Galileo Scale is comprised of empirically validated developmental sequences. These sequences make it possible to assess children's progress over extended periods of time. As an example, the Indicator "*Associates sounds with written words, such as awareness that different words begin with the same sound*" is represented by the following developmental progression in Galileo "*Phonological Awareness*":

### **PHONOLOGICAL AWARENESS**

Recognizes matching and dissimilar sounds (consonants and vowels).  
Distinguishes between some beginning consonant sounds in spoken language.  
Distinguishes between some ending consonant sounds in spoken language.  
Says both syllables of a two-syllable word, with distinct separation.  
Distinguishes between some vowel sounds in spoken language.  
Recognizes rhymes in poems, readings, or conversation, most of the time.  
Creates rhyming words in play activities.  
Puts sounds together to make short words (e.g., "k-a-t, cat").  
Segments short words into their component sounds (e.g., "trick, t-r-i-k").

## Galileo Alignment with the Head Start Framework Indicators

The federally **mandated Domain Elements** are shaded in the column labeled “Domain Element”. The federally **mandated indicators** are identified with Bold Text in the column labeled “Head Start Indicators”. Alignment Galileo v2 Capabilities with the mandated Elements and Indicators are shown in the far right column of the table.

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 LANGUAGE & LITERACY CAPABILITIES
LANGUAGE DEVELOPMENT	Listening and Understanding	<p>Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</p> <p>Shows progress in understanding and following simple and multiple-step directions.</p> <p><b>Understands an increasingly complex and varied vocabulary.</b></p> <p><b>For non-English-speaking children, progresses in listening to and understanding English. (Documented empirically by the Developmental Level Score on the Galileo Lang. &amp; Lit. Scale)</b></p>	<p><b>Listening and Understanding - STORIES, SONGS, POEMS, AND DIRECTIONS</b></p> <ol style="list-style-type: none"> <li>1. Listens attentively to a conversation, story, poem, or song.</li> <li>2. Follows a simple one-step direction.</li> <li>3. Asks questions and/or makes comments about a story, poem, or song.</li> <li>4. Follows a small set of step-by-step directions, without prompts.</li> <li>5. Retells a familiar story, poem, or song in her/his own words.</li> </ol> <p><b>Listening and Understanding - RECEPTIVE VOCABULARY</b></p> <ol style="list-style-type: none"> <li>6. Understands nouns commonly found in books for young children.</li> <li>7. Understands action words (e.g., give, run).</li> <li>8. Understands negative words (e.g., not, no).</li> <li>9. Understands positional words (e.g., top, bottom, on, in).</li> <li>10. Understands words that describe the qualities of objects (e.g., soft, cold).</li> <li>11. Understands pronouns (e.g., she, he, it).</li> <li>12. Understands past and future tense (e.g., went, will).</li> </ol>
	Speaking and Communicating	<p><b>Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.</b></p> <p>Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> <p><b>Uses an increasingly complex and varied spoken vocabulary.</b></p> <p>Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p> <p><b>For non-English-speaking children, progresses in speaking English. (Documented empirically by the Developmental Level Score on the Galileo Lang. &amp; Lit. Scale)</b></p>	<p><b>Speaking and Communicating - SELF-EXPRESSION</b></p> <ol style="list-style-type: none"> <li>13. Uses appropriate words or gestures to share information or experiences.</li> <li>14. Asks an adult for help at appropriate times.</li> <li>15. Uses appropriate words or gestures to relate feelings, needs, or opinions.</li> </ol> <p><b>Speaking and Communicating – CONVERSATION</b></p> <ol style="list-style-type: none"> <li>16. Takes turns being a speaker.</li> <li>17. Responds to comments or questions from others during a conversation.</li> <li>18. Adjusts conversation to changes in topic.</li> <li>19. Changes inflection during a conversation to communicate meaning.</li> </ol> <p><b>Speaking and Communicating - EXPRESSIVE VOCABULARY</b></p> <ol style="list-style-type: none"> <li>20. Pronounces words with clarity, most of the time.</li> <li>21. Uses simple sentences to communicate with others.</li> <li>22. Uses negative words (e.g., not, no).</li> <li>23. Uses words that describe the qualities of objects (e.g., hard, smooth).</li> <li>24. Uses pronouns to refer to people and things (e.g., she, he, it).</li> <li>25. Uses past and future tenses (e.g., went, will).</li> <li>26. Uses possessive endings (e.g., Jose's, Emma's).</li> <li>27. Uses compound sentences (e.g., sentences joined by and, but, or).</li> </ol>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 LANGUAGE & LITERACY CAPABILITIES
LITERACY	Phonological Awareness	<p>Shows increasing ability to discriminate and identify sounds in spoken language.</p> <p>Shows growing awareness of beginning and ending sounds of words.</p> <p>Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.</p> <p>Shows growing ability to hear and discriminate separate syllables in words.</p> <p><b>Associates sounds with written words,</b> such as awareness that different words begin with the same sound.</p>	<p><b>Phonological Awareness - SOUND RECOGNITION</b></p> <p>28. Recognizes matching and dissimilar sounds (consonants and vowels).            29. Distinguishes between some beginning consonant sounds in spoken language.            30. Distinguishes between some ending consonant sounds in spoken language.            31. Says both syllables of a two-syllable word, with distinct separation.            32. Distinguishes between some vowel sounds in spoken language.            33. Recognizes rhymes in poems, readings, or conversation, most of the time.            34. Creates rhyming words in play activities.            35. Puts sounds together to make short words (e.g., k-a-t, cat).            36. Segments short words into their component sounds (e.g., trick, t-r-i-k).</p>
	Book Knowledge and Appreciation	<p>Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</p> <p>Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.</p> <p>Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p> <p>Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.</p>	<p><b>Book Knowledge and Appreciation - STORY TELLING</b></p> <p>37. Recalls story events using some spoken dialogue.            38. Draws pictures or uses dramatic play or music to tell a story.            39. Makes up a story from beginning, to middle, to end.</p> <p><b>Book Knowledge and Appreciation - STORY REASONING</b></p> <p>40. Uses picture cues to tell what is happening in a story.            41. Predicts story events using picture or verbal cues.            42. Makes guesses about why things happen or change in a story.</p> <p><b>Book Knowledge and Appreciation - INTEREST IN BOOKS</b></p> <p>43. Initiates reading activities on her/his own.            44. Handles books and other reading material with care.            45. Views reading materials one page at a time (front to back), most of the time.            46. Requests a favorite book by title, author, or illustrator.            47. Engages in pretend reading with other children, doll, or toy animal.            48. Initiates conversation with a peer or an adult about a story, book, or poem.</p>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 LANGUAGE & LITERACY CAPABILITIES
LITERACY	Print Awareness and Concepts	<p>Shows increasing awareness of print in classroom, home &amp; community settings.</p> <p>Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p> <p>Demonstrates increasing awareness of concepts of print, that reading in English moves from top to bottom &amp; from left to right, that speech can be written down, and that print conveys a message.</p> <p>Shows progress recognizing association between spoken &amp; written words &amp; following print as it is read aloud.</p> <p><b>Recognizes word as a unit of print</b>, that letters are grouped to form words, &amp; words are separated by spaces.</p>	<p><b>Print Awareness and Concepts</b></p> <p>49. Recognizes that a spoken word/speech can be written and read.                      50. Knows that print conveys information (e.g., a message) to the reader.                      51. Recognizes that the left page is read before the right.                      52. Recognizes that sentences are read from left to right.                      53. Recognizes that pages are read from top to bottom.</p> <p><b>Early Reading</b></p> <p>54. Recognizes his/her name in print.                      55. Asks questions about the names of letters, words, signs, labels.                      56. Recognizes that words are separated by spaces.                      57. Predicts what word might come next in a familiar story, some of the time.                      58. Identifies familiar short words in print, some of the time.                      59. Reads a printed label or a sign on a familiar object, some of the time.                      60. Reads familiar words in a sentence from a book/poem, with assistance.                      61. Tracks by moving his/her finger along text as it is read by an adult.</p>
	Early Writing	<p>Develops understanding that writing is a way to communicate for various purposes.</p> <p>Begins to represent stories/experiences through pictures, dictation, and in play. <sup>(1)</sup></p> <p>Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</p> <p>Progresses from using scribbles, shapes, pictures to represent ideas, to letter-like symbols, to copying or writing familiar words such as own name.</p>	<p><b>Early Writing</b></p> <p>62. Uses a variety of writing tools and materials to communicate with others.                      63. Writes to communicate using a scribble form.                      64. Communicates by scribbling and with some letter-like shapes.                      65. Communicates by writing complete words.                      66. Copies her/his name from a sample.                      67. Writes using her/his name, without assistance.</p> <p><sup>(1)</sup> Also see <i>Visual Art and Dramatic Play in the Galileo v2 Creative Arts Scale</i></p>
	Alphabet Knowledge	<p>Shows progress in associating the names of letters with their shapes and sounds.</p> <p>Increases in ability to notice the beginning letters in familiar words.</p> <p><b>Identifies at least 10 letters of the alphabet, especially those in own name.</b></p> <p><b>Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</b></p>	<p><b>Alphabet Knowledge</b></p> <p>68. Identifies all the letters in her/his name.                      69. Points to and names the first letter in familiar words.                      70. Names 9 or fewer letters.                      71. Names 10 or more letters.</p>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 EARLY MATH CAPABILITIES
MATHEMATICS	Number and Operations	<p>Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</p> <p>Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.</p> <p>Develops increasing ability to count in sequence to 10 and beyond.</p> <p>Begins to make use of one-to-one correspondence in counting objects and matching groups of objects</p> <p>Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</p> <p>Develops increased abilities to combine, separate and name "how many" concrete objects.</p>	<p><b>Number and Operations - COUNTING</b></p> <ol style="list-style-type: none"> <li>1. Uses one-to-one correspondence when counting objects.</li> <li>2. Counts to find how many are in a group up to 5.</li> <li>3. Counts forward from a number &gt; 1 to find how many there are in a group.</li> <li>4. Counts to find how many are in a group up to 10.</li> <li>5. Counts to find out how many are in a group greater than 10.</li> <li>6. Counts backward to find how many are left.</li> </ol> <p><b>Number and Operations - BEGINNING ADDITION</b></p> <ol style="list-style-type: none"> <li>7. Adds one to a small group, when asked.</li> <li>8. Indicates that a small group has more after some have been added.</li> <li>9. Adds two small groups by combining the groups and counting all the objects.</li> </ol> <p><b>Number and Operations - BEGINNING SUBTRACTION</b></p> <ol style="list-style-type: none"> <li>10. Indicates that a group has less after taking some away.</li> <li>11. Indicates that one was taken away from a small group.</li> <li>12. Indicates how many are left after taking one from a small group.</li> </ol> <p><b>Number and Operations - BEGINNING FRACTIONS</b></p> <ol style="list-style-type: none"> <li>13. Shows where to divide a whole object to make two halves.</li> <li>14. Exchanges two halves for a whole.</li> <li>15. Separates a group of objects in half.</li> </ol> <p><b>Number and Operations - MATH COMMUNICATIONS</b></p> <ol style="list-style-type: none"> <li>16. Writes numerals to indicate 6 or less objects.</li> <li>17. Writes numerals to indicate between 7 and 10 objects.</li> <li>18. Writes numerals to indicate between 11 and 20 objects.</li> </ol>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 EARLY MATH CAPABILITIES
MATHEMATICS	Geometry and Spatial Sense	<p>Begins to recognize, describe, compare and name common shapes, their parts and attributes.</p> <p>Progresses in ability to put together and take apart shapes.</p> <p>Begins to be able to determine whether or not two shapes are the same size and shape.</p> <p>Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.</p> <p>Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.</p>	<p><b>Geometry and Spatial Sense – SORTING</b></p> <p>19. Matches objects to an example.</p> <p>20. Sorts diverse objects based on a physical attribute (e.g., shape).</p> <p>21. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).</p> <p>22. Sorts diverse objects based on multiple attributes (e.g., size and shape).</p> <p><b>Geometry and Spatial Sense – SERIATION</b></p> <p>23. Identifies the shorter or taller of two persons or things.</p> <p>24. Identifies the shortest or tallest in a group.</p> <p>25. Arranges objects in order by size.</p> <p>26. Places an object in its proper position in a group ordered by size.</p> <p><b>Geometry and Spatial Sense - CONCEPTS</b></p> <p>27. Understands object directionality concepts (e.g., right, left, up, down).</p> <p>28. Understands object position concepts (e.g., under, top, bottom, inside, behind).</p> <p>29. Understands object order concepts (e.g., first, last, second, next, before).</p> <p><b>Geometry and Spatial Sense - SHAPES</b></p> <p>30. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.</p> <p>31. Places a circle, square, or triangle appropriately in a form board.</p> <p>32. Creates new shapes from familiar shapes by folding, cutting, or twisting.</p>
	Patterns and Measurement	<p>Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.</p> <p>Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</p> <p>Begins to make comparisons between several objects based on a single attribute.</p> <p>Shows progress in using standard and non-standard measures for length and area of objects.</p>	<p><b>Patterns</b></p> <p>33. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).</p> <p>34. Repeats an alternating visual pattern (e.g., red/green/red/green).</p> <p>35. Repeats an alternating auditory pattern (e.g., loud/soft claps).</p> <p>36. Creates an alternating visual pattern using art or play materials.</p> <p>37. Extends a number series (e.g., 1, 2, 3 blocks to 4 blocks).</p> <p>38. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p> <p><b>Measurement</b></p> <p>39. Uses non-standard unit (e.g., cut-out paper squares) to measure area.</p> <p>40. Uses non-standard units (e.g., paper cups) to measure volume.</p> <p>41. Uses non-standard units (e.g., paper clips) to measure length.</p> <p>42. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p> <p><b>Time Concepts</b></p> <p>43. Distinguishes between morning, afternoon, or evening activities.</p> <p>44. Knows what activity comes next in a daily routine.</p> <p>45. Uses words (e.g., now, soon, later, when) to refer to time.</p> <p>46. Uses words (e.g., day, night, morning) to refer to times of day.</p> <p>47. Identifies events that occurred in the past.</p> <p>48. Identifies events that might occur in the future.</p> <p>49. Identifies an activity that takes about a minute to do.</p> <p>50. Identifies an activity that takes about an hour to do.</p> <p><b>Graphing</b></p> <p>51. Explains the information presented on a graph (e.g., more boys than girls).</p> <p>52. Creates a frequency graph of objects or events (e.g., number of boys and girls).</p> <p>53. Creates graphs of real objects making comparisons between groups.</p>

# Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 NATURE and SCIENCE CAPABILITIES
SCIENCE	<p><b>Scientific Skills and Methods</b></p> <p><b>&amp;</b></p> <p><b>Scientific Knowledge</b></p>	<p><u><i>Scientific Skills &amp; Methods</i></u></p> <p>Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p> <p>Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.</p> <p>Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.</p> <p>Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.</p> <p>Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p> <p><u><i>Scientific Knowledge</i></u></p> <p>Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.</p> <p>Expands knowledge of and respect for their body and the environment.</p> <p>Develops growing awareness of ideas and language related to attributes of time and temperature.</p> <p>Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</p>	<p><b>Using Senses and Scientific Devices to Learn</b></p> <p>1. Uses senses (e.g., touch, smell) to learn about the natural &amp; physical world.                  2. Attempts to learn about objects by taking them apart and rebuilding.                  3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p> <p><b>Observing and Describing the Natural Environment</b></p> <p>4. Describes what an animal is doing as it is being observed.                  5. Describes the typical behaviors/habits of a familiar animal.                  6. Talks about characteristics of living things (e.g., leaf is soft).                  7. Draws/talks about observed life cycle changes in a familiar plant.                  8. Describes/draws the type of shelter used by familiar animals.                  9. Draws/talks about changes in her/himself over time.                  10. Draws/talks about what living things need to survive (e.g., plants need water).                  11. Draws/talks about observed life cycle changes in a familiar animal.</p> <p><b>Observing and Describing Physical Phenomena</b></p> <p>12. Draws/talks about different weather conditions (e.g., sunny, rainy).                  13. Draws/talks about physical changes observed in objects (e.g., ice melting).                  14. Draws/talks about patterns in the physical world (e.g., seasons, day/night).                  15. Associates objects/events with different temperatures (e.g., ice - low temp.).                  16. Draws/talks about aspects of Earth (e.g., soil, trees, mountains, oceans).</p> <p><b>Classifying Living Things</b></p> <p>17. Distinguishes plants from animals.                  18. Distinguishes between land and water animals.                  19. Classifies animals into groups by the way they move (e.g., flying, running).                  20. Classifies animals into those that are domestic and those that are wild.                  21. Classifies animals based on their habitat (e.g., ground vs. tree dwelling).                  22. Classifies animals based on their diet (e.g., meat vs. plant eating).</p> <p><b>Classifying Physical Phenomena</b></p> <p>23. Classifies objects by their state (e.g., liquid, solid, gas).                  24. Classifies objects into living and non-living categories.                  25. Classifies objects based on their physical composition (e.g. metal, rock, soil).                  26. Classifies objects based on whether they are found in nature or made by people.                  27. Classifies objects based on whether or not they require electricity/battery.</p>

# Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 NATURE & SCIENCE CAPABILITIES (Continued)
SCIENCE	<p><b>Scientific Skills and Methods</b></p> <p><b>&amp;</b></p> <p><b>Scientific Knowledge</b></p> <p><i>(Repeated from previous page)</i></p>	<p><u><i>Scientific Skills &amp; Methods (REPEATED)</i></u></p> <p>Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p> <p>Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.</p> <p>Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.</p> <p>Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.</p> <p>Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p> <p><u><i>Scientific Knowledge (REPEATED)</i></u></p> <p>Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.</p> <p>Expands knowledge of and respect for their body and the environment.</p> <p>Develops growing awareness of ideas and language related to attributes of time and temperature.</p> <p>Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</p>	<p><b>Predictions About Living Things</b></p> <p>28. Predicts what might come next in a life cycle sequence (e.g., seed to plant).</p> <p>29. Predicts that a plant will die if it does not receive water.</p> <p>30. Predicts that an animal will seek shelter in bad weather.</p> <p>31. Predicts that a plant will die if it does not receive sufficient light.</p> <p>32. Predicts that human activity (e.g., building) may threaten animal habitat/survival.</p> <p>33. Predicts that plants may be destroyed when an animal population increases.</p> <p>34. Predicts that extreme weather (drought, freeze) will injure plants/wildlife.</p> <p><b>Predicting Physical Phenomena</b></p> <p>35. Predicts that it is likely to rain when dark clouds come.</p> <p>36. Predicts which way a scale will tip when a weight is added to one side.</p> <p>37. Predicts direction of an object when acted upon directly (e.g., thrown, pushed).</p> <p>38. Predicts that a rolling object will move faster than a sliding object.</p> <p>39. Predicts changes in objects (e.g., ice, metal) when heat/cold is applied.</p> <p>40. Predicts that the steeper the incline, the faster an object will move.</p> <p>41. Predicts changes in objects (e.g., sand, paper) when liquid is added.</p> <p><b>Gathering and Presenting Data</b></p> <p>42. Participates in simple investigations to answer questions.</p> <p>43. Uses observation as a way to gather data about an object or an event.</p> <p>44. Repeats a procedure/action several times to confirm outcomes/patterns.</p> <p>45. Confirms observations with another peer/adult.</p> <p>46. Uses more than one approach to gather data/answer a question (e.g., adult, book).</p> <p>47. Presents observations in a variety of ways (e.g., drawings, charts, maps).</p> <p>48. Describes her/his data to other peers/adults.</p> <p>49. Generalizes data findings to similar situations (e.g., all seeds grow in soil).</p> <p><b>Explaining Events and Outcomes</b></p> <p>50. Shares ideas/thoughts when observing the natural world/physical phenomena.</p> <p>51. Provides an explanation for why an event/outcome (e.g., flower wilted) occurred.</p> <p>52. Provides two explanations for why an event/outcome (e.g., birds left) occurred.</p> <p>53. Attempts to explain why living things change (e.g., leaves turn brown).</p> <p>54. Tries to explain results of an experiment (e.g., bigger sponge holds more water).</p> <p><b>Questioning and Developing Hypotheses</b></p> <p>55. Asks "Why" questions to learn more about a current/past event.</p> <p>56. Asks "What will happen if" questions to help predict a future event.</p> <p>57. Asks "How" objects and events are different/same.</p>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 CREATIVE ARTS CAPABILITIES
CREATIVE ARTS	Music and Movement	<p><u><b>Music</b></u> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. Experiments with a variety of musical instruments.</p> <p><u><b>Movement</b></u> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.  Shows growth in moving in time to different patterns of beat and rhythm in music.</p>	<p><b>Music and Movement</b></p> <ol style="list-style-type: none"> <li>1. Shows an interest in using musical instruments to produce sounds.</li> <li>2. Shows an interest in listening to short musical selections.</li> <li>3. Talks about the kinds of music enjoyed (e.g., favorites).</li> <li>4. Sings or hums familiar songs or tunes.</li> <li>5. Uses movement to express what is being felt/heard in various songs or tunes.</li> <li>6. Experiments with singing/humming in different ways (e.g., loud/soft, fast/slow).</li> <li>7. Identifies the names of familiar instruments (e.g., drum, horn, guitar, etc).</li> <li>8. Matches the type of sound to a particular instrument.</li> <li>9. Identifies differences in tempo, tone, and volume, most of the time.</li> <li>10. Invents songs or tunes using voice or musical instruments.</li> <li>11. Synchronizes movements to different patterns of beat/tempo, most of the time.</li> <li>12. Uses instruments/songs to express feelings (e.g., happy, sad, angry, scared).</li> <li>13. Uses instruments or songs to represent events (e.g., thunder, animal sounds).</li> <li>14. Matches pitch and tempo during a singing activity most of the time.</li> </ol>
	Art	<p><u><b>Art</b></u> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.  Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.  Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.  Begins to understand and share opinions about artistic products and experiences.</p>	<p><b>Visual Art</b></p> <ol style="list-style-type: none"> <li>15. Works with other children on a cooperative art project (e.g., mural).</li> <li>16. Takes care of art materials/supplies (e.g., washes brushes, covers paint).</li> <li>17. Creates 3-dimensional masks (e.g., clowns, animals) with various materials.</li> <li>18. Creates collages with various materials and textures (e.g., fabrics, pictures).</li> <li>19. Draws representations of human and animal figures.</li> <li>20. Draws recognizable environmental objects (e.g., house, trees, ball).</li> <li>21. Draws some details in representations of animals, people, or objects.</li> <li>22. Recombines and experiments with art materials to see what happens.</li> <li>23. Selects materials that will be needed for a self-initiated art project.</li> <li>24. Describes the steps/plan for constructing a self-initiated art project.</li> <li>25. Describes a self-made art project (tells what it is about) to a child or adult.</li> <li>26. Draws a series of pictures that depict a story.</li> <li>27. Participates in various art activities (e.g., paint, sculpture, collage, masks).</li> <li>28. Uses a variety of colors to create moods or feelings in artwork.</li> <li>29. Uses various tools to create art projects (e.g., rollers, string, straws).</li> </ol>
	Dramatic Play	<p><u><b>Dramatic Play</b></u> Participates in a variety of dramatic play activities that become more extended and complex.  Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</p>	<p><b>Dramatic Play</b></p> <ol style="list-style-type: none"> <li>30. Uses dramatic play to express feelings (e.g., fear).</li> <li>31. Acts out a real or make-believe character during dramatic play.</li> <li>32. Acts out different roles (e.g., child, adult) in dramatic play situations.</li> <li>33. Acts out stories or situations during a dramatic play activity.</li> <li>34. Describes the story or situation that will occur during dramatic play.</li> <li>35. Uses materials in inventive/creative ways (e.g., table/chairs become airplane).</li> <li>36. Practices building relationships with other children (offering direction, help).</li> <li>37. Uses dramatic play to ask questions to gain new knowledge from others.</li> <li>38. Practices "working out" new situations (e.g., going to doctor, new baby, trip).</li> <li>39. Uses dramatic play to practice cooperation (e.g., who sets table, cooks).</li> <li>40. Use dramatic play to make-believe with objects (e.g., cooking an egg).</li> </ol>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 SOCIAL and EMOTIONAL CAPABILITIES
SOCIAL & EMOTIONAL	Self-Concept	<p>Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.</p> <p>Develops growing capacity for independence in a range of activities, routines, and tasks.</p> <p>Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</p>	<p><b>Knowledge of Self</b></p> <ol style="list-style-type: none"> <li>1. Knows his/her own first and last names.</li> <li>2. Knows his/her age.</li> <li>3. Describes his/her physical attributes (what I look like).</li> <li>4. Knows his/her gender.</li> <li>5. Talks about his/her interests (what I like to do).</li> <li>6. Says positive things about his/her appearance.</li> <li>7. Talks positively about a recent accomplishment.</li> </ol>
	Knowledge of Families and Communities	<p>Develops ability to identify personal characteristics including gender, and family composition.</p> <p>Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.</p> <p>Develops growing awareness of jobs and what is required to perform them.</p> <p>Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.</p>	<p><b>Knowledge of Family and Community</b></p> <ol style="list-style-type: none"> <li>8. Signs, gestures, or talks about family routines and activities.</li> <li>9. Signs, gestures, or talks about classroom routines and activities.</li> <li>10. Identifies family members and relationship to each.</li> <li>11. Talks about the neighborhood, city, or area in which s/he lives.</li> <li>12. Identifies activities/events occurring at home, in school, in the neighborhood.</li> <li>13. Signs, gestures, or talks about neighborhood resources (library, post office).</li> <li>14. Describes or illustrates the roles/responsibilities of community workers.</li> <li>15. Uses concept of street in communication.</li> <li>16. Uses concept of neighborhood in communication.</li> </ol> <p><b>Diversity</b></p> <ol style="list-style-type: none"> <li>17. Shows recognition of and respect for differences between genders.</li> <li>18. Shows respect for those with special needs.</li> <li>19. Shows respect for members of different cultures.</li> <li>20. Shows respect for varying family structures.</li> </ol>
	Cooperation	<p>Increases abilities to sustain interactions with peers by helping, sharing and discussion.</p> <p>Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.</p> <p>Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.</p>	<p><b>Cooperation</b></p> <ol style="list-style-type: none"> <li>21. Shares part or all of something with an adult.</li> <li>22. Shares part or all of something with a peer.</li> <li>23. Takes turns playing with a toy or object.</li> <li>24. Is helpful to an adult when prompted.</li> <li>25. Says, signs, or gestures when it is her/his turn in a game or activity.</li> <li>26. Follows established rules and routines in the classroom.</li> <li>27. Voluntarily helps a peer.</li> <li>28. Makes transitions between activities with minimal assistance.</li> <li>29. Comfortably accepts guidance and directions from a familiar adult.</li> <li>30. Uses classroom materials safely and for their intended purpose.</li> </ol>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 SOCIAL and EMOTIONAL CAPABILITIES
SOCIAL & EMOTIONAL	Self-Control/ Cooperation	<p>Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.</p> <p>Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</p> <p>Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</p>	<p><b>Resolving Conflicts</b></p> <p>31. Expresses wants and needs in conflict situations.            32. Says, signs, or gestures to a child who is being offensive to stop the behavior.            33. Suggests strategy (e.g., sharing) to resolve dispute over an object/play space.            34. Uses negotiation to reach a solution.            35. Shows the ability to compromise in conflict resolution.            36. Maintains a negotiated plan.            37. Uses passive strategies to manage escalating conflicts (e.g., avoids, disengages).</p> <p><b>Self Control Behaviors</b></p> <p>38. Comforts self by engaging in calming/soothing activities some of the time.            39. Chooses to express self to others safely/respectfully in calm situations.            40. Chooses to express self to others safely/respectfully in difficult situations.            41. Recognizes the impact of his/her actions on others' feelings.            42. Recognizes inappropriate behavioral choices of self most of the time.            43. Usually recognizes that inappropriate behavior leads to consequences.            44. Accepts the consequences for own inappropriate behavior most of the time.</p> <p><b>Independence in Daily Activities</b></p> <p>45. Gets materials needed for an activity, without prompts.            46. Accepts arrival and departure transitions as routine parts of the day.            47. Carries out a classroom routine, without prompts (e.g., putting coat in cubby).</p>
	Social Relationships	<p>Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</p> <p>Shows progress in developing friendships with peers.</p> <p>Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</p>	<p><b>Initiating and Maintaining Social Relationships</b></p> <p>48. Responds appropriately to greeting by familiar peers.            49. Initiates greeting of familiar peers.            50. Says, signs, or gestures the names of friends.            51. Establishes proximity to peers during unstructured child-directed activity.            52. Maintains proximity to peers during an unstructured child-directed activity.            53. Verbally or nonverbally invites a peer to play.            54. Joins a cooperative play activity using appropriate verbal/nonverbal strategies.            55. Sustains cooperative participation with others.            56. Assists in developing pretend-play episodes.            57. Engages in sustained play using familiar social scripts (e.g., shopping).            58. Expresses empathy/caring for others by consoling, comforting, or helping.            59. Expresses encouragement in a variety of ways (e.g., clapping, cheering).            60. Appropriately asserts own right to use materials during classroom activities.            61. Respects the rights of others.            62. Plays without disrupting or destroying the work of others.</p>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 APPROACHES TO LEARNING CAPABILITIES
APPROACHES TO LEARNING	Initiative and Curiosity	<p>Chooses to participate in an increasing variety of tasks and activities.</p> <p>Develops increased ability to make independent choices.</p> <p>Approaches tasks and activities with increased flexibility, imagination and inventiveness.</p> <p>Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.</p>	<p><b>Initiative and Curiosity</b></p> <ol style="list-style-type: none"> <li>1. Explores most areas of the classroom.</li> <li>2. Participates in an increasing variety of experiences independently.</li> <li>3. Selects activities or objects from a choice of at least two in a daily routine.</li> <li>4. Initiates preferred purposeful activities when playing in interest centers.</li> <li>5. Selects activities that are within her/his capabilities, most of the time.</li> <li>6. Combines materials, objects, equipment in new ways to produce multiple uses.</li> <li>7. Experiments with a variety of strategies to solve a problem or complete a task.</li> </ol> <p><b>Learning About Objects and Events</b></p> <ol style="list-style-type: none"> <li>8. Describes the functions of objects (containers hold things).</li> <li>9. Provides rationale for sorting objects into specific groups (e.g., all flat).</li> <li>10. Describes the similarities/differences between two events (e.g., day/night).</li> <li>11. Associates events/experiences with their intent(s) (e.g., school: learning).</li> </ol>
	Engagement and Persistence	<p>Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.</p> <p>Demonstrates increasing ability to set goals and develop and follow through on plans.</p> <p>Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.</p>	<p><b>Engagement and Persistence</b></p> <ol style="list-style-type: none"> <li>12. Maintains interest in an activity for an appropriate period of time.</li> <li>13. Completes a simple self-selected activity or task.</li> <li>14. Maintains concentration in an activity despite distractions or interruptions.</li> <li>15. Persists with a difficult or non-preferred activity.</li> <li>16. Corrects her/his own mistakes, some of the time.</li> <li>17. Checks to see if a simple task has been completed, without being asked.</li> </ol> <p><b>Goal Setting and Planning</b></p> <ol style="list-style-type: none"> <li>18. While playing, says what s/he wants to accomplish, when asked.</li> <li>19. Sets a goal prior to beginning of an activity or a project.</li> <li>20. Says, signs, or gestures whether or not a simple task has been completed.</li> <li>21. Sets a goal, and with adult help, plans a small number of steps to achieve it.</li> <li>22. Revises, with adult help, a plan that has not produced the intended result.</li> </ol>
	Reasoning and Problem Solving	<p>Develops increasing ability to find more than one solution to a question, task or problem.</p> <p>Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p> <p>Develops increasing abilities to classify, compare and contrast objects, events and experiences.</p>	<p><b>Reasoning and Problem-Solving</b></p> <ol style="list-style-type: none"> <li>23. Seeks assistance from an adult when attempting to solve a problem.</li> <li>24. Seeks assistance from peers when attempting to solve a problem.</li> <li>25. Uses concrete materials to solve a problem (e.g., blocks to count).</li> <li>26. Reorganizes objects to solve a problem (e.g., stacking so blocks don't fall).</li> <li>27. Suggests an alternative solution to solve a problem, without assistance.</li> <li>28. Tries out new ideas to see if they will work.</li> <li>29. Predicts the effects of an action.</li> <li>30. Applies general rules or strategies from one experience to another.</li> </ol>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	<i>GALILEO v2 FINE and GROSS MOTOR CAPABILITIES</i>
PHYSICAL HEALTH & DEVELOPMENT	Gross Motor Skills	<p>Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.</p> <p>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p>	<p><b>Gross Motor Control and Balance</b></p> <ol style="list-style-type: none"> <li>1. Moves around obstacles with balance and direction.</li> <li>2. Walks along a line on the floor, most of the time.</li> <li>3. Walks along a wide beam, most of the time.</li> <li>4. Climbs up and down stairs.</li> <li>5. Jumps forward several times, maintaining balance most of the time.</li> <li>6. Pedals a tricycle, steers and makes turns around obstacles and corners.</li> <li>7. Jumps backward without losing balance.</li> <li>8. Climbs a short ladder (e.g., on playground toys).</li> <li>9. Hops with direction and control, most of the time.</li> <li>10. Balances on one foot for five seconds.</li> <li>11. Skips with direction and control, most of the time.</li> <li>12. Gallops maintaining direction and control, most of the time.</li> </ol> <p><b>Gross Motor Coordination</b></p> <ol style="list-style-type: none"> <li>13. Throws a ball a short distance with accuracy, most of the time.</li> <li>14. Kicks a ball a short distance with accuracy, most of the time.</li> <li>15. Catches a ball thrown underhand from 3 to 5 feet, most of the time.</li> <li>16. Dribbles a large ball several times with both hands.</li> <li>17. Dribbles a large ball several times with one hand.</li> </ol>
	Fine Motor Skills	<p>Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.</p> <p>Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.</p> <p>Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.</p>	<p><b>Fine Motor Dexterity and Control</b></p> <ol style="list-style-type: none"> <li>18. Correctly holds a pencil or crayon.</li> <li>19. Puts several beads on a string without assistance.</li> <li>20. Cuts with scissors along a straight line.</li> <li>21. Cuts with scissors along a curved line.</li> <li>22. Puts a simple puzzle together, without assistance.</li> <li>23. Uses scissors to cut out a pre-formed simple shape.</li> </ol> <p><b>Hand-Eye Coordination</b></p> <ol style="list-style-type: none"> <li>24. Copies simple shapes from samples (e.g., square, circle, triangle).</li> <li>25. Draws some objects that can be recognized.</li> <li>26. Builds short structures with blocks or other materials (e.g., 3-blocks high).</li> <li>27. Builds tall structures with blocks or other materials (e.g., 10-blocks high).</li> <li>28. Uses computer keyboard/mouse for writing/drawing, without assistance.</li> </ol>

## Galileo Alignment with the Head Start Framework Indicators

DOMAIN	DOMAIN ELEMENT	HEAD START INDICATORS	GALILEO v2 PHYSICAL HEALTH PRACTICES CAPABILITIES
PHYSICAL HEALTH & DEVELOPMENT	Health Status and Practices	<p>Progresses in physical growth, strength, stamina, and flexibility.</p> <p>Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.</p> <p>Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.</p> <p>Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.</p>	<p><b>Eating</b></p> <ol style="list-style-type: none"> <li>1. Eats with a fork and a spoon, or other appropriate utensils.</li> <li>2. Uses utensils to transfer food from one container to another.</li> <li>3. Remains seated during a meal.</li> <li>4. Assists in clearing the table by removing his/her own dishes.</li> <li>5. Uses a napkin appropriately to clean hands and face.</li> <li>6. Assists in helping to clean up food/liquid spills.</li> <li>7. Demonstrates good table manners (e.g., please, pass the potatoes).</li> </ol> <p><b>Nutrition</b></p> <ol style="list-style-type: none"> <li>8. Independently selects and eats a variety of food types.</li> <li>9. Serves self an appropriate amount of food.</li> <li>10. Identifies examples of foods that are healthy.</li> </ol> <p><b>Hygiene Practices</b></p> <ol style="list-style-type: none"> <li>11. Washes hands using soap and water without assistance.</li> <li>12. Covers mouth with hand/tissue when coughing or sneezing.</li> <li>13. Disposes tissues appropriately in a container.</li> <li>14. Uses tissues properly to blow/wipe nose without assistance.</li> <li>15. Brushes teeth in a correct fashion without assistance.</li> <li>16. Requests or initiates hand washing when needed (e.g., before eating).</li> </ol> <p><b>Exercise Practices</b></p> <ol style="list-style-type: none"> <li>17. Exercises large muscles (e.g., running, swinging, hopping, throwing).</li> <li>18. Participates actively in outdoor group games (e.g., kickball).</li> <li>19. Identifies a variety of games/exercises that help enhance fitness.</li> <li>20. Talks about ways exercise keeps us healthy, with assistance.</li> </ol> <p><b>Dressing</b></p> <ol style="list-style-type: none"> <li>21. Unfastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</li> <li>22. Fastens clothing (e.g., snaps, Velcro, buttons, zippers), without assistance.</li> <li>23. Puts on front-opening garment without assistance.</li> <li>24. Puts on pull-over garment without assistance.</li> <li>25. Puts shoes on correctly, without assistance.</li> <li>26. Ties own shoes, without assistance.</li> </ol> <p><b>Toileting</b></p> <ol style="list-style-type: none"> <li>27. Uses bathroom without assistance.</li> <li>28. Indicates the need to use the toilet.</li> <li>29. Initiates a trip to the bathroom, without being prompted.</li> <li>30. Completes bathroom activities (clothing up/down, wiping, flushing) independently.</li> <li>31. Disposes of toilet paper/paper towels appropriately.</li> <li>32. Remains dry and unsoiled between bathroom trips.</li> </ol> <p><b>Health and Safety Practices</b></p> <ol style="list-style-type: none"> <li>33. Understands that parents and teachers are helpful resources.</li> <li>34. Follows fire safety/fire drill rules, without assistance.</li> <li>35. Follows outdoor and indoor play rules without prompts.</li> <li>36. Knows to stay away from harmful objects (e.g., broken glass, holes, rusty iron).</li> <li>37. Describes basic traffic safety rules without assistance.</li> <li>38. Identifies nonedible/poisonous substances, without assistance.</li> <li>39. Identifies potentially dangerous situations/activities, without assistance.</li> </ol>