

# Galileo® G3 Assessment Scales for 3 through 5 Years Alignment with Arizona's College and Career Ready Standards for Kindergarten

English Language Arts, Math



**Assessment  
Technology  
Incorporated**

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# Galileo® G3 Assessment Scales for 3 through 5 Years Alignment with Arizona’s College and Career Ready Standards for Kindergarten

## I. English Language Arts

Note: Underlined capabilities are also reflected in the Galileo G3 School Readiness Scale for 3 through 5 years.

<b>3-5: Galileo G-3 Assessment Scales</b>
<b>Arizona Reading Standards- Literature and Informational Text</b>
<b>Reading Standards for Literature</b>
<b>1. Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.</b>
<p><b>Approaches to Learning</b> Taking Initiative and Exhibiting Curiosity</p> <p><u>7. Asks questions to find out about topics presented in the classroom (e.g., who, what, where, why, or how).</u> -3-5 SR62</p>
<b>2. Key Ideas and Details: With prompting and support, retell familiar stories, including key details.</b>
<p><b>Language</b> Listening and Understanding</p> <p><u>5. Retells a familiar story, poem or song in his/her own words.</u> -3-5 SR33</p>
<b>3. Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.</b>
<p><b>Language</b> Listening and Understanding</p> <p><u>4. Asks questions and/or makes comments about a story, poem, or song.</u> -3-5 SR32</p>
<b>4. Craft and Structure: Ask and answer questions about unknown words in a text.</b>
<p><b>Approaches to Learning</b> Taking Initiative and Exhibiting Curiosity</p> <p><u>7. Asks questions to find out about topics presented in the classroom (e.g., who, what, where, why, or how).</u> -3-5 SR62</p>
<b>5. Craft and Structure: Recognize common types of texts (e.g., storybooks, poems).</b>
<p><b>Language</b> Listening and Understanding</p> <p><u>4. Asks questions and/or makes comments about a story, poem, or song.</u> -3-5 SR32</p>
<b>6. Craft and Structure: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</b>
<p><b>Literacy</b> Expanding Book Knowledge and Appreciation – Interest in Books</p> <p><u>19. Requests a favorite book by title, author, or illustrator.</u> -3-5 SR44</p>
<b>7. Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story as illustration depicts).</b>

## 3-5: Galileo® G-3 Assessment Scales

### Literacy

Expanding Book Knowledge and Appreciation – Story Reasoning

- 10. Uses picture cues to tell what is happening in a story. -3-5 SR42
- 11. Predicts story events using picture or verbal cues. -3-5 SR43

**8. (Not applicable to literature).**

**9. Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**

### Literacy

Expanding Book Knowledge and Appreciation – Interest in Books

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

**10. Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.**

### Literacy

Expanding Book Knowledge and Appreciation – Interest in Books

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

### Reading Standards for Informational Text

**1. Key Ideas and Details: With prompting and support, ask and answer questions about key details in text.**

### Approaches to Learning

Taking Initiative and Exhibiting Curiosity

- 7. Asks questions to find out about topics presented in the classroom (e.g., who, what, where, why, or how). -3-5 SR62

**2. Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text.**

### Literacy

Developing Print Awareness and Concepts

- 23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something). -3-5 SR47

### Language

Listening and Understanding

- 5. Retells a familiar story, poem or song in his/her own words. -3-5 SR33

**3. Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**

### Literacy

Expanding Book Knowledge and Appreciation – Interest in Books

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

**4. Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text.**

### Approaches to Learning

Taking Initiative and Exhibiting Curiosity

- 7. Asks questions to find out about topics presented in the classroom (e.g., who, what, where, why, or how). -3-5 SR62

**5. Craft and Structure: Identify the front cover, back cover, and title page of a book.**

NA

### 3-5: Galileo® G-3 Assessment Scales

**6. Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**

**Literacy**

Expanding Book Knowledge and Appreciation – Story Reasoning

- 10. Uses picture cues to tell what is happening in a story.
- 11. Predicts story events using picture or verbal cues. -3-5 SR43

**7. Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**

**Literacy**

Expanding Book Knowledge and Appreciation – Story Reasoning

- 10. Uses picture cues to tell what is happening in a story.
- 11. Predicts story events using picture or verbal cues. -3-5 SR43

**8. Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.**

NA

**9. Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**

**Literacy**

Expanding Book Knowledge and Appreciation – Interest in Books

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

**10. Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.**

**10a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.**

NA

**Reading Standards: Foundational Skills**

**1. Print Concepts: Demonstrate understanding of the organization and basic features of print.**

**1a. Print Concepts: Follow words from left to right, top to bottom, and page by page.**

**Literacy**

Developing Print Awareness and Concepts

- 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). -3-5 SR45
- 24. Recognizes that pages are read from top to bottom. -3-5 SR48
- 25. Recognizes that sentences are read left to right.

**1b. Print Concepts: Recognize that spoken words are represented in written language by specific sequences of letters.**

**Literacy**

Building Early Writing Skills

- 22. Recognizes that a spoken word/speech can be written and read. -3-5 SR46
- 42. Writes using inventive spelling.
- 44. Communicates by writing complete words.

## 3-5: Galileo® G-3 Assessment Scales

### 1c. Print Concepts: Understand that words are separated by spaces in print.

#### Literacy

Building Early Reading Skills

29. Recognizes that words are separated by space.

### 1d. Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.

#### Literacy

Developing Alphabet Knowledge

45. Identifies all the letters in her/his name. -3-5 SR56

46. Names one or more letters.

47. Points to and names the first letter in familiar words. -3-5 SR57

48. Names 10 or more letters. -3-5 SR58

### 2. Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

#### 2a. Phonological Awareness: Recognize and produce rhyming words.

#### Literacy

Recognizing Sounds – Phonological Awareness

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

6. Creates rhyming words in play activities.

#### 2b. Phonological Awareness: Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.

#### Literacy

Recognizing Sounds – Phonological Awareness

3. Says both syllables of a two-syllable word, with distinct separation. -3-5 SR38

8. Puts sounds together to make short words (e.g., k-a-t, cat). -3-5 SR40

9. Segments short words into their component sounds (e.g., trick, t-r-i-k). -3-5 SR41

#### 2c. Phonological Awareness: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).

#### Literacy

Recognizing Sounds – Phonological Awareness

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

5. Distinguishes between some ending consonant sounds in spoken language.

#### 2d. Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### Literacy

Recognizing Sounds – Phonological Awareness

1. Recognizes matching and dissimilar sounds of consonants and vowels. -3-5 SR37

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

### 3. Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

#### 3a. Phonics and Word Recognition: Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

## 3-5: Galileo® G-3 Assessment Scales

### Literacy

Developing Alphabet Knowledge

- 49. Identifies one or more sounds to corresponding letters.
- 50. Identifies 10 or more sounds to corresponding letters.

**3b. Phonics and Word Recognition: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.**

### Literacy

Recognizing Sounds – Phonological Awareness

- 7. Distinguishes between some vowel sounds in spoken language.

**3c. Phonics and Word Recognition: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**

### Literacy

Building Early Reading Skills

- 30. Identifies familiar short words in print, some of the time.
- 33. Reads familiar words in a sentence from a book/poem, with assistance. -3-5 SR51

**3d. Phonics and Word Recognition: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**

### Literacy

Recognizing Sounds – Phonological Awareness

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

**4. Fluency: Read emergent-reader texts with purpose and understanding.**

NA

## Arizona Writing Standards

**1. Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).**

### Literacy

Building Early Writing Skills

- 34. Uses scribble on paper to communicate a message. -3-5 SR52 -3-5 SR52
- 35. Communicates by scribbling with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 37. Draws horizontal and vertical lines.
- 38. Holds pencil with thumb and forefinger.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 42. Writes using inventive spelling.
- 44. Communicates by writing complete words.

**2. Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**

## 3-5: Galileo® G-3 Assessment Scales

### Literacy

Building Early Writing Skills

- 34. Uses scribble on paper to communicate a message. -3-5 SR52
- 35. Communicates by scribbling with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 37. Draws horizontal and vertical lines.
- 38. Holds pencil with thumb and forefinger.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 42. Writes using inventive spelling.
- 44. Communicates by writing complete words.

**3. Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

### Literacy

Building Early Writing Skills

- 34. Uses scribble on paper to communicate a message. -3-5 SR52
- 35. Communicates by scribbling with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 37. Draws horizontal and vertical lines.
- 38. Holds pencil with thumb and forefinger.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 42. Writes using inventive spelling.
- 44. Communicates by writing complete words.

**4. Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**

NA

**5. Production and Distribution of Writing: With guidance from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**

### Literacy

Building Early Writing Skills

- 34. Uses scribble on paper to communicate a message. -3-5 SR52
- 35. Communicates by scribbling with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 37. Draws horizontal and vertical lines.
- 38. Holds pencil with thumb and forefinger.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 42. Writes using inventive spelling.
- 44. Communicates by writing complete words.

**6. Production and Distribution of Writing: With guidance from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

## 3-5: Galileo® G-3 Assessment Scales

### Literacy

Building Early Writing Skills

- 34. Uses scribble on paper to communicate a message. -3-5 SR52
- 35. Communicates by scribbling with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 37. Draws horizontal and vertical lines.
- 38. Holds pencil with thumb and forefinger.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 42. Writes using inventive spelling.
- 44. Communicates by writing complete words.

**7. Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**

### Literacy

Building Early Writing Skills

- 34. Uses scribble on paper to communicate a message. -3-5 SR52
- 35. Communicates by scribbling with some letter-like shapes.
- 36. Draws figures and shapes to convey meanings.
- 37. Draws horizontal and vertical lines.
- 38. Holds pencil with thumb and forefinger.
- 39. Uses a variety of writing tools and materials to communicate with others.
- 42. Writes using inventive spelling.
- 44. Communicates by writing complete words.

**8. Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

### Literacy

Expanding Book Knowledge and Appreciation – Interest in Books

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

**9. Research to Build and Present Knowledge: (Begins in grade 4).**

**10. Range of Writing: (Begins in grade 3).**

## Arizona Speaking and Listening Standards

**1. Comprehension and Collaboration: Participating in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**

### Language

Speaking and Communicating – Self-Expression

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

**1a. Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**

### Language

Speaking and Communicating – Conversation

- 18. Takes turns being a speaker.

**1b. Comprehension and Collaboration: Continue a conversation through multiple exchanges.**

## 3-5: Galileo® G-3 Assessment Scales

### Language

Speaking and Communicating – Conversation

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

**2. Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**

### Language

Listening and Understanding

4. Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32

**3. Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

### Language

Listening and Understanding

4. Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32

**4. Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.**

### Language

Speaking and Communicating – Self-Expression

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

**5. Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.**

### Language

Appreciating Literature – Story Telling

32. Draws pictures or uses dramatic play or music to tell a story.

**6. Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feeling, and ideas clearly.**

### Language

Speaking and Communicating – Self-Expression

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

## Arizona Language Standards

**1. Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**1a. Conventions of Standard English: Print many upper- and lowercase letters.**

### Literacy

Building Early Writing Skills

41. Writes some letters.

**1b. Conventions of Standard English: Use frequently occurring nouns and verbs.**

### Language

Listening and Understanding – Receptive Vocabulary

7. Understands nouns commonly found in books for young children. -3-5 SR34

8. Understands action words (e.g., give, run). -3-5 SR35

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**1c. Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**

### Language

Speaking and Communicating – Expressive Vocabulary

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

**1d. Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**

### Approaches to Learning

Taking Initiative and Exhibiting Curiosity

7. Asks questions to find out about topics presented in the classroom (e.g., who, what, where, why, or how). -3-5 SR62 -3-5 SR62

**1e. Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).**

### Language

Listening and Understanding – Receptive Vocabulary

10. Understands positional words (e.g., top, bottom, on, in). -3-5 SR36

**1f. Conventions of Standard English: Produce and expand complete sentences in shared language activities.**

### Language

Appreciating Literature – Story Telling

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

**2. Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**2a. Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I.**

NA

**2b. Conventions of Standard English: Recognize and name end punctuation.**

NA

**2c. Conventions of Standard English: Write a letter or letters for most consonant and short-vowel sounds (phonemes).**

### Literacy

Building Early Writing Skills

41. Writes some letters.

**2d. Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

### Literacy

Building Early Writing Skills

42. Writes using inventive spelling.

44. Communicates by writing complete words.

**3. Knowledge of Language: (Begins in Grade 3).**

**4. Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

**4a. Vocabulary Acquisition and Use: Identify new meanings for familiar words and apply them accurately (e.g.,**

### 3-5: Galileo® G-3 Assessment Scales

knowing duck is a bird and learning the verb to duck).

NA

**4b. Vocabulary Acquisition and Use: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.**

NA

**5. Vocabulary Acquisition and Use: With guidance and support from adults, explore word relationships and nuances in word meanings.**

**5a. Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**

#### Early Math

Sorting

25. Sorts diverse objects based on a physical attribute (e.g., shape). -3-5 SR10

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).

#### Logic & Reasoning

Reasoning and Problem-Solving

25. Provides rationale for sorting objects into specific groups (e.g., all flat). -3-5 SR11

**5b. Vocabulary Acquisition and Use: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**

NA

**5c. Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at school that are colorful).**

#### Logic & Reasoning

Sorting and Classifying

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

**5d. Vocabulary Acquisition and Use: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.**

#### Language

Listening and Understanding – Receptive Vocabulary

8. Understands action words (e.g., give, run). -3-5 SR35

**6. Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

#### Language

Listening and Understanding

4. Asks questions and/or makes comments about a story, poem, or song. -3-5 SR32

# Galileo® G3 Assessment Scales for 3 through 5 Years Alignment with Arizona’s College and Career Ready Standards for Kindergarten

## II. Math

Note: Underlined capabilities are also reflected in the Galileo G3 School Readiness Scale for 3 through 5 years.

<b>3-5: Galileo® G-3 Assessment Scales</b>
<b>Kindergarten Math</b>
<b>Counting and Cardinality</b>
<b>1. Know number names and the count sequence: Count to 100 by ones and tens.</b>
<p><b>Early Math</b> Counting and Comparing</p> <p>2. <u>Counts to find how many are in a group up to 5.</u> -3-5 SR01</p> <p>4. <u>Counts to find how many are in a group up to 10.</u> -3-5 SR03</p> <p>5. Counts to find out how many are in a group greater than 10.</p>
<b>2. Know number names and the count sequence: Count forward beginning from a given number within the known sequence (instead of having to begin at one).</b>
<p><b>Early Math</b> Counting and Comparing</p> <p>3. <u>Counts forward from a number &gt; 1 to find how many are in a group.</u> -3-5 SR01</p>
<b>3. Know number names and the count sequence: Write numbers from zero to 20. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).</b>
<p><b>Early Math</b> Counting and Comparing</p> <p>7. <u>Writes numerals to indicate 6 or less objects.</u> -3-5 SR04</p> <p>8. <u>Writes numerals to indicate between 7 and 10 objects.</u> -3-5 SR05</p> <p>9. <u>Writes numerals to indicate between 11 and 20 objects.</u> -3-5 SR06</p>
<b>4. Count to tell the number of objects: Understand the relationship between numbers and quantities; connect counting to cardinality.</b>
<p><b>Early Math</b> Counting and Comparing</p> <p>12. Identifies numerals 0 to 5.</p> <p>13. Identifies numerals 6 to 10.</p> <p>14. Identifies numerals 11 to 20.</p>
<b>4a. Count to tell the number of objects: When counting objects, say the number names in the standard order, pairing each object with the one and only one number name and each number name with one and only one object.</b>
<p><b>Early Math</b> Counting and Comparing</p> <p>1. Uses one-to-one correspondence when counting objects.</p>

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**4b. Count to tell the number of objects: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.**

### Early Math

Counting and Comparing

2. Counts to find how many are in a group up to 5. -3-5 SR01
4. Counts to find how many are in a group up to 10. -3-5 SR03
5. Counts to find out how many are in a group greater than 10.

**4c. Count to tell the number of objects: Understand that each successive number name refers to a quantity that is one larger.**

### Early Math

Counting and Comparing

2. Counts to find how many are in a group up to 5. -3-5 SR01
4. Counts to find how many are in a group up to 10. -3-5 SR03
5. Counts to find out how many are in a group greater than 10.

**5. Count to tell the number of objects: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from one to 20, count out that many objects.**

### Early Math

Counting and Comparing

2. Counts to find how many are in a group up to 5. -3-5 SR01
4. Counts to find how many are in a group up to 10. -3-5 SR03
5. Counts to find out how many are in a group greater than 10.

**6. Compare numbers: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to 10 objects.**

### Early Math

Counting and Comparing

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

**7. Compare numbers: Compare two numbers between one and 10 presented as written numerals.**

### Early Math

Counting and Comparing

10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).
11. Separates a group into two sets and identified the number of items in both sets.

## Operations and Algebraic Thinking

**1. Understand addition as putting together and adding to, and understands subtraction as taking apart and taking from: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.**

## 3-5: Galileo® G-3 Assessment Scales

### Logic & Reasoning

#### Reasoning and Problem-Solving

18. Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14
21. Acts out a simple word problem using objects (e.g., shows three toy lizards then takes one toy lizard away).
22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).

**2. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.**

### Logic & Reasoning

#### Reasoning and Problem-Solving

18. Uses concrete materials to solve a problem (e.g., blocks to count). -3-5 SR14
22. Draws a picture of a simple word problem (e.g., draws three dogs and then draws three more).

**3. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2+3$  and  $5 = 4 + 1$ ).**

### Early Math

#### Adding

17. Adds two small groups by combining the groups and counting all the objects. -3-5 SR08

#### Subtracting

20. Indicates how many are left after taking one from a small group. -3-5 SR09

**4. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: For any number from one to nine, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.**

NA

**5. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: Fluently add and subtract within five.**

NA

### Number and Operations in Base 10

**1. Work with numbers 11–19 to gain foundations for place value: Compose and decompose numbers from 11 to 19 into 10 ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as  $18 = 10 + 8$ ); understand that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.**

NA

### Measurement and Data

**1. Describe and compare measureable attributes: Describe measureable attributes of objects, such as length or weight. Describe several measureable attributes of a single object.**

### Early Math

#### Measuring

46. Uses non-standard units (e.g., paper clips) to measure length. -3-5 SR12
47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).

## 3-5: Galileo® G-3 Assessment Scales

**2. Describe and compare measureable attributes:** Directly compare two objects with a measureable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

### Early Math

Ordering

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

**3. Classify objects and count the number of objects in each category:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.

### Early Math

Counting and Comparing

11. Separates a group into two sets and identifies the number of items in both sets. -3-5 SR07

Sorting

25. Sorts diverse objects based on a physical attribute (e.g., shape). -3-5 SR10

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).

Logic and Reasoning

Reasoning and Problem-Solving

25. Provides rationale for sorting objects into specific groups (e.g., all flat). -3-5 SR11

### Geometry

**1. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres):** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

### Early Math

Comprehending Spatial Concepts

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

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

**2. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres):** Correctly name shapes regardless of their orientations or overall size.

### Early Math

Learning about Shapes

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

**3. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres):** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

NA

**4. Analyze, compare, create, and compose shapes:** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).

### Early Math

Learning about Shapes

37. Identifies the sides and corners in a shape.

## 3-5: Galileo® G-3 Assessment Scales

**5. Analyze, compare, create, and compose shapes: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.**

### Creative Arts

Creating Visual Arts

25. Uses various tools to create art projects (e.g., rollers, string, straws).

**6. Analyze, compare, create, and compose shapes: Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”**

### Mathematical Practice

**1. Make sense of problems and persevere in solving them.**

### Logic & Reasoning

Reasoning and Problem-Solving

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

Solving Puzzles

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

**2. Reason abstractly and quantitatively.**

### Early Math

Sorting and Classifying

25. Provides rationale for sorting objects into specific groups (e.g., all flat). -3-5 SR11

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

### Logic & Reasoning

Examining Cause and Effect

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

### Nature & Science

Gathering and Representing Data

47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).

**3. Construct viable arguments and critique the reasoning of others.**

NA

**4. Model with mathematics.**

NA

**5. Use appropriate tools strategically.**

### Nature & Science

Using Senses and Scientific Devices to Learn

3. Uses tools to measure materials and make comparisons (e.g., scales, rulers). -3-5 SR13

### Early Math

Measuring

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

### 3-5: Galileo® G-3 Assessment Scales

#### Technology

Using Technology

- 32. Independently uses an age appropriate software program.
- 33. Uses a computer or laptop to answer a simple question or do research with assistance.

#### 6. Attend to precision.

#### Language

Speaking and Communicating – Self-Expression

- 15. Uses appropriate words or gestures to share information or experiences.
- 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.

#### Early Math

Noticing Patterns

- 41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).
- 42. Creates an alternating visual pattern using art or play materials.
- 43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).

#### Logic & Reasoning

Solving Puzzles

- 35. Creates a duplicate AB pattern when shown an AB pattern (e.g., green, red, green, red).
- 36. Creates an original AB pattern when shown an AB pattern (e.g., circle, square, circle, square).

#### 6. Look for and make use of structure.

NA

#### 7. Look for and express regularity in repeated reasoning.

NA