

Galileo® G3 Assessment Scales Alignment with Your State Standards Massachusetts Common Core



Assessment
Technology
Incorporated

Assessment Technology, Incorporated

6700 E. Speedway Boulevard
Tucson, Arizona 85710

Phone: 520.323.9033 • Fax: 520.323.9139

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This document reference the Massachusetts 2011 Prekindergarten Standards in English Language Arts, Literacy and Mathematics.

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Galileo® G3 Assessment Scales Alignment with Your State Standards

The state standards provide early childhood programs with important guidance for the provision of learning opportunities and the alignment of assessment activities to inform and facilitate developmentally appropriate practice leading to children's success at birth, now, and in the future as they make the transition to the early grades. These standards can be used by programs in a number of ways to guide everyday local decision-making and action leading to positive outcomes for children, including:

- the selection and implementation of curriculum and assessment tools as part of an overall approach to promoting positive outcomes for children;
- connecting child assessment data to various aspects of early childhood program planning and design;
- establishing school readiness goals consistent with state and local expectations;
- monitoring children's progress;
- guiding the collection of child assessment data for other early childhood reporting systems; and
- promoting continuous quality improvement in programs, child well-being and success.

Galileo Pre-K Online is uniquely designed to support systemic implementation of your state standards. Galileo is an extensively integrated, research-based, online educational management system currently used in early childhood programs to support a collaborative, data-driven, and goal-directed approach to promoting positive outcomes for children. In fact, since 1987, Galileo Pre-K Online has been successfully implemented in support of Head Start, public-school preschool, and proprietary early childhood programs' efforts in achieving these fundamental goals.

Galileo Pre-K Online is a complete and fully integrated assessment, curriculum, and reporting system linking assessment, planning, individualization and the documentation of progress aligned to your state standards. For example, the integrated set of goals established through the state standards can assist early childhood programs establish school readiness goals for children, monitor children's progress, align curricula and conduct program planning in ways that promote all aspects of child development and early learning. Galileo Pre-K Online is uniquely designed to facilitate these goals through the implementation of a program-wide, systemic approach to educational decision-making and action leading to positive outcomes for children.

Alignment with Your State Standards

The Galileo® G3 Assessment Scales provided by ATI to early childhood programs are aligned with, and reflect the scope and intent of, the state standards for children ages 3 to 5. The *Galileo G3 Assessment Scales* are organized into 12 domains of knowledge. This alignment document is also organized into 11 sections displaying the *Galileo G3 Assessment Scales*,

accompanying capabilities, and alignment with state standards. The following table displays the names of the *Galileo G3 Assessment Scales*. In addition, the number of capabilities assessed in each domain by each scale is indicated.

TABLE 1
Galileo G3 Assessment Scales

3-5 Galileo G3 Assessment Scales	Capabilities
Physical Development and Health	74
Social and Emotional Development	47
Approaches to Learning	30
Language Development	33
Literacy Knowledge and Skills	50
Mathematics Knowledge and Skills	47
Nature and Science	56
Creative Arts	36
Logic and Reasoning	36
Social Studies	45
English Language Acquisition	30
Technology	33

Comprehensive Coverage to Support the Provision of Learning Opportunities and the Assessment of Children’s Progress

As can be seen in the example following for Nature and Science, the knowledge areas comprising *Galileo G3 Assessment Scales* for ages 3 to 5 provide comprehensive coverage of a domain of knowledge in a way that makes it possible to effectively assess children’s learning and provide meaningful learning opportunities guided by practical assessment information. Overall, the state standards are comprehensively represented through the 73 knowledge areas

comprising the 11 domain areas. These knowledge areas make it possible for preschool programs to effectively assess the broad range and depth of knowledge and skills acquired by young children during the early years of learning, including capabilities important for school readiness. The knowledge areas within the *Galileo G3 Nature and Science Assessment Scale*, for example, are indicated in Table 2.

TABLE 2

Galileo® G3 Nature and Science Assessment Scale Knowledge Areas

3-5 Galileo G3 Nature and Science Knowledge Areas
<ul style="list-style-type: none">• Using Senses and Scientific Devices to Learn• Observing and Describing Living Things• Observing and Describing Physical Phenomena• Classifying Living Things• Classifying Physical Phenomena• Predicting Outcomes About Living Things• Predicting Physical Phenomena• Gathering and Presenting Data• Explaining Events and Outcomes• Questioning and Developing Hypotheses

As you read through each *Galileo G3 Assessment Scale* in this document, you will note that the domain is labeled at the top of each table. The knowledge areas/concepts of your state standards are then listed, as well as any subcategories in your state standards. In the left column are the details of how the

Galileo scales and goals correspond to the state standards Galileo. The columns on the right side of each section detail how the *Galileo Schools Readiness Scales* goals (which are a compilation of select Galileo G3 goals) correspond to the state standards.

Comprehensive, Validated Development Sequences Extending Key Knowledge, Behaviors and Skills

The state standards provide important information about key knowledge, behaviors, and skills acquired by young children and serve as a useful guide for the provision of learning opportunities and the choice of assessment instruments to assess children’s progress. In this regard, the *Galileo G3 Assessment Scales* make it possible for early childhood programs to implement a research-based, standards-aligned, comprehensive and developmentally appropriate approach to the provision of learning opportunities and the assessment of young children. As just one example of this capability, each Galileo knowledge area is comprised of a full range of capabilities forming empirically validated developmental sequences. These empirically validated sequences make it

possible for early childhood programs to effectively and confidently use the results of assessment to provide developmentally appropriate learning opportunities to children based on individual abilities, strengths, interests, and needs. Moreover, the *Galileo G3 Assessment Scales* can be effectively utilized to measure growth over an extended period of time and to document program impact on children’s learning. The *Galileo G3 Assessment Scales* on the following pages are comprised of in-depth, comprehensive, and empirically validated developmental sequences for Galileo knowledge areas and capabilities, reflecting the state standards.

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Massachusetts 2011 Prekindergarten Standards in English Language Arts, Literacy and Mathematics Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo School Readiness Scale

English Language Arts and Literacy (ELA)

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
READING: LITERATURE	
KEY IDEAS AND DETAILS	
1. With prompting and support, ask and answer questions about a story or poem read aloud.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
2. With prompting and support, retell a sequence of events from a story read aloud.	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
3. With prompting and support, act out characters and events from a story or poem read aloud.	
Logic & Reasoning (LR) 2. Mimics a movie, book, or past experience. 4. Assigns parts to self and peers to act out scene. 5. Uses body to act out pretend scene. 7. Talks to peers in pretend character. 8. Reacts to peers remaining in pretend character. 9. Acts out different roles (e.g., child, adult) in dramatic play situations.	
CRAFT AND STRUCTURE	
4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
KEY IDEAS AND DETAILS	
5. (Begins in kindergarten or when the individual child is ready)	
6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.	
Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story. 11. Predicts story events using picture or verbal cues. 12. Makes guesses about why things happen or change in a story.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
INTEGRATION OF KNOWLEDGE AND IDEAS	
7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	
Literacy Knowledge & Skills (LK) 11. Predicts story events using picture or verbal cues.	Language & Literacy 43. Predicts story events using picture or verbal cues.
8. (Not applicable in pre-k)	
8a. Respond to a regular beat in poetry and song by movement or clapping. (no matching goal)	
9. With prompting and support, make connections between a story or poems and one's own experiences.	
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories.	
RANGE OF READING/LEVEL OF TEXT COMPLEXITY	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song.	
READING: INFORMATIONAL TEXTS	
KEY IDEAS AND DETAILS	
1. With prompting and support, ask and answer questions about an informational text read aloud.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.	
Language Development (LD) 31. Recalls story events using some spoken dialogue.	
3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song. 31. Recalls story events using some spoken dialogue.	
CRAFT AND STRUCTURE	
4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
5. (Begins in kindergarten or when the individual child is ready)	
6. With prompting and support, "read" illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	
Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story.	Language & Literacy 42. Uses picture cues to tell what is happening in a story.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
INTEGRATION OF KNOWLEDGE AND IDEAS	
7. With prompting and support, describe important details from an illustration or photograph.	
Literacy Knowledge & Skills (LK) 10. Uses picture cues to tell what is happening in a story.	Language & Literacy 42. Uses picture cues to tell what is happening in a story.
8. (Begins in kindergarten or when the individual child is ready)	
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	
Literacy Knowledge & Skills (LK) 19. Requests a favorite book by title, author, or illustrator.	Language & Literacy 44. Requests a favorite book by title, author, or illustrator.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	
Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song.	
READING FOUNDATIONS	
PRINT CONCEPTS	
1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet. a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back. b. (Begins in kindergarten or when the individual child is ready) c. (Begins in kindergarten or when the individual child is ready) d. Recognize and name some upper-case letters of the alphabet and the lowercase letters in one’s own name.	
Literacy Knowledge & Skills (LK) 16. Handles books and other reading material with care. 17. Views reading materials one page at a time (front to back), most of the time. 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 24. Recognizes that pages are read from top to bottom. 25. Recognizes that sentences are read from left to right. 45. Identifies all the letters in her/his name. 46. Names 1 or more letters. 47. Points to and names the first letter in familiar words. 48. Names 10 or more letters.	Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left). 48. Recognizes that pages are read from top to bottom. 49. Recognizes that sentences are read from left to right. 56. Identifies all the letters in her/his name. 57. Points to and names the first letter in familiar words. 58. Names 10 or more letters.

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
PHONOLOGICAL AWARENESS	
<p>2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</p> <p>b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.</p> <p>c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.</p> <p>d. (Begins in kindergarten or when the individual child is ready)</p> <p>e. (Begins in kindergarten or when the individual child is ready)</p>	
<p>Literacy Knowledge & Skills (LK)</p> <p>2. Distinguishes between some beginning consonant sounds in spoken language.</p> <p>3. Says both syllables of a two-syllable word, with distinct separation.</p> <p>4. Recognizes rhymes in poems, readings, or conversation, most of the time.</p> <p>6. Creates rhyming words in play activities.</p> <p>8. Puts sounds together to make short words (e.g., k-a-t, cat).</p> <p>9. Segments short words into their component sounds (e.g., trick, t-r-i-k).</p>	<p>Language & Literacy</p> <p>38. Says both syllables of a two-syllable word, with distinct separation.</p> <p>39. Recognizes rhymes in poems, readings, or conversation, most of the time.</p> <p>40. Puts sounds together to make short words (e.g., k-a-t, cat).</p> <p>41. Segments short words into their component sounds (e.g., trick, t-r-i-k).</p>
PHONICS AND WORD RECOGNITION	
<p>3. Demonstrate beginning understanding of phonics and word analysis skills.</p> <p>a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”).</p> <p>b. (Begins in kindergarten or when the individual child is ready)</p> <p>c. Recognize one’s own name and familiar common signs and labels (e.g., STOP).</p> <p>d. (Begins in kindergarten or when the individual child is ready)</p>	
<p>Literacy Knowledge & Skills (LK)</p> <p>2. Distinguishes between some beginning consonant sounds in spoken language.</p> <p>31. Reads a printed label or a sign on a familiar object, some of the time.</p> <p>33. Reads familiar words in a sentence from a book/poem, with assistance.</p> <p>49. Identifies 1 or more sounds to corresponding letters.</p> <p>50. Identifies 10 or more sounds to corresponding letters.</p>	<p>Language & Literacy</p> <p>50. Reads a printed label or a sign on a familiar object, some of the time.</p> <p>51. Reads familiar words in a sentence from a book/poem, with assistance.</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
WRITING	
TEXT TYPES AND PURPOSES	
1. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen.”).	
Social & Emotional Development (SED) 6. Talks about his/her interests (what I like to do).	
2. Use a combination of dictating and drawing to explain information about a topic.	
Literacy Knowledge & Skills (LK) 34. Uses scribble on paper to communicate a message. 35. Communicates by scribbling and with some letter-like shapes. 36. Draws figures and shapes to convey meanings. 39. Uses a variety of writing tools and materials to communicate with others.	Language & Literacy 52. Uses scribble on paper to communicate a message. 53. Communicates by scribbling and with some letter-like shapes.
3. Use a combination of dictating and drawing to tell a real or imagined story.	
Literacy Knowledge & Skills (LK) 39. Uses a variety of writing tools and materials to communicate with others. Language Development (LD) 32. Draws pictures or uses dramatic play or music to tell a story.	
PRODUCTION AND DISTRIBUTION OF WRITING	
4. (Begins in grade 3)	
5. (Begins in kindergarten or when an individual student is ready)	
6. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words. (no matching goal)	
7. (Begins in kindergarten or when an individual student is ready)	
8. (Begins in kindergarten or when an individual student is ready)	
9. (Begins in grade 4)	
10. (Begins in grade 3)	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
1. Participate in collaborative conversations with diverse partners during daily routines and play. a. Observe and use appropriate ways of interacting in a group (e.g. taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways). b. Continue a conversation through multiple exchanges	
<p>Language Development (LD) 1. Listens attentively to a conversation, story, poem, or song. 18. Takes turns being a speaker. 19. Responds to comments or questions from others during a conversation. 20. Adjusts conversation to changes in topic. 21. Changes inflection during a conversation to communicate meaning.</p> <p>Social Studies Knowledge & Skills (SSK) 4. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>	<p>Cognition & General Knowledge 31. Demonstrates cooperative behaviors such as helping, turn-taking, sharing, comforting, and compromising.</p>
2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	
<p>Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words. 31. Recalls story events using some spoken dialogue.</p>	<p>Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.</p>
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
<p>Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song.</p>	<p>Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.</p>
PRESENTATION OF KNOWLEDGE AND IDEAS	
4. Describe personal experiences, tell real or imagined stories.	
<p>Language Development (LD) 33. Makes up a story from beginning, to middle, to end.</p> <p>Social Studies Knowledge & Skills (SSK) 1. Shares personal family stories and traditions.</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.	
<p>Language Development (LD) 32. Draws pictures or uses dramatic play or music to tell a story.</p> <p>Logic & Reasoning (LR) 2. Mimics a movie, book, or past experience. 9. Acts out different roles (e.g., child, adult) in dramatic play situations.</p>	
6. Speak audibly and express thoughts, feelings, and ideas clearly.	
<p>Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.</p>	
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
<p>1. Demonstrate use of oral language in informal every day activities.</p> <p style="padding-left: 40px;">a. (Begins in kindergarten)</p> <p style="padding-left: 80px;">b. Use frequently occurring nouns and verbs.</p> <p style="padding-left: 80px;">c. Form regular plural nouns.</p> <p style="padding-left: 40px;">d. Understand and use question words (e.g., who, what, where, when, why, how).</p> <p style="padding-left: 40px;">e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p style="padding-left: 40px;">f. Demonstrate the ability to speak in complete sentences.</p> <p>g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.</p>	
<p>Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). 23. Combines words to create meaningful short sentences. 24. Uses negative words (e.g., not, no). 25. Uses descriptive words with objects (e.g. pretty flowers). 26. Takes apart and puts together compound words. 27. Uses pronouns to refer to people and things (e.g., she, he, it). 28. Uses past and future tenses (e.g., went, will). 29. Uses possessive endings (e.g., Jose's, Emma's). 30. Uses compound sentences (e.g., sentences joined by and, but, or).</p>	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
2. (Begins in kindergarten)	
KNOWLEDGE OF LANGUAGE	
3. (Begins in grade 2)	
VOCABULARY ACQUISITION AND USE	
4. (Begins in kindergarten)	
<p>5. With guidance and support from adults, explore word relationships and nuances of word meanings.</p> <p>a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).</p> <p>b. (Begins in kindergarten)</p> <p>c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).</p> <p>d. (Begins in kindergarten)</p>	
<p>Language Development (LD)</p> <p>24. Uses negative words (e.g., not, no).</p> <p>25. Uses descriptive words with objects (e.g. pretty flowers).</p> <p>Mathematics Knowledge & Skills (MK)</p> <p>24. Matches objects to an example.</p> <p>25. Sorts diverse objects based on a physical attribute (e.g., shape).</p> <p>26. Sorts diverse objects by one attribute, then by another (e.g., size, then shape).</p> <p>27. Sorts diverse objects based on multiple attributes (e.g., size and shape).</p>	<p>Cognition & General Knowledge</p> <p>10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play. (no matching goal)	

Mathematics

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
COUNTING AND CARDINALITY	
Know number names and the counting sequence	
MA.1. Listen to and say the names of numbers in meaningful contexts.	
Mathematics Knowledge & Skills (MK) 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10. 6. Counts backward to find how many are left.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
MA.2. Recognize and name written numerals 0–10.	
Mathematics Knowledge & Skills (MK) 7. Writes numerals to indicate 6 or less objects. 8. Writes numerals to indicate between 7 and 10 objects.	Cognition & General Knowledge 4. Writes numerals to indicate 6 or less objects. 5. Writes numerals to indicate between 7 and 10 objects.
Count to tell the number of objects.	
MA.3. Understand the relationship between numerals and quantities up to ten.	
Mathematics Knowledge & Skills (MK) 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
Compare numbers.	
MA.4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	
Mathematics Knowledge & Skills (MK) 1. Uses one-to-one correspondence when counting objects. 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10.
MA.5. Use comparative language such as more/less than, equal to, to compare and describe collections of objects.	
Mathematics Knowledge & Skills (MK) 10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to).	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
OPERATIONS AND ALGEBRAIC THINKING	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
MA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>12. Identifies numerals 0 to 5. 13. Identifies numerals 6 to 10. 14. Identifies numerals 11 to 20. 15. Adds one to a small group, when asked. 16. Indicates that a small group has more after some have been added. 17. Adds two small groups by combining the groups and counting all the objects.</p>	<p>Cognition & General Knowledge</p> <p>8. Adds two small groups by combining the groups and counting all the objects.</p>
MEASUREMENT AND DATA	
Describe and compare measurable attributes.	
MA.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).	
<p>Mathematics Knowledge & Skills (MK)</p> <p>10. Answers questions about two sets of items using comparison terminology (e.g., more, less, greater than, fewer than, equal to). 44. Uses non-standard unit (e.g., cut-out paper squares) to measure area. 45. Uses non-standard units (e.g., paper cups) to measure volume. 46. Uses non-standard units (e.g., paper clips) to measure length. 47. Uses a familiar measuring device (e.g., ruler, scale, measuring cups).</p>	<p>Cognition & General Knowledge</p> <p>12. Uses non-standard units (e.g., paper clips) to measure length.</p>
MA.2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.	
<p>Science Knowledge & Skills (SK)</p> <p>3. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>	<p>Cognition & General Knowledge</p> <p>13. Uses tools to measure materials and make comparisons (e.g., scales, rulers).</p>

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
Classify objects and count the number of objects in each category. MA.3. Sort, categorize, and classify objects by more than one attribute.	
Mathematics Knowledge & Skills (MK) 2. Counts to find how many are in a group up to 5. 3. Counts forward from a number > 1 to find how many are in a group. 4. Counts to find how many are in a group up to 10. 5. Counts to find out how many are in a group greater than 10. 6. Counts backward to find how many are left. 11. Separates a group into two sets and identifies the number of items in both sets. 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). 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.	Cognition & General Knowledge 1. Counts to find how many are in a group up to 5. 2. Counts forward from a number > 1 to find how many are in a group. 3. Counts to find how many are in a group up to 10. 7. Separates a group into two sets and identifies the number of items in both sets. 10. Sorts diverse objects based on a physical attribute (e.g., shape).
Work with money. MA.4. Recognize that certain objects are coins and that dollars and coins represent money. (no matching goal)	
GEOMETRY	
Identify and describe shapes (squares, circles, triangles, rectangles). MA.1. Identify relative position of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).	
Mathematics Knowledge & Skills (MK) 32. Understands object directionality concepts (e.g., right, left, up, down). 33. Understands object position concepts (e.g., under, top, bottom, inside, behind).	
MA.2. Identify various two-dimensional shapes using appropriate language.	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name. 35. Places a circle, square, or triangle appropriately on a foam board.	

3-5: Galileo G3 Assessment Scale Goal	Galileo School Readiness Scale
<p style="text-align: center;">Analyze, compare, create, and compose shapes.</p> <p>MA.3. Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/ cylinder) using various manipulative materials, such as popsicle sticks, blocks, pipe cleaners, pattern blocks, and so on.</p>	
<p>Mathematics Knowledge & Skills (MK)</p> <p>34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.</p> <p>35. Places a circle, square, or triangle appropriately on a foam board.</p> <p>36. Creates new shapes from familiar shapes by folding, cutting, or twisting.</p> <p>37. Identifies the sides and corners in a shape.</p>	