

Galileo® G3 Assessment Scales Alignment with Your State Standards

Mississippi 4-Year-Olds



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 references the 2012 Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children English Language Arts and Mathematics.

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Assessment Technology, Incorporated, Publishers

Tucson, Arizona, U.S.A.

Printed in the United States of America.

V1-040813

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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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Mississippi Early Learning Standards for Four-year-olds English Language Arts and Mathematics Alignment to Galileo® 3-5 Years G-3 Assessment Scales & Galileo® School Readiness Scale

READING STANDARDS FOR LITERATURE

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
KEY IDEAS AND DETAILS	
1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask “What is the duck doing?” or respond to “Tell me about the duck”).	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 16. Asks questions to obtain information or assistance.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (conversation, drama, props throughout the classroom, creative movement, art, and creative writing).	
Language Development (LD) 5. Retells a familiar story, poem or song in his/her own words.	Language & Literacy 33. Retells a familiar story, poem or song in his/her own words.
3. With prompting and support, identify some characters, settings, and/or major events in a story.	
Language Development (LD) 31. Recalls story events using some spoken dialogue.	
CRAFT AND STRUCTURE	
4. Exhibit curiosity and interest in learning words in print.	
a. Develop new vocabulary from stories. b. Identify environmental print (e.g., word wall, class dictation).	
Literacy Knowledge & Skills (LK) 26. Asks adults to read printed information such as signs, labels, advertisements. 30. Identifies familiar short words in print, some of the time. 31. Reads a printed label or a sign on a familiar object, some of the time. 33. Reads familiar words in a sentence from a book/poem, with assistance.	Language & Literacy 50. Reads a printed label or a sign on a familiar object, some of the time. 51. Reads familiar words in a sentence from a book/poem, with assistance.
5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).	
Literacy Knowledge & Skills (LK) 13. Selects books, sometimes, over other activities	
6. With prompting and support, identify the role of the author and 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.

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
INTEGRATION OF KNOWLEDGE AND IDEAS	
7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).	
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. 15. Makes connections between her/his own experiences and those presented in books/stories.	Language & Literacy 42. Uses picture cues to tell what is happening in a story. 43. Predicts story events using picture or verbal cues.
8. (Not appropriate for literature as indicated in the CCSS for ELA.)	
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	
Logic & Reasoning (LR) 24. Describes the similarities/differences between two events (e.g., day/night).	
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	
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.

READING STANDARDS FOR INFORMATIONAL TEXT

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
KEY IDEAS AND DETAILS	
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 16. Asks questions to obtain information or assistance.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	
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.

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	
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.
CRAFT AND STRUCTURE	
4. Exhibit curiosity and interest about words in a variety of informational texts.	
Literacy Knowledge & Skills (LK) 26. Asks adults to read printed information such as signs, labels, advertisements. 28. Predicts what word might come next in a familiar story, some of the time. 30. Identifies familiar short words in print, some of the time. 31. Reads a printed label or a sign on a familiar object, some of the time. 33. Reads familiar words in a sentence from a book/poem, with assistance.	Language & Literacy 50. Reads a printed label or a sign on a familiar object, some of the time. 51. Reads familiar words in a sentence from a book/poem, with assistance.
5. With prompting and support, identify the front cover, back cover, and title page of a book.	
Literacy Knowledge & Skills (LK) 21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).	Language & Literacy 45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).
6. With prompting and support, identify the role of the author and illustrator in informational text.	
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.
INTEGRATION OF KNOWLEDGE AND IDEAS	
7. With prompting and support, make connections between self and text and/or information and text.	
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories.	
8. With prompting and support, explore the purpose of the informational text as it relates to self.	
Literacy Knowledge & Skills (LK) 15. Makes connections between her/his own experiences and those presented in books/stories. 20. Initiates conversation with a peer or an adult about a story, book or poem.	
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	
Logic & Reasoning (LR) 24. Describes the similarities/differences between two events (e.g., day/night).	

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	
<p>Literacy Knowledge & Skills (LK)</p> <p>16. Handles books and other reading material with care.</p> <p>17. Views reading materials one page at a time (front to back), most of the time.</p> <p>18. Engages in pretend reading with other children, doll, or toy animal.</p> <p>19. Requests a favorite book by title, author, or illustrator.</p> <p>20. Initiates conversation with a peer or an adult about a story, book or poem.</p> <p>31. Reads a printed label or a sign on a familiar object, some of the time.</p> <p>32. Tracks by moving his/her finger along text as it is read by an adult.</p>	<p>Language & Literacy</p> <p>44. Requests a favorite book by title, author, or illustrator.</p> <p>50. Reads a printed label or a sign on a familiar object, some of the time.</p>

READING STANDARDS: FOUNDATIONAL SKILLS

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
PRINT CONCEPTS	
<p style="text-align: center;">1. With prompting and support, demonstrate understanding of conventions of print.</p> <p style="text-align: center;">a. Recognize an association between spoken and written words.</p> <p>b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p style="text-align: center;">c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</p> <p style="text-align: center;">d. Differentiate letters from numbers.</p> <p style="text-align: center;">e. Recognize words as a unit of print and understand that letters are grouped to form words.</p> <p style="text-align: center;">f. Understand that print moves from left to right, top to bottom, and page by page.</p> <p style="text-align: center;">g. Understand that words are separated by spaces in print.</p>	
<p>Literacy Knowledge & Skills (LK)</p> <p>21. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p> <p>22. Recognizes that a spoken word/speech can be written and read.</p> <p>23. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p> <p>24. Recognizes that pages are read from top to bottom.</p> <p>25. Recognizes that sentences are read from left to right.</p> <p>29. Recognizes that words are separated by spaces.</p> <p>30. Identifies familiar short words in print, some of the time.</p> <p>32. Tracks by moving his/her finger along text as it is read by an adult.</p> <p>45. Identifies all the letters in her/his name.</p> <p>46. Names 1 or more letters.</p> <p>47. Points to and names the first letter in familiar words.</p> <p>48. Names 10 or more letters.</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>45. Demonstrates basic book knowledge (e.g., holding book upright, turning pages right to left).</p> <p>46. Recognizes that a spoken word/speech can be written and read.</p> <p>47. Knows that print conveys information to the reader (e.g., a message, facts, how to do something).</p> <p>48. Recognizes that pages are read from top to bottom.</p> <p>49. Recognizes that sentences are read from left to right.</p> <p>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p> <p>58. Names 10 or more letters.</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
PHONOLOGICAL AWARENESS	
<p>2. With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.</p> <p style="padding-left: 40px;">a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p> <p>b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p> <p style="padding-left: 40px;">c. Demonstrate awareness of the relationship between sounds and letters.</p> <p>d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.</p> <p style="padding-left: 40px;">e. With prompting and support, isolate and pronounce the initial sounds in words.</p> <p style="padding-left: 40px;">f. Demonstrate an awareness of ending sounds in words.</p>	
<p>Literacy Knowledge & Skills (LK)</p> <p>1. Recognizes matching and dissimilar sounds of consonants and vowels.</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>5. Distinguishes between some ending consonant sounds in spoken language.</p> <p>6. Creates rhyming words in play activities.</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>37. Recognizes matching and dissimilar sounds of consonants and vowels.</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>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p style="padding-left: 40px;">a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p style="padding-left: 40px;">b. Recognize own name, environmental print, and some common high-frequency sight words.</p>	
<p>Literacy Knowledge & Skills (LK)</p> <p>27. Recognizes his/her name in print.</p> <p>30. Identifies familiar short words in print, some of the time.</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
FLUENCY	
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	
<p>Literacy Knowledge & Skills (LK)</p> <p>17. Views reading materials one page at a time (front to back), most of the time.</p> <p>18. Engages in pretend reading with other children, doll, or toy animal.</p> <p>27. Recognizes his/her name in print.</p> <p>28. Predicts what word might come next in a familiar story, some of the time.</p> <p>29. Recognizes that words are separated by spaces.</p> <p>30. Identifies familiar short words in print, some of the time.</p> <p>31. Reads a printed label or a sign on a familiar object, some of the time.</p> <p>32. Tracks by moving his/her finger along text as it is read by an adult.</p> <p>33. Reads familiar words in a sentence from a book/poem, with assistance.</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>

WRITING STANDARDS

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
TEXT TYPES AND PURPOSES	
<p>1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.</p> <p>a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.</p> <p>b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.</p> <p>c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.</p>	
<p>Literacy Knowledge & Skills (LK)</p> <p>34. Uses scribble on paper to communicate a message.</p> <p>35. Communicates by scribbling and with some letter-like shapes.</p> <p>36. Draws figures and shapes to convey meanings.</p> <p>37. Draws horizontal and vertical lines.</p> <p>38. Holds pencil with thumb and forefinger.</p> <p>39. Uses a variety of writing tools and materials to communicate with others.</p> <p>40. Copies her/his name from a sample.</p> <p>41. Writes some letters.</p> <p>42. Writes using inventive spelling.</p> <p>43. Write her/his name, without assistance.</p> <p>44. Communicates by writing complete words.</p>	<p>Language & Literacy</p> <p>52. Uses scribble on paper to communicate a message.</p> <p>53. Communicates by scribbling and with some letter-like shapes.</p> <p>54. Copies her/his name from a sample.</p> <p>55. Write her/his name, without assistance.</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
2. No developmentally appropriate standard	
3. No developmentally appropriate standard	
PRODUCTION AND DISTRIBUTION OF WRITING	
4. No developmentally appropriate standard	
5. With guidance and support, respond to questions/suggestions and add details to strengthen illustrations and/or creative writing as needed.	
Language Development (LD) 32. Draws pictures or uses dramatic play or music to tell a story. 33. Makes up a story from beginning, to middle, to end.	
6. With prompting and support, explore a variety of tools (e.g., digital media, art materials) to collaboratively produce and publish creative writing.	
Language Development (LD) 39. Uses a variety of writing tools and materials to communicate with others.	
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
7. With prompting and support, participate in shared research and projects through emergent written representation (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	
Science Knowledge & Skills (SK) 40. Participates in simple investigations to answer questions. 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).
8. With prompting and support, recall information from experiences to answer questions.	
Science Knowledge & Skills (SK) 47. Generalizes data findings to similar situations (e.g., all seeds grow in soil).	
9. No developmentally appropriate standard	
RANGE OF WRITING	
10. No developmentally appropriate standard	

SPEAKING AND LISTENING STANDARDS

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
COMPREHENSION AND COLLABORATION	
1. With guidance and support, participate in collaborative conversations about prekindergarten topics and texts with peers and adults in small and large groups.	
Language Development (LD) 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	

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
communicate meaning.	
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	
Language Development (LD) 4. Asks questions and/or makes comments about a story, poem, or song. 16. Asks questions to obtain information or assistance.	Language & Literacy 32. Asks questions and/or makes comments about a story, poem, or song.
3. With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Language Development (LD) 3. Follows a small set of step-by-step directions, without prompts. 16. Asks questions to obtain information or assistance.	
PRESENTATION OF KNOWLEDGE AND IDEAS	
4. With prompting and support, describe familiar people, places, things, and events.	
Language Development (LD) 15. Uses appropriate words or gestures to share information or experiences. 25. Uses descriptive words with objects (e.g. pretty flowers). 31. Recalls story events using some spoken dialogue.	
5. With prompting and support, add drawings or other visual displays to descriptions.	
Language Development (LD) 32. Draws pictures or uses dramatic play or music to tell a story. Science Knowledge & Skills (SK) 46. Presents observations in a variety of ways (e.g., drawings, charts, maps).	Cognition & General Knowledge 21. Presents observations in a variety of ways (e.g., drawings, charts, maps).
6. With prompting and support, demonstrate an emergent ability to express thoughts, feelings, and ideas clearly.	
Language Development (LD) 17. Uses appropriate words or gestures to relate feelings, needs, or opinions.	

LANGUAGE STANDARDS

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
CONVENTIONS OF STANDARD ENGLISH	
<p>1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.</p> <p style="padding-left: 40px;">a. Use frequently occurring nouns and verbs.</p> <p style="padding-left: 80px;">b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p style="padding-left: 40px;">c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p style="padding-left: 40px;">d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).</p> <p style="padding-left: 40px;">e. Produce and expand complete sentences in shared language activities.</p>	
<p>Language Development (LD)</p> <p>22. Uses basic rules of grammar in speech (e.g., personal pronouns, plurals, position words).</p> <p>24. Uses negative words (e.g., not, no).</p> <p>25. Uses descriptive words with objects (e.g. pretty flowers).</p> <p>26. Takes apart and puts together compound words.</p> <p>27. Uses pronouns to refer to people and things (e.g., she, he, it).</p> <p>28. Uses past and future tenses (e.g., went, will).</p> <p>29. Uses possessive endings (e.g., Jose's, Emma's).</p> <p>30. Uses compound sentences (e.g., sentences joined by and, but, or).</p> <p>Science Knowledge & Skills (SK)</p> <p>54. Asks "Why" questions to learn more about a current/past event.</p> <p>55. Asks "What will happen if" questions to help predict a future event.</p> <p>56. Asks "How" objects and events are different/same.</p>	<p>Cognition & General Knowledge</p> <p>25. Asks "What will happen if" questions to help predict a future event.</p>
<p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p style="padding-left: 40px;">a. Write first name, capitalizing the first letter.</p> <p style="padding-left: 80px;">b. Attempt to write a letter or letters to represent a word.</p> <p style="padding-left: 40px;">c. Experiment with written representations of words, using emergent knowledge of sound-letter relationships.</p>	
<p>Literacy Knowledge & Skills (LK)</p> <p>45. Identifies all the letters in her/his name.</p> <p>46. Names 1 or more letters.</p> <p>47. Points to and names the first letter in familiar words.</p> <p>48. Names 10 or more letters.</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>56. Identifies all the letters in her/his name.</p> <p>57. Points to and names the first letter in familiar words.</p> <p>58. Names 10 or more letters.</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
KNOWLEDGE OF LANGUAGE	
3. No developmentally appropriate standard	
VOCABULARY ACQUISITION AND USE	
4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content. (no matching goal) a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	
5. With guidance and support, explore word relationships and word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard). c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth). d. Recognize and demonstrate knowledge of verbs (e.g., acting out, describing).	
Language Development (LD) 8. Understands action words (e.g., give, run). 15. Uses appropriate words or gestures to share information or experiences. 17. Uses appropriate words or gestures to relate feelings, needs, or opinions. 25. Uses descriptive words with objects (e.g. pretty flowers).	Language & Literacy 35. Understands action words (e.g., give, run).
6. With prompting and support, use words and phrases acquired through conversations, experiences, shared reading, being read to, and responding to texts.	
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.	

Mathematics Standards

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
COUNTING AND CARDINALITY DOMAIN	
KNOW NUMBER NAMES AND THE COUNT SEQUENCE.	
1. With prompting and support, recite numbers to 30 in the correct order.	
Mathematics Knowledge & Skills (MK) 5. Counts to find out how many are in a group greater than 10.	
2. With prompting and support, recognize, name, and experiment with writing 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.	
3. With guidance and support, understand the relationship between numerals and quantities.	
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate preK materials. b. Match quantities and numerals 0 – 5.	
Mathematics Knowledge & Skills (MK) 7. Writes numerals to indicate 6 or less objects. 8. Writes numerals to indicate between 7 and 10 objects. 9. Writes numerals to indicate between 11 and 20 objects.	Cognition & General Knowledge 4. Writes numerals to indicate 6 or less objects. 5. Writes numerals to indicate between 7 and 10 objects. 6. Writes numerals to indicate between 11 and 20 objects.
4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration.	
a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate preK materials.	
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.
COMPARE NUMBERS.	
5. Use comparative language (e.g., more than, less than, equal to, or same) to compare objects, using developmentally appropriate preK materials.	
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 DOMAIN	
UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.	
1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate preK materials.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>15. Adds one to a small group, when asked.</p> <p>16. Indicates that a small group has more after some have been added.</p> <p>17. Adds two small groups by combining the groups and counting all the objects.</p> <p>18. Indicates that a small group has less after taking some away.</p> <p>19. Indicates that one was taken away from a small group.</p> <p>20. Indicates how many are left after taking one from a small group.</p>	<p>Cognition & General Knowledge</p> <p>8. Adds two small groups by combining the groups and counting all the objects.</p> <p>9. Indicates how many are left after taking one from a small group.</p>
2. With guidance and support, model real-world addition and subtraction problems up through 5 using developmentally appropriate preK materials.	
<p>Mathematics Knowledge & Skills (MK)</p> <p>15. Adds one to a small group, when asked.</p> <p>16. Indicates that a small group has more after some have been added.</p> <p>17. Adds two small groups by combining the groups and counting all the objects.</p> <p>18. Indicates that a small group has less after taking some away.</p> <p>19. Indicates that one was taken away from a small group.</p> <p>20. Indicates how many are left after taking one from a small group.</p>	<p>Cognition & General Knowledge</p> <p>8. Adds two small groups by combining the groups and counting all the objects.</p> <p>9. Indicates how many are left after taking one from a small group.</p>

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
<p>3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate preK materials.</p> <p>a. Duplicate and extend simple patterns using concrete objects.</p>	
<p>Mathematics Knowledge & Skills (MK)</p> <p>38. Repeats alternating movement patterns (e.g., up/up/down, up/up/down).</p> <p>39. Repeats an alternating visual pattern (e.g., red/green/red/green).</p> <p>40. Repeats an alternating auditory pattern (e.g., loud/soft claps).</p> <p>41. Extends a number series (e.g., 1,2,3 blocks to 4 blocks).</p> <p>42. Creates an alternating visual pattern using art or play materials.</p> <p>43. Repeats a pattern alternating numbers of objects (e.g., 1 cup/2 spoons).</p>	
<p align="center">MEASUREMENT AND DATA DOMAIN</p>	
<p align="center">DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.</p>	
<p>1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).</p>	
<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).</p> <p>28. Identifies the shorter or taller of two persons or things.</p> <p>29. Identifies the shortest or tallest in a group.</p> <p>44. Uses non-standard unit (e.g., cut-out paper squares) to measure area.</p> <p>45. Uses non-standard units (e.g., paper cups) to measure volume.</p> <p>46. Uses non-standard units (e.g., paper clips) to measure length.</p> <p>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>

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
<p>2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).</p> <p>a. Use nonstandard units of measurement.</p> <p>b. Explore standard tools of measurement.</p>	
<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).</p> <p>44. Uses non-standard unit (e.g., cut-out paper squares) to measure area.</p> <p>45. Uses non-standard units (e.g., paper cups) to measure volume.</p> <p>46. Uses non-standard units (e.g., paper clips) to measure length.</p> <p>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>
<p>CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.</p>	
<p>3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).</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>28. Identifies the shorter or taller of two persons or things.</p> <p>29. Identifies the shortest or tallest in a group.</p> <p>30. Arranges objects in order by size.</p> <p>31. Places an object in its proper position in a group ordered by size.</p>	<p>Cognition & General Knowledge</p> <p>10. Sorts diverse objects based on a physical attribute (e.g., shape).</p>
<p>GEOMETRY DOMAIN</p>	
<p>EXPLORE, IDENTIFY, AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).</p>	
<p>1. With guidance and support, correctly name shapes.</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>	

3-5: Galileo® G3 Assessment Scale Goal	Galileo® School Readiness Scale
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	
Mathematics Knowledge & Skills (MK) 34. Identifies familiar shapes (e.g., circle, square, triangle, diamond) by name.	
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	
Mathematics Knowledge & Skills (MK) 36. Creates new shapes from familiar shapes by folding, cutting, or twisting. 37. Identifies the sides and corners in a shape.	
ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.	
4. With guidance and support, create and represent shapes using developmentally appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	
Mathematics Knowledge & Skills (MK) 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	
5. With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).	
Mathematics Knowledge & Skills (MK) 36. Creates new shapes from familiar shapes by folding, cutting, or twisting.	