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| **Standard: The child will identify common geometric shapes and explore the relationship of objects in the environment.** | | |
| **Topic: Geometry and Spatial Sense** | | |
| **Grade: PreK** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught**  Identify, name, and describe a variety of basic two-dimensional geometric shapes such as squares, triangles, circles, rectangles.  Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over). **.** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  1. Recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).   * 2. Demonstrate an understanding of directionality, order and position of objects, and words (e.g., on, under, above).   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | 1. Recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).   * + 2. Demonstrate an understanding of directionality, order and position of objects, and words (e.g., on, under, above).   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes. They may need help.** |  |
| **Score 1.0**  **Beginning** | **Begins to recognize shapes, such as a circle.** |  |

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| **Standard: Patterns and Relationship: The child will sort and classify objects and analyze simple patterns** | | |
| **Topic: Algebraic Reasoning** | | |
| **Grade: PreK** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student sort and group objects into a set and explain verbally what the objects have in common (e.g. color, size, shape)**  **The student will explain verbally and extend simple patterns. (for example AB patterns)** | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  sorts and groups objects into a set and explains verbally  extends simple patterns (such as AB)  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  sorts and groups objects into a set.  extends simple patterns (such as AB)  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, The student sorts by color.** |  |

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| **Standard: The child will explore the concepts of measurement.** | | |
| **Topic: Measurement** | | |
| **Grade: PreK** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Identify the days of the week and months of the year.  Uses measurement vocabulary such as ruler, length, time, temperature, thermometer, scale, weight, etc. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  1. Linear Measurement.  a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).  b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).  c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).   * 2. Time. Develop an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  1. Linear Measurement.  a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).  b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).  c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).   * 2. Time. Develop an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, compare 2 objects (large/small, tall/short, big/little)** |  |

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| **Standard: The child will understand the relationship between numbers and quantities.** | | |
| **Topic: Number Sense** | | |
| **Grade: PreK** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Recognizes the numerical value of sets of objects through ten.  Counts forward to twenty and backward from ten. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**  1. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.  2. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects   * 3. Develops increasing ability to count in sequence to ten.   4. Counts objects in a set one-by-one from one through ten.  5. Identifies and creates sets of objects one through ten.  6. Identifies numerals one through ten.  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **The student:**  1. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.  2. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects   * 3. Develops increasing ability to count in sequence to ten.   4. Counts objects in a set one-by-one from one through ten.  5. Identifies and creates sets of objects one through ten.  6. Identifies numerals one through ten.  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help,**  **The student counts to ten, begin to recognize numbers 1-5,** |  |