

Name: _____ Date: _____

Rote Counting:

0-5 5-10 10-15 15-20 2+

Object Counting:

0-5 5-10 10-15 15-20

Counting Observations:

3 5 0 1 4 2

7 9 8 6 10

Add 1: _____

Subtract 1: _____

Week 1 Assessment Opportunity

Counting: Explore Manipulatives

Materials: Counters

- Invite students to play with counters.
- Observe and document what the students do independently with the counters.
- Give each child 3 counters and ask them how many they have.
- If the student successfully answers “how many” without recounting the group, take away the three counters and ask the student to produce a group of 4 counters. **Use this interaction to identify the student's trajectory level.**

Trajectory Quick View:

Level 5 Corresponder: The student may verbally count his or her 3 objects. The student may answer “How many” by recounting the objects instead of only repeating the last number counted.

Level 6 Counter (Small Numbers): The student may verbally count his or her 3 objects. The student shows an understanding that the final number counted represents “How many”, without recounting the group.

Level 7 Producer (Small Numbers): The student successfully counts the group of 3 objects and can produce a group of 4 objects when asked.

Student Name:	Independent Play Notes:	Trajectory Level:	Quick Notes:

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Week 2 Assessment Opportunity

Recognizing Number and Subitizing: Find and Make Groups

Materials: Six Different Themed Groups of Counters, Paper Plates

- Place six different themed groups of counters on paper plates (ex. 2 acorns, 3 linking cubes, 1 dinosaur...)
- Ask students to identify a group of a certain number (begin with groups of 2 and increase the quantity as appropriate).
- Ask how the student knew they had found a group with the correct number, document their response. Notice if the students verbally counted each object to identify the quantity.
- Remove the counters from the plates and give each child an empty plate. Model making a group and then ask the students to create a group of the same number on their plate (begin with groups of 2 and increase the quantity as appropriate). **Use this activity to identify the student's trajectory level.**

Trajectory Quick View:

Level 1 Small Collection Namer: The student can identify groups of 1 or 2 counters.

Level 2 Maker of Small Collections: The student can nonverbally create a group of the same number you modeled on their paper plate.

Level 3 Perceptual Subitizer to 4: The student instantly recognizes groups up to 4 and identifies the quantity without verbally counting.

Level 4 Perceptual Subitizer to 5: The student instantly recognizes groups up to 5 and identifies the quantity without verbally counting.

Level 5 5 +

Student Name:	Response to "How did you know you found a group of...":	Trajectory Level:	Quick Notes:

Week 3 Assessment Opportunity

Counting: Make Number Pizzas

Materials: Paper Plate, Counters

- Display a paper plate with 3 counters (pepperoni) in the center of the table. Give each student an empty paper plate and a collection of counters.
- Ask students to make a pizza with the same number of pepperoni as your pizza. **Use this activity to identify the student's trajectory level.**
- Ask the students how they know there are three pepperoni on their pizza and record their response.
- Discuss the various arrangements students made with their pepperoni.
- Repeat with a greater number of counters.

Trajectory Quick View:

Level 6 Counter (Small Numbers): The students can accurately count the pepperoni on your model pizza.

Level 7 Producer (Small Numbers): The student can reproduce your model group on their own paper plate.

Level 8 Counter (10): When asked, the student can create pepperoni groups up to ten, with or without viewing a model pizza.

Student Name:	Response to “How did you there were three pepperoni on your pizza?”:	Trajectory Level:	Quick Notes:

Week 4 Assessment Opportunity

Recognizing Geometric Shapes: Exploring Shapes

Materials: Shape Sets

- Display a complete Shape Set on the table and give each child a complete shape set.
- Allow students to freely explore the shape sets
- Observe and document what the students do independently with the shape sets.
- Ask the students to name the shape and ask how they know what shape it is. **Use this interaction to identify the student's trajectory level and baseline.**
- Repeat with a different shapes.


Trajectory Quick View:




Report Card Basic Shapes: Circle, Square, Rectangle, Square

Level 2 Shape Recognizer, Typical: The student can accurately identify a circle and square.

Level 4 Shape Recognizer, Circles, Squares and Triangles +: The student can identify squares, triangles and some rectangles. This student does not describe shapes using corners, angles or sides.

Level 6 Shape Recognizer all Rectangles: The student can identify rectangles of different sizes, shapes and orientations.

Student Name:	Independent Play Notes:	Trajectory Level:	Report Card Shapes Known:
			

Week 5 Assessment Opportunity

Shapes: Representing Straw Shapes

Materials: Plastic Stirrers

- Cut a collection of plastic stirrers in various lengths.
- Instruct students to use the stirrers to make a triangle. **Use this activity to identify the student's trajectory level.**
- While students work discuss shape attributes (all straws are connected, three sides, different types of triangles).
- Repeat with other shapes and record each student's ability to create each shape.

Trajectory Quick View:

Level 5 Constructor of Shapes from Parts, Looks Like: The student can create a triangle or shapes that "looks like" a triangle, out of straws.

Level 13 Constructor of Shapes from Parts, Exact: The student can create a completely accurate triangle and discuss attributes.

Student Name:	Shapes successfully created:	Trajectory Level:	Quick Notes:
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Week 6 Assessment Opportunity

Counting: Pizza Game #1

Materials: Number Cube, Pizza Game #1 Game Sheet, Counters

- Teach Students this game 2 at a time.
- Player One rolls a number cube and puts that many counters on his or her plate.
- Player One asks Player Two “Am I correct?” Player Two counts the counters to make sure.
- If the students agree on the number, Player One moves the counters to the pizza.
- This sequence continues switching roles between Player One and Player Two.

Trajectory Quick View:

Level 5 Corresponder: The student will successfully check the counters placed on the plate by the other student, but will not successfully create a group of his or her own when asked to. When asked “how many toppings are on the plate” this student will answer by recounting his or her collection.

Level 6 Counter (Small Numbers): The student will successfully check the counters placed on the plate by the other student, but will not successfully create a group of his or her own when asked to. When asked “how many” this student will answer with the last number counted.

Level 7 Producer (Small Numbers): The student will successfully count out counters corresponding to the number on the number cube for quantities up to 5. When asked “how many” this student will answer with the last number counted.

Student Name:	Game Observations:	Trajectory Level:	Quick Notes:
	As Player One: As Player Two:		
	As Player One: As Player Two:		
	As Player One: As Player Two:		
	As Player One: As Player Two:		

Report Card: Compares Quantities in a group (more/less/same)

Week 7 Assessment Opportunity

Comparing and Ordering Numbers: Compare Game- Subitizing and Numerals

Materials: 2 Sets of Counting Cards

- Teach Students this game 2 at a time.
- Give each students a set of Counting Cards (from the resource guide). Have the students place the cards face down in front of them.
- Have the students flip one card simultaneously and compare the numbers to see which is greater. The player with the greatest number says “I have more!”
- While students are playing, ask “How do you know you have more?”

Trajectory Quick View:

Level 9 Counting Comparer (5): The student successfully identifies which quantity is more through counting, when comparing numbers between 1-5.

Level 11 Counting Comparer (10): The student successfully identifies which quantity is more through counting, when comparing numbers between 1-10.

Student Name:	Response to "How do you now you have more?":	Trajectory Level:	Quick Notes:

Report Card: Produces the correct number of objects?

Week 8 Assessment Opportunity

Counting: Number Race

Materials: Simple Game Board, Number Cube, 3 Game Pieces

- Model the game by playing it with a group of 2 students.

- Player One rolls the number cube and announces the number that was rolled. Player Two checks the number and if they agree, Player One moves that many spaces.
- Take turns following the same steps, until all players have reached the end of the board.

Trajectory Quick View:

Level 5 Corresponder: The student will successfully announce the number rolled on the number cube. When asked “how many” this student will answer by recounting his or her collection. The student needs support moving his or her play piece the correct number of spaces.

Level 6 Counter (Small Numbers): The student will successfully announce the number rolled on the number cube. When asked “how many” this student will answer with the last number counted. The student needs support moving his or her play piece the correct number of spaces.

Level 7 Producer (Small Numbers): The student will successfully announce the number rolled on the number cube. When asked “how many” this student will answer with the last number counted. The student will successfully move his or her play piece the correct number of spaces independently.

Student Name:	Play Notes:	Trajectory Level:	Quick Notes:

Report Card: Recognizes Shapes, Names Shapes

Week 9 Assessment Opportunity

Shapes: Memory Geometry

Materials: 2 Sets of Memory Geometry Cards Set A

- Put a piece of tape on the table, splitting the table into two parts.
- Place two sets of Memory Geometry Cards Set A on the table, one set face down on one part of the table and the other set face down on the other side.
- Players take turns exposing one card from each set. Cards that do not match are replaced facedown, cards that are match are kept by that player.
- Players should name and describe the shapes they uncover.

Trajectory Quick View:

Level 1 Shape Matcher. Sizes: The student can match two cards that are the same, but does not identify or describe the shape.

Level 2 Shape Matcher. Orientations: The student can match two cards that are the same and can identify the shape but does not describe the shape.

Level 3 Shape Matcher. More Shapes: The student can match two cards that are the same, no dependent on size or orientation and can identify the shape but does not describe the shape.

Student Name:	Notes from Play: <input type="checkbox"/> Matches <input type="checkbox"/> Identifies <input type="checkbox"/> Describes	Trajectory Level:	Quick Notes:
	<input type="checkbox"/> Matches <input type="checkbox"/> Identifies <input type="checkbox"/> Describes		
	<input type="checkbox"/> Matches <input type="checkbox"/> Identifies <input type="checkbox"/> Describes		
	<input type="checkbox"/> Matches <input type="checkbox"/> Identifies <input type="checkbox"/> Describes		

Report Card: Demonstrates understanding of Shapes Attributes

Week 10 Assessment Opportunity

Recognizing Geometric Shapes: Guess my Rule

Materials: Shape Set, Guess My Rule Sequence Sheet

- Tell students to watch carefully as you sort Shape Set shapes into piles based on something that makes them alike (use the Guess My Rule Sequence Sheet). Tell students to silently guess your sorting rule. Sort shapes one at a time until there are at least two shapes in each pile.
- Signal “shh”, and pick up a new shape. With a look of confusion, gesture to children to encourage all of them to point quietly to which pile the shape belongs. Place the shape in its pile.
- After all the shapes are sorted, ask the students what they think the sorting rule is.
- Repeat this procedure continuing the Guess My Rule Sequence Sheet.

Trajectory Quick View:

Level 7 Side Recognizer: The student can identify a rule based on numbers of sides.

Level 9 Shape Recognizer, More Shapes: The student can identify the shapes, hexagon, rhombus (diamond) and trapezoid as a rule, with few mistakes.

Level 10 Shape Identifier: The student can identify the shapes, hexagon, rhombus (diamond) and trapezoid as a rule, with no mistakes. Students are starting to discuss angles.

Level 12 Parts of Shapes Identifier: The student can identify the shapes, hexagon, rhombus (diamond) and trapezoid as a rule, with no mistakes. These students can identify these shapes as the same, no matter the size, orientation or angle size.

Student Name:	Rules Identified:	Trajectory Level:	Quick Notes:

January Check In: [Report Card: Counts by Rote, Count objects 1-____, Recognizes Numbers, Names Numbers, Identifies Quantities in a Group](#)

Name: _____ Date: _____

Rote Counting:

0-5 5-10 10 -15 15 -20 2+

Object Counting:

0-5 5-10 10 -15 15 -20

Counting Obsevation:

3 5 0 1 4 2

7 9 8 6 10

Add 1: _____

Subtract 1: _____

Week 11 Assessment Opportunity

Adding and Subtracting: How Many Now

Materials: Counting Cards, Counters

- Give each student a set of Counting Cards
- Set out three counters and count them. Then, say “Look” and add one more counter.
- Ask each student to show the Counting Card that tells how many counters there are. Repeat several times, eventually adding and subtracting two counters.

Trajectory Quick View:

Level 3 Small Number +/-: Student can find sums for joining problems up to $3 + 2$ by counting objects. For example, the student would answer the problem “You have 2 balls and have 1 more. How many do you have in all?” by counting “1, 2, 3, 3”.

Level 4 Find Results +/-: Addition: Students can find sums with larger number equations ($6 + 5$), by counting out each group and then the whole (1,2,3,1,2,3,1,2,3,4,5,6)

Student Name:	Play Notes:	Trajectory Level:	Reminders:

Week 12 Assessment Opportunity

Counting: Dinosaur Shop (Sort and Label)

Materials: Dinosaur Counters, Boxes, Post-Its, Pencils

- Ask students to sort the dinosaur counters using the boxes.
- When the counters are sorted fully and consistently, have students count each collection and label the box with the correct number.

Trajectory Quick View:Level 8 Counter (10): Student will correctly count collections up to 10.Level 9 Counter and Producer (10+): Student will correctly count collections greater than 10.

Student Name:	Sorting Notes:	Counting Notes:	Trajectory Level:

Week 13 Assessment Opportunity

Counting: Building Cube Stairs

Materials: Linking Cubes

- Model building stairs.
- Have students build stairs independently.
- As they work revisit the plus 1 pattern “the next number is one more than the one before.”

Trajectory Quick View:

Level 7 Producer (Small Numbers): Student will create stairs up to 5 with some support.

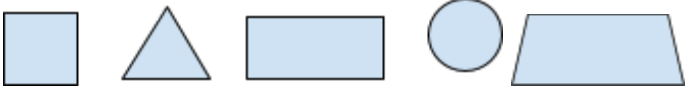


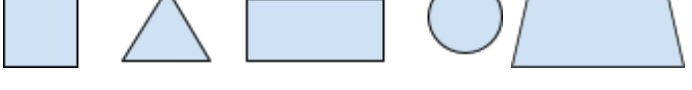





Level 8 Counter (10): Student will create stairs 1-10 independently and will know what number “comes next”.

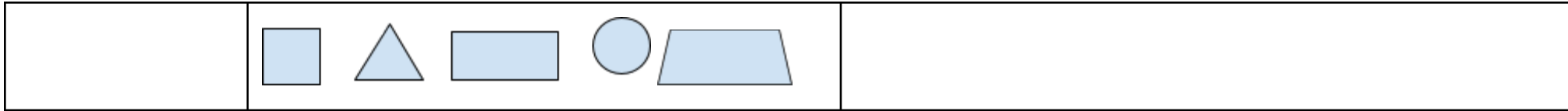
Level 9 Counter and Producer (10+): Student can create stairs beyond 10 and correct errors.

Student Name:	Stair Notes:	Trajectory Level:	Reminders:

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Report Card Check In: Shapes

Student Name:	Report Card Shapes Known:	Notes:
		
		
		
		
		
		
		
		
		



Week 14 Assessment Opportunity

Shape Recognizer: Feely Box

Materials: Shape Sets (Square, Rectangle, Triangle, Circle, Trapezoid), Feely Box

- Model play by putting a shape in the feely box and asking a student to put their hand in the box to feel the shape and tell what it is and how they know.
- Next, ask a student to hide a shape in the feely box and have a second student feel the shape and tell what it is and how they know.
- Continue letting students take turns working in pairs, as you facilitate discussion of particular attributes.

Trajectory Quick View:

Level 6 Shape Recognizer, All Rectangles: Student will correctly identify all rectangles.

Level 7 Side Recognizer: Student will discuss the number of sides when identifying a shape.

Level 9 Shape Recognizer, More Shapes: The student will correctly identify all shapes.

Level 12 Parts of Shapes Identifier: The student will discuss the sides and angles of a shape and will consistently identify shapes correctly no matter the size or direction.

Student Name:	Identification notes:	Language Used:	Trajectory Level:

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Week 15 Assessment Opportunity

Shape Recognizer: Guess My Rule

Materials: Shape Set Shapes, Guess My Rule Sorting List

- Ask children to watch carefully as you sort Shape Set shapes into piles based on the Sorting List.
- After piles have been created ask a student where the next shape should be placed.
- Ask the student to explain what the sorting rules is and how they knew.
- Continue eventually letting the students do the sorting and rule development.

Trajectory Quick View:

Level 7 Side Recognizer: The student correctly identifies rules based on number of sides.

Level 9 Shape Recognizer, More Shapes: The student always correctly identifier rules by shape name, including rhombus and trapezoid.

Level 10 Shapes Identifier: The student always correctly identifies rules by shape name and can use right angles to describe a rule (rectangle vs. parallelogram).

Level 12 Parts of Shapes Identifier: The student identifies rules based on sides and angles and notes that different sizes or directions do not change the name of the shape.

Level 14 Shapes Class Identifier: This student might say “I put the triangles over here, and the quadrilaterals, including squares, rectangles and rhombi over there.”

Student Name:	Rules Identified:	Language Used:	Trajectory Level:

Week 17 Assessment Opportunity

Patterning and Early Algebra: Pattern Strips: Building onto the Pattern.

Materials: Pattern Strips, Drink Stirrers

- Reintroduce the pattern strips to the children, emphasizing the idea of a core unit.
- Show children on Pattern Strip, and have them describe its pattern, such as vertical/vertical/horizontal. Ask the children what the core unit is.
- Have the students help you recreate the pattern once.
- Ask the students to recreate the pattern’s core unit once.
- Repeat with other pattern strips.

Trajectory Quick View:

Level 7 Patten Extender: The student can recreate and extend all simple patterns (AB, ABB, ABC).

Level 8 Patten Unit Recognizer: The student can identify the smallest unit of a pattern.

Student Name:	How children describe the pattern:	Notes on recreating the core unit.\	Trajectory Level:

Week 18 Assessment Opportunity

Counting:Memory Number

Materials: Dot Numeral Cards

- Have 2 children play memory using the Dot Numeral Cards.

Trajectory Quick View:

Level 8 Counter (10): Student will count cards 1-10 successfully.

Level 9 Counter and Producer (10+): Student can count beyond 10 successfully.

Student Name:	Counting Notes:	Numeral Identification Notes:	Trajectory Level:

Week 19 Assessment Opportunity

Counting: X-Ray Vision 1

Materials: Counting Cards 1-10

- Place Counting Cards order 1-10 and count them with the students.
- Flip the cards over, face down, but still in order
- Ask a volunteer to point at any card, model counting to the chosen card to figure out what number it is. Ask the volunteer to flip over the card to see if you are right.
- Follow this procedure again, except you point to a card and a child has to use “x-ray vision” to figure out what card it is.

Trajectory Quick View:

Level 8 Counter (10): Student will count cards 1-10 successfully.

Level 9 Counter and Producer (10+): Student can count beyond 10 successfully.

Student Name:	Play notes:	Child's understanding of numerical order:	Trajectory Level:

Week 20 Assessment Opportunity

Counting: How many now?

Materials: Numeral Cards, Counters, cloth

Give each child a set of Numeral Cards. Have the children put their cards in order.

- Display 3 counters and ask the children to show the card that tells how many counters there are.
- Cover the counters with a cloth and add one more counter.
- Ask the children to show the card that tells how many counters there are now.
- Do this again moving to +2 and -2.

Trajectory Quick View:

Level 11 Counter from N(N+1, N-1): Student will can determine the number immediately before or after another number without having to count from 1.

Student Name:	Cards in Numerical Order?	Play Notes:	Trajectory Level:

Week 21 Assessment Opportunity

Counting: What's the Missing Step

Materials: Linking Cubes

Students are working in groups of 2

- Instruct the students to build stairs 1-5
- The first student turns away as the second student hides on of the steps
- That student then tells the first student to look at the stairs and asks what the missing step is.
- Students discuss how they knew which step was missing

Trajectory Quick View:

Level 10 Counter Backward from 10: Student will can determine the missing step by counting backwards from next visible step.

Level 11 Counter from N(N+1, N-1): Student will can determine the missing step by adding or subtracting 1 from a visible step.

Student Name:	Play Notes:	How did you know that was the missing step?	Trajectory Level:

Week 22 Assessment Opportunity

Measurement: Feet Measuring

Materials: Variety of non-standard units of measurement (cubes, paper clips, crayons...)

- Display a variety of non-standard units of measurement and instruct the student to measure the length of their foot.
- As the student proceeds, document their process and dialog.

Trajectory Quick View:

Level 3 Indirect Length Comparer: Student assigns a length to their foot without using a non-standard unit of measurement. For example the child might run one paperclip along their foot counting “1,2,3”.

Level 5 End-to-End Length Measurer: Student assigns a length to their foot but uses a variety of materials, not seeing the need for equal length units.

Level 7 Length Unit Relator: Student assigns a length to their foot using equal length units and can begin to discuss why their foot might measure differently when using paper clips instead of cubes.

Student Name:	Units Used and Final Measurement:	Process Notes:	Trajectory Level:

Week 23 Assessment Opportunity

Composing Geometric Shapes: Pattern Block Puzzles

Materials: Pattern Blocks and Pattern Block Puzzles

- Introduce pattern blocks and pattern block puzzles.
- Allow students to play freely with these materials.
- Suggest students make their own puzzles by tracing blocks on a piece of paper after creating their own picture.
- As the student proceeds, document their process and dialog.

Trajectory Quick View:

Level 1 Pre-Composer: Student works with shapes individually but is unable to combine them to create larger shapes.

Level 3 Piece Assembler: Student can fill in simple pattern block puzzles.

Level 4 Picture Maker: Student can create their own pictures by combining shapes through trial and error.

Student Name:	Process Notes	Trajectory Level:

Week 24 Assessment Opportunity

Adding and Subtracting: How Many Now?

Materials: Counting Cards, Counters and Cloth

- Give each student a set of counting cards.
- Set out three counters and count them as a group.
- Cover the counters with a cloth and tell the students to watch as you add another counter.
- Ask the students to show the counting card that tells how many counters there are now.
- Lift the cloth to check their answers.
- Repeat adding or subtracting one or two counters.

Trajectory Quick View:

Level 2 Nonverbal +/-: Student uses the counting cards to successfully identify the correct answer.

Level 3 Small Number +/-: Student can verbally answer small number addition problems by counting on.

Level 4 Find Result: Student can verbally answer addition problems by counting out two separate groups and then combining them. This student can also solve subtraction problems “taking away” from the whole group.

Student Name:	Play Notes:	Language used:	Trajectory Level:
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Week 25 Assessment Opportunity

Adding and Subtracting: X-Ray Vision 2

Materials: Counting Cards 1-10

Students work in pairs

- Students work together to put the counting cards in order from 1-10
- Students check their work by counting and then flip the cards so that they are facing down.
- Students take turns pointing to any card and having the other student use “x-ray vision” to tell which card it is.
- The student who pointed to the card then flips the card face up to see if the other student was correct.
- The students then switch roles.
- As students play document their play and dialog looking for language such as right before or after, in between and more or less than.

Trajectory Quick View:

Level 10 Counter Backwards from 10: Student identified the card by counting forwards from 1 and backwards from 10, depending on the cards location.

Level 11 Counter (N+1, N-1): Student identifies the card by counting on from cards that have already been flipped over.

Student Name:	Play Notes:	Language used:	Trajectory Level:

Week 26 Assessment Opportunity

Adding and Subtracting: Dinosaur Shop (Make it Right)

Materials: Dinosaur Counters, Boxes

- Show students a box with four dinosaur counters. Tell them you want five and ask them to help you fix it. Follow their suggestions.
- Give each student a box of their own and dinosaur counters. Tell them to put 2 dinosaurs in their box.
- Tell them the customer wants three and ask how they can make it three.
- Document the student's strategy, add on, counting up, trial and error...

Trajectory Quick View:

Level 4 Find Result +/-: Student can verbally fix the dinosaur sum by counting out two separate groups and then combining them (2 and 1 more is 3).

Level 5 Find Change +/-: Student can verbally fix the dinosaur sum by recounting (1,2,3, then counts the 1 added).

Level 6 Make it N +/-: Student can verbally fix the dinosaur sum by recounting (1,2,3).

Level 7 Counting Strategies +/-: Student can verbally fix the dinosaur sum by counting on from the original number (2,3).

Student Name:	Play Notes:	Strategy Used:	Trajectory Level:

Week 27 Assessment Opportunity

Recognizing Geometric Shapes: Building Shapes

Materials: Shape Set and Beverage Stirrers

- Show students a specific triangle from the shape set and challenge them to recreate it using beverage stirrers.
- Then have them form the other triangles from the shape set. Pause to discuss the different attributes of each triangle.
- Repeat this process emphasizing squares and rectangles.
- Document the student's language.

Trajectory Quick View:

Level 5 Constructor of Shapes from Parts. Look Like: Student creates a shape that looks like the shape shown, makes a triangle when shown a triangle.

Level 13 Constructor of Shapes from Parts, Exact: Student creates a completely correct shape using an understanding of components and relationships.

Student Name:	Construction Notes:	Language Used:	Trajectory Level:

Week 28 Assessment Opportunity Repeat

Recognizing Geometric Shapes: Building Shapes

Materials: Shape Set and Beverage Stirrers

- Show students a specific triangle from the shape set and challenge them to recreate it using beverage stirrers.
- Then have them form the other triangles from the shape set. Pause to discuss the different attributes of each triangle.
- Repeat this process emphasizing squares and rectangles.
- Document the student's language.

Trajectory Quick View:

Level 5 Constructor of Shapes from Parts, Look Like: Student creates a shape that looks like the shape shown, makes a triangle when shown a triangle.

Level 13 Constructor of Shapes from Parts, Exact: Student creates a completely correct shape using an understanding of components and relationships.

Student Name:	Construction Notes:	Language Used:	Trajectory Level:

Week 29 Assessment Opportunity

Composing Geometric Shapes: Pattern Block Puzzles

Materials: Pattern Blocks and Pattern Block Puzzles

- Introduce pattern blocks and pattern block puzzles.
- Allow students to play freely with these materials.
- Suggest students make their own puzzles by tracing blocks on a piece of paper after creating their own picture.
- As the student proceeds, document their process and dialog.

Trajectory Quick View:

Level 4 Picture Maker: Student can create their own pictures by combining shapes through trial and error.

Level 6 Shape Composer: Student can create their own pictures by combining shapes and begins using angles as well as side lengths. Rotation and flipping are used intentionally and patterning is evident.

Level 7 Substitution Composer: Student can create their own pictures by combining shapes and begins using angles as well as side lengths. Rotation and flipping are used intentionally and patterning is evident. This student can also make new shapes out of smaller shapes (6 triangles makes a hexagon)

Student Name:	Process Notes	Trajectory Level:

Week 30 Assessment Opportunity

Composing: Places Scenes Parts

Materials: Play Scene and 2 Different Kinds of Counters

- Students are instructed to put up to 3 kinds of each type of counter on their play scene.
- Students then tell a story about their scene including the sum of the counters.
- Ask questions that prompt the use of addition.

Trajectory Quick View:

Level 2 Inexact Part- Whole Recognizer: Student may name a small number when asked how many of one counter they have and name a larger number when asked how many counters they have all together, but does not accurately add the groups together.

Level 3 Composer to 4, then 5: Student can successfully tell you the number of counters in each group as well as the sum of those groups up to 5.

Level 5 Composer to 10: Student can successfully tell you the number of counters in each group as well as the sum of those groups up to 10.

Student Name:	Addition Notes:	Story Notes:	Trajectory Level:

Inbox

Monday, October 05, 2015 4:11 PM

Hello SMILE & ECIP Teams!

Looking forward to our PD on Friday. Dawn, Kristen, Jess, Gretchen, Lisa, and Valerie have planned a day filled with reintroducing ourselves to the key components of Building Blocks.

What to bring:

- 1) Your favorite math activity (from BB or not – just something you and your children love!) We will share these at the beginning of our time together.
- 2) Your teacher editions, assessment, and resource books
- 3) Class lists (needed for the tech portion)
- 4) Pacing Guide
- 5) Any other documents you would find helpful.

We will start out as a whole group in the music room.

Then break into smaller groups to review the pacing guide.

Then you will have a chance to go to all 4 workshops during the day:

- A) Assessment and Building Blocks
- B) Songs and Song Charts
- C) Math Throughout the Year Routines
- D) Technology and Building Blocks

Let us know if you have questions.

Does anyone have a stash of Velcro we can use? I will order and replace.

Lisa

Lisa P. Kuh, Ph.D.

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Thursday, October 15, 2015 7:37 AM

Hi there,

Just sending along our meeting notes from the "Non-Cap SMILE" meeting we had on Tuesday (We are trying to figure out a better name for that :))

We had really great discussion about scheduling and curriculums.

We also started a google folder of shared resources I will add you both to.

Next meeting is November 2nd at the Winter Hill.

Best,

Kristen

SMILE Teacher Meeting

We began by exploring the WSNS SMILE room and asking any questions that came up.

1- What curriculums are we using/How is that going?:

- Avenues: Has some good ideas but is used more like a supplement to our own developed curriculums.
- Alpha-chants: The songs are the highlight here. The books and cards are used a couple of times a week as brief introductions.
- Second Step: Kristen and Amanda don't have this. Jess and Georgia shared their Second Step Routines. Kristen shared a Monster Activity that has worked for her class (This is in the google doc)
- Amanda share a read aloud that was very helpful "Don't Squeal..."
- HWT: Kristen expressed concern over the appropriateness of some of the direct writing activities. Georgia shared how she alleviates this using small groups and Jess shared how she alleviates this by introducing the books later in the year.
- Building Blocks: Using the pacing guide is going well. We discussed how we are pulling small groups and shared assessment materials (these are in the google doc)

2- Small Group Literacy:

- Kristen shared her creative writing groups.
- Georgia and Jess discussed Friday sharing.
- Georgia shared more of her routines for pulling small groups during literacy centers.
- Amanda shared her environmental print wall.

3- Scheduling: (lets add all of our schedules to the google doc)

- All teachers shared their schedules

- Different Visual Schedules
- Linking schedule maintenance to classroom jobs

4- Documentation:

- Georgia shared her blog
- Jess shared her photo documentation and method of sharing her weekly schedule with her classroom staff

Friday, November 13, 2015 10:15 AM

Hello All,

A big thank you to Dawn, Jane, Georgia, and Kristen for agreeing to be part of the SMILE Assessment Team.

Now the hard part, finding time to meet.

Afternoons obviously but do folks have days that absolutely do not work. We will probably need to say 2:15-4:15 to allow travel time. I would love for us to meet in various sites as well so Georgia and Kristen don't always have to travel.

Let me know and I will begin to put dates on MLP.

Lisa

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Monday, December 14, 2015 12:45 PM

Hi guys,

Looking forward to seeing you all in a bit.

Just a heads up that I added weeks 15-20 to the math assessment grids (plus a baseline for pattern work)

Best,
Kristen

Tuesday, December 15, 2015 4:56 PM

Hello All,

Great work today. I will type up our notes about the goals and purpose of assessing 3 and 4 year olds, our “plus/delta” of what’s working and where there is room for improvement in our assessments, as our warm and cool feedback on the documents we reviewed. I will also include our questions that we need district input on.

We agreed that our next steps are to:

1. Review the preschool report card
2. Review the rubric
3. Develop consistencies between the two and decide what items we need to keep on both documents
4. Move towards a consistent assessment and common protocols, tools, for assessing young children.

Have a wonderful break everyone and we will reconvene on Monday, January 25.

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