 

**14 Measures of Readiness**

**Cognition: Math Observation Handout**

**Number Sense of Quantity (COG:MATH 2)**

Cognition: Math (COG: MATH) is a domain of the Kindergarten Individual Development Survey (KIDS). Kindergarten teachers are required to evaluate all students on four measures in COG: MATH. This document is intended to support teachers in recording observations for Number Sense of Quantity (COG: MATH 2).

**When will I observe?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Whom will I observe?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How do I plan to collect evidence? \_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This observation took place:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COG: MATH 2: Number Sense of Quantity**

Child shows developing understanding of number and quantity

|  |  |
| --- | --- |
| **Building** | **Integrating** |
| **Earlier** | **Middle** | **Later** | **Earlier** | **Middle** | **Later** |
| Identifies small | Counts up to five | Shows understanding | Solves simple everyday | Recites numbers in | Counts beyond 100, |
| quantities without | objects using one-to- | that the last number | problems involving | order up to 100 by ones | starting at any given |
| counting, up to three | one correspondence; | counted is the total | numbers by counting up | and by tens, starting at | number; |
|  |  | number of objects in the | to 10 objects using one- | any given number; |  |
|  | *and* | group | to-one correspondence; |  | *and* |
|  |  |  |  | *and* |  |
|  | Recites numbers in |  | *and* |  | Demonstrates |
|  | order, one through 10 |  |  | Counts at least 20 | understanding that in |
|  |  |  | Recites numbers | objects correctly using | two-digit numbers the |
|  |  |  | correctly, up to 20 | one-to-one | first digit represents the |
|  |  |  |  | correspondence | number of tens and the |
|  |  |  |  |  | second digit represents |
|  |  |  |  | *and* | the number of ones; |
|  |  |  |  | Demonstrates | *and* |
|  |  |  |  | understanding that teen |  |
|  |  |  |  | numbers are composed | Reads and writes two |
|  |  |  |  | of 10 and additional | digit numerals up to 100 |
|  |  |  |  | ones (10-19); |  |
|  |  |  |  | *and* |  |
|  |  |  |  | Reads and writes |  |
|  |  |  |  | numbers 0 to 20 |  |

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| **Building** | **Integrating** |
| **Earlier** | **Middle** | **Later** | **Earlier** | **Middle** | **Later** |
|  |  |  |  |  |  |