Cognition: Math (COG: MATH) is a domain of the Kindergarten Individual Development Survey (KIDS). This document is intended to support teachers in recording observations for Measurement (COG: MATH 4).

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

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

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

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

**COG: MATH 4: Measurement**

Child shows an increasing understanding of measureable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

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| **Building** | | | **Integrating** | | |
| **Earlier** | **Middle** | **Later** | **Earlier** | **Middle** | **Later** |
| Shows understanding | Identifies differences | Orders three or more | Explores the properties | Measures objects (e.g., | Measures objects (e.g., |
| of some measurable | in size, length, weight, | objects by directly | of objects (e.g., size, | length, area, volume) | length, area, volume) |
| properties (e.g., size, | or capacity between | comparing them using a | length, weight, capacity) | using multiple units and | using equal-size units |
| length, weight, | two objects using | measurable property | through either the use | counting the number of | and counting the |
| capacity) or uses words | comparative words | (e.g., size, length, | of measurement tools | units, but not always | number of units, |
| (e.g.,  “big,”  “heavy”)  to | (e.g.,  “bigger,” | weight, capacity) | with standard units | accurately, and may not | avoiding gaps or |
| describe some | “smaller”)  or  showing |  | (e.g., ruler, scale) or the | recognize the need for | overlaps between units |
| measurable properties | understanding of |  | use of nonstandard | equal-size units |  |
|  | comparative words |  | units (e.g., footsteps, |  |  |
|  |  |  | blocks) |  |  |
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| **Building** | | | **Integrating** | | |
| **Earlier** | **Middle** | **Later** | **Earlier** | **Middle** | **Later** |
|  |  |  |  |  |  |