

Objective 20a Counts

Checkpoints:	Not Yet	1	2	3	4	5	6	7	8
			Verbally counts (not always in the correct order)		Verbally counts to 10; counts up to five objects accurately, using one number name for each object		Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting		Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
Goal:			When given a variety of preschool manipulatives STUDENT will verbally count to 5 improving cognitive skills from not verbally counting to verbally counting to 2, 4/5 opportunities, 3/4 data days as measured by classroom data collection.	When given a variety of preschool manipulatives STUDENT will verbally count to 5 improving cognitive skills from verbally counting to X to verbally counting to 5, 4/5 opportunities, 3/4 data days as measured by classroom data collection.	When given a variety of preschool manipulatives STUDENT will verbally count to 10 improving cognitive skills from verbally counting to X to verbally counting to 10, 4/5 opportunities, 3/4 data days as measured by classroom data collection.	When given a variety of preschool manipulatives STUDENT will verbally count to 20 improving cognitive skills from verbally counting to X to verbally counting to 15, 4/5 opportunities, 3/4 data days as measured by classroom data collection.	When given a variety of preschool manipulatives STUDENT will verbally count to 20 improving cognitive skills from verbally counting to X to verbally counting to 20, 4/5 opportunities, 3/4 data days as measured by classroom data collection.		
Goal:			When given a variety of counting materials STUDENT will count the objects with one to one correspondence improving cognitive skills from counting 0 amount of objects with one to one correspondence to independently counting objects with one to one correspondence up to 2, 4/5 opportunities, 3/4 data days as measured by classroom data collection.	When given a variety of counting materials STUDENT will count the objects with one to one correspondence improving cognitive skills from counting X amount of objects with one to one correspondence to independently counting objects with one to one correspondence up to 5, 4/5 opportunities, 3/4 data days as measured by classroom data collection.	When given a variety of counting materials STUDENT will count the objects with one to one correspondence improving cognitive skills from counting X amount of objects with one to one correspondence to independently counting objects with one to one correspondence up to 10, 4/5 opportunities, 3/4 data days as measured by classroom data collection.	When given a variety of counting materials STUDENT will count the objects with one to one correspondence improving cognitive skills from counting X amount of objects with one to one correspondence to independently counting objects with one to one correspondence up to 15, 4/5 opportunities, 3/4 data days as measured by classroom data collection.	When given a variety of counting materials STUDENT will count the objects with one to one correspondence improving cognitive skills from counting X amount of objects with one to one correspondence to independently counting objects with one to one correspondence up to 20, 4/5 opportunities, 3/4 data days as measured by classroom data collection.		

Objective 20c Connects Numerals with their Quantities

Checkpoints:	Not Yet	1	2	3	4	5	6	7	8
			Recognizes and names a few numerals		Identifies numerals to 5 by name and connects each to counted objects		Identifies numerals to 10 by name and connects each to counted objects		Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two digit numerals
Goal:			When given numeral cards STUDENT will verbally identify numerals to 2 improving cognitive skills from verbally identifying 0 numerals to verbally identifying 2 numerals, 4/5 opportunities, 3/4 data days as measured by classroom data collection.		When given a variety of preschool manipulatives and numeral cards STUDENT will pair groups of items up to 5 with their numerals improving cognitive skills from pairing quantity to numeral up to X to pairing quantity to numeral up to 5, 4/5 opportunities, 3/4 data days as measured by classroom data collection.		When given a variety of preschool manipulatives and numeral cards STUDENT will pair groups of items up to 10 with their numerals improving cognitive skills from pairing quantity to numeral up to X to pairing quantity to numeral up to 10, 4/5 opportunities, 3/4 data days as measured by classroom data collection.		When given a variety of preschool manipulatives and numeral cards STUDENT will pair groups of items up to 20 with their numerals improving cognitive skills from pairing quantity to numeral up to X to pairing quantity to numeral up to 20, 4/5 opportunities, 3/4 data days as measured by classroom data collection.

Objective 21b Understands Shapes

Checkpoints:	Not Yet	1	2	3	4	5	6	7	8
			Matches 2 identical shapes		Identifies a few basic shapes (circle, square, triangle)		Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation		Shows that some shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
			When given a variety of preschool shape manipulatives STUDENT will accurately match the shape to the corresponding shape improving cognitive skills from matching by shape, X/X of opportunities to matching by shape, X/X of opportunities, 3/4 data days as measured by classroom data collection.		When given a variety of preschool shape manipulatives STUDENT will identify (point to or verbalize) the name of the shape improving cognitive skills from identifying shapes by pointing or verbalizing the name of the shape, X/8 basic shapes to identifying shapes by pointing or verbalizing the name of the shape, X/8 basic shapes, 3/4 data days as measured by classroom data collection		When given a variety of preschool 2-D and 3-D shape manipulatives STUDENT will describe basic 2-D and 3-D shapes improving cognitive skills from describing shapes X/X opportunities to describing shapes X/X opportunities, 3/4 data days as measured by classroom data collection		