Title –Pre-K Mathematics

Content Area –Mathematics

Grade Level –Pre-K

Students – This objective applies to my fifteen 4-year-olds. I see them 4 days a week for 2 ½ hours.

Interval of Instruction – SY2013-14

Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?		
Priority of Content	**Objective Statement**	All students will meet or make progress toward the Teaching Strategies Gold (TSG) *widely-held expectations* within the following mathematics objectives: Using number concepts and operations, Compares and measures and demonstrates knowledge of patterns.
	Rationale	Last year's Teaching Strategies Gold (TSG) data demonstrated that only 50% of students exiting preschool met the widely-held expectations for their age group in the area of mathematics. In reviewing the Class Profile Report from the fall checkpoint data, I observed that largest gaps exist between students' current performance and the widely-held expectations for 4-year-olds in the areas of Using number concepts and operations, Compares and Measures and Demonstrates knowledge of patterns. Therefore, it is appropriate that these are areas of focus for my instruction, observations, and data collection.
	Aligned Standards	This objective aligns with The Rhode Island Early Learning Mathematics Standards: **2. Numbers and Operations** Children show interest and curiosity in counting and grouping objects and numbers. **4. Patterns and Measurement** Children show an interest in recognizing and creating patterns, comparing and measuring time and quantity.
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data / Information	Each student was assessed individually at the fall checkpoint using TSG. While each student's profile is unique, I found that approximately 33% of my students (5 out of 15) were within the widely-held expectations for 4-year-olds in the focus area. Approximately another 33% of my students (5 out of 15) were two levels below the widely-held expectations for 4-year-olds and the remaining 33% (5 out of 15) were three levels below in these areas. Therefore, I have determined that these objectives warrant particular attention as I monitor students' individual progress in the area of mathematics.

<table>
<tr><td colspan="3">Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?</td></tr>
<tr><td rowspan="2">Rigor of Target</td><td>Target(s)</td><td>By the spring checkpoint, I expect that approximately 75% of students (11 out of 15) will be within or above the widely-held expectations for 4-year-olds in all of the focus objectives. In addition, approximately 25% of students (4 out of 15) will make measureable progress toward the widely-held expectations, moving to within one level in each of the objectives.</td></tr>
<tr><td>Rationale for Target(s)</td><td>I have based these targets on the fall checkpoint data, taken from the Class Profile Report, which showed that most students were two to three levels below the widely-held expectations within the identified objectives. These targets require all students, to either meet the expectations or make measurable progress toward meeting them.

These rigorous yet achievable targets require all students to either meet the widely held expectations or to make measurable progress toward meeting these targets. They are in line with the individual progress I would expect given appropriately tiered instruction and are consistent with the district strategic plan and school goals. They are slightly more ambitious than the data I have documented among students exiting preschool in past years.</td></tr>
<tr><td>Quality of Evidence</td><td>Evidence Source(s)</td><td>I will use Teaching Strategies Gold, the state-approved early childhood assessment tool. Supporting documentation will take a variety of forms including work samples, targeted observations, videos, and checklists, as well as observations collected on an ongoing basis from team members, families, and other sources. Supporting documentation will be entered throughout the school year with three formal checkpoints (fall, winter, spring). Though I will be assessing across the domains and objectives, I will closely track students' progress on the literacy skills listed here:
Counts
Quantifies
Connects numerals with their quantities
Compares and measures
Demonstrates a knowledge of patterns
The Teaching Strategies Gold assessment will be administered throughout the year, including three formal checkpoints (fall, winter, spring).

The classroom teacher will assess individual students on the 36 learning objectives, including the specific mathematics skills addressed in this objective, three times per year. The Individual Child Report will be accessed 3 x per year and shared with parents/families to monitor individual student performance and growth. The Class Profile Report will be used to assess achievement of the targets.</td></tr>
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