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| Course: | Advanced Preschool Child Development-Chapter 23 and 24 Guiding Math and Science Experiences |
| Score 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. |
| Score 3 | The student will:* Design and teach a math lesson to the preschoolers that will focus on at least one concept.
* Create a brochure for parents to give parents ideas for teaching math skills to children.
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| Score 2 | The student will recall specific vocabulary, such as specific task assessment, parquetry blocks, classification, matching, sorting, sequencing, recognizing, rational counting, rote counting, numerals and spatial relationship• Compile and organize objects that can be used in a math activity for preschoolers• List math concepts that need to be included in a preschool curriculum\* Be able to explain the difference between matching and sorting.  |
| Score 1 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0 | Even with help, no success |

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| Course: | Advanced Preschool Child Development-Chapter 9 Preparing the Environment |
| Score 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. |
| Score 3 | The student will:* Design and teach a science activity based on one of the concepts from the unit
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| Score 2 | The student will recognize or recall specific vocabulary, such as: science, science table, open-ended questions, closed-ended questions, and feely box.• Explain why observation is important during science activities• Compile a list of materials that would be useful for science activities in a preschool classroom. |
| Score 1 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0 | Even with help, no success |