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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. |
| 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 |
| 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 |