**Mathematics: Measurement Learning Progression**

| **Domain: Mathematics** | | | | |
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| **Strand: Measurement and Data** | | | | |
| **Learning Progression: Measurement** | | | | |
| **Operational Definition: Measures, compares, orders, and describes objects by a measurable attribute** | | | | |
|  | **A** | **B** | **C** | **D** |

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| **Identifying/Comparing/Measuring** | Responds to communication with others. |  |  | Understands or uses simple words, signs, or gestures that describe measurable attributes (e.g., big, little, heavy, tall). |

**Observational Rubric:** Identifying/Comparing/Measuring

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| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| (Same as Levels 1-5) | **A** | Child responds to communication with others. | **Penelope**—Penelope oriented toward me when I touched or looked at her. |
| **D** | Child understands or uses simple words, signs, or gestures that describe measurable attributes (e.g., big, little, heavy, tall). | **Paul**—Paul held his hand high above his head and said, “It’s this big,” when describing the slide outside in the play yard. |
| **Adaptations: Evidence Examples** | **Vision:**  **Communication:** | **Carly**—While playing in the sandbox,Sasha asked Carly to hand her the big bucket. Carly used her hands to explore her surrounding space to locate the bucket, explore its perimeter, and reach inside to discover it was full of sand. She then lifted it up and handed it to Sasha, saying, “It’s heavy!”  **Zachary**—Zachary used his communication board, which was programmed with words that describe measurable attributes, on a field trip to the zoo. He described the giraffe as “big” and stretched himself up tall. Later, he used the board to communicate that the baby monkey was “little,” and crouched over a bit in his wheelchair as if to make himself small. |