

# Kindergarten Numeracy Descriptors

<b>Purpose</b> Children recognize that quantitative and spatial information is all around them.	<b>Management of Space</b> Children judge the space between themselves and others or objects in their environment.
<b>Personal Insight</b> Children participate in guided activities that model how to think about their numeracy strengths and the strategies they can use to regulate* their learning.	<b>Measurement</b> Children compare two familiar objects according to measurement attributes to complete a task (e.g., taller, shorter, heavier, smaller).
<b>Task Analysis</b> Children participate in guided activities that model how to complete a task that involves numeracy.	<b>Time</b> Children describe and sequence familiar activities using relative time vocabulary (e.g., before, after, first, then, next, a long time ago).
<b>Magnitude</b> Children describe the quantity of objects within a group(s) as being more, less, enough, too many or too few for a variety of purposes (e.g., to share cookies, make teams).	<b>Location and Direction</b> Children follow and give directions using gestures and basic positional language (e.g., in front, beside).
<b>Using Numbers</b> Children use numbers to count and label in their environment (e.g., board games, phone number, counting rhymes).	<b>Interpretation and Representation of Quantitative Information</b> Children recognize and create basic representations of quantitative information (e.g., numbers, drawings).
<b>Calculations</b> Children solve basic counting problems informally in familiar situations.	<b>Interpretation and Representation of Spatial Information</b> Children interpret simple diagrams that represent spatial information (e.g., identify the real object a drawing represents).
<b>Patterns and Relationships</b> Children recognize nonnumerical patterns in their environment and daily routines (e.g., days of the week, rhythms).	<b>Communication</b> Children use basic vocabulary, gestures, objects or symbols when communicating about quantitative or spatial information.
<b>Organization of Data</b> Children organize familiar items by sorting according to shared characteristics.	<b>Strategies</b> Children use a non-symbolic strategy in a task involving numeracy (e.g., act it out, draw it).
<b>Collection of Data</b> Children participate in data collection and recording for a specified purpose.	<b>Estimation</b> Children estimate the quantities of small sets of objects in familiar situations.
<b>Interpretation of Data</b> Children extract specific data from a basic graph or chart.	<b>Methods or Tools</b> Children participate in activities that use non-digital basic methods or tools in a task involving numeracy (e.g., pencil and paper, counting with objects).

**Probability**

Children use simple probability language to describe familiar events (e.g., will happen, will not happen, might happen, always, never, impossible).

**Spatial Visualization**

Children participate in activities that develop spatial thinking (e.g., puzzles, building with blocks, drawing).