Name _____ Age _____ Grade _____ Teacher _____ Date _____

EMDI Scoring Guide: PK

3: ON TARGET Shows automaticity and/or uses appropriate strategy for grade level; able to explain thinking and makes no mistakes or self corrects without prompting.

2: CLOSE TO TARGET Has good core understanding but it is not completely developed; growing fluency and ability to explain thinking; may need prompting.

1: BELOW TARGET Shows some understanding but has gaps or flaws in thinking, fluency and explanation.

0: VERY BELOW TARGET Shows little to no understanding.

*NOTE: Only grade level items are included on the scoring guide. (Foundational skills are not included, though a score of 1 could be given if there is evidence of understanding at the grade below. Make a note in the item comment space to support the score.)
Two possible summary sheets are included at the end of this scoring guide based on your need for data collection and share out.

ITEM 1						
Count a Collection	A. Creates a set of 6.	0	1	2	3	**Total**
	B. Restates 6 without counting.	0	1	2	3	/6

Scoring Notes

Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
● A: Mistags to create 6, but able to correct when asked how many are in the collection ● A: transposes the sequence of two numbers when counting, but still counts 6 ● B: Counts all, but when prompted to not count, is able to say six.	● Tags accurately to three, but then loses track beyond three. ● Tags assigning one number per counter, but confuses number names. ● B: Counts all. When prompted, there is a pause. Student is observed counting in head before saying six.	● A: Not able to create a set of 6(cannot count to six accurately) ● A: Keeps counting until all objects are counted; not stopping at six ● B: Counts all touching each counter to say how many even after prompting

ITEM 2						
Forward Number Sequence	A. Counts from 1 to 20.	0	1	2	3	
	B. After 4 is 5.	0	1	2	3	**Total**
	C. After 8 is 9.	0	1	2	3	/9

Scoring Notes

Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...

● leaves out one number after ten ● transposes the sequence of two numbers when counting	● leaves out two numbers ● leaves out a number **and** transposes the sequence of two numbers	● cannot count accurately to or beyond ten ● consistently shows misunderstanding of the sequence of numbers

ITEM 3 **Backward Number Sequence**	A. Counts down by ones from 5.	0	1	2	3	**Total** /3

Scoring Notes

Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
● includes zero after being prompted ● counts up first to then count down ● transposes the sequence of two numbers and self-corrects	● leaves out zero after prompted ● leaves out a number other than zero ● transposes the sequence of two numbers	● cannot count back accurately to zero ● consistently shows misunderstanding of the sequence of numbers ● only counts forward

ITEM 4 **Subitize Dice Patterns**	A. Recognizes 2.	0	1	2	3	
	B. Recognizes 4.	0	1	2	3	
	C. Recognizes 5.	0	1	2	3	**Total**
	D. Recognizes 3.	0	1	2	3	/12

Scoring Notes

Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described.

Score as a 2 if...	Score as a 1 if...	Score as a 0 if...
● Student gives two amounts, such as for 4: "two and two" **and** ● When prompted, student can give total	● Student is observed counting the dots (not instant recognition)	● Needs to touch the dots to count how many ● Does not recognize the amount

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ITEM 5	A. Identifies 3, 8, 5, 1.	0	~~1~~	~~2~~	3	Total	
Identify Numbers to 10	B. Identifies 7, 0, 9, 2.	0	~~1~~	~~2~~	3		
	C. Identifies 4, 10, 6.	0	~~1~~	~~2~~	3		/9

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described.
(no score for 1 or 2 on this task.)

Score as a 3 if…	**Score as a 0 if…**
● number is identified correctly ● number is self-corrected within three seconds with no prompting	● number is identified incorrectly ● counts up to identify the number ● attempts self-correction unsuccessfully

ITEM 6						Total	
Compare	A. 5 is more than 3. (Dots)	0	1	2	3		/3

Scoring Notes

Use the scoring notes in the table as a guide. Only one bullet needs to be observed to score at the level described.
If a student says 5 is bigger than 3, score as a three.

Score as a 2 if…	**Score as a 1 if…**	**Score as a 0 if…**
● Student needs to touch each dot on the cards to compare accurately	● Student needs to build representation and line them up to answer which is more	● Does not understand meaning of more ● not able to give any reason

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PK Results							
Category	**1**	**2**	**3**	**4**	**5**	**6**	**Total**
Earned Points							
Possible Points	6	9	3	12	9	3	42
Comments							

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Pre-K Results				
	0 **Very Below Target**	**1** **Below Target**	**2** **Close to Target**	**3** **On Target**
# of times student earned this score				

Comments: