# Kindergarten Module 3

# Numbers 16-20, Mathematical Comma, and

# Punctuation Indicator

# Check-Up Data Table

## Introduction

Divide the number correct by the points possible and multiply by 100 to get the percent correct for each objective.

## Part 1 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Locating numbers 16-20 in a line of braille (Questions 1.1-1.5 and 1.7-1.11) |  | 10 |  |
| Locating commas in a line of braille (Question 1.6) |  | 2 |  |
| Locating general omission symbols in a line of braille (Question 1.12) |  | 2 |  |
| Reading numbers 16-20 along with some review numbers (Question 1.13) |  | 30 |  |
| Locating a punctuation indicator in a line of braille (Questions 1.14-1.15) |  | 10 |  |
| Locating a period in a line of braille (Questions 1.14-1.15) |  | 10 |  |
| Identifying a number that is “one more” than a given number (Question 1.14) |  | 5 |  |
| Identifying a number that is “one less” than a given number (Question 1.15 ) |  | 5 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the numbers 16-20 (Questions 2.1-2.5) |  | 5 |  |
| Representing a number 16-20 by using base ten blocks or Digi-Blocks (Questions 2.1-2.5) |  | 5 |  |

## Part 3 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Numbering math problems correctly (Questions 3.1-3.5 ) |  | 5 |  |
| Writing a math problem that includes a general omission symbol (Questions 3.1-3.3) |  | 3 |  |
| Writing the mathematical comma within a sequence of numbers (Questions 3.4-3.5) |  | 4 |  |

## Part 4 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Counting tally marks to answer “how many”? (Question 4.1) |  | 6 |  |