# Kindergarten Module 5

# Introduction to Addition and the Braille Hundreds Chart

# 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 |
| --- | --- | --- | --- |
| Representing addition process within 5, using concrete objects (Questions 1.1-1.2) |  | 2 |  |
| Solving addition word problems and adding within 5 (Questions 1.1-1.2) |  | 2 |  |
| Using a five frame, for any number from 0 to 5, finding the number that makes 5 when added to the given number (Questions 1.3-1.4) |  | 2 |  |
| Using a five frame, identifying different ways to make 5 (Question 1.5) |  | 3 |  |
| Using a ten frame, identifying different ways to make 10 (Question 1.6) |  | 4 |  |
| Locating a plus sign in a line of braille (Question 1.7) |  | 1 |  |
| Locating an equals sign in a line of braille (Question 1.8) |  | 1 |  |
| Reading grade-level equations (Questions 1.9-1.10) |  | 10 |  |
| Reading a plus sign in an equation in a horizontal format (Questions 1.11-1.12) |  | 10 |  |
| Reading numbers 0-5 in an equation in a horizontal format (Questions 1.11-1.12) |  | 10 |  |
| Reading an equals sign in an equation in a horizontal format  (Questions 1.11-1.12) |  | 10 |  |
| Reading a general omission symbol in an equation in a horizontal format (Questions 1.11-1.12) |  | 10 |  |
| Fluently adding within 5 with equations in a horizontal format (Questions 1.11-1.12) |  | 10 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the equals sign (Question 2.1) |  | 1 |  |
| Writing the plus sign (Question 2.2) |  | 1 |  |
| Writing the general omission symbol (Question 2.3) |  | 1 |  |
| Writing the mathematical comma within a sequence of numbers (Questions 2.4-2.5) |  | 2 |  |
| Using a ten frame, for any number from 0 to 10, writing the number that makes 10 when added to the given number (Questions 2.6-2.8) |  | 3 |  |
| Numbering math problems correctly (Questions 2.1-2.8) |  | 8 |  |
| Writing an equation limited to numbers and an equals sign in a horizontal format (Questions 2.9-2.12) |  | 4 |  |
| Writing an equation that includes a general omission symbol in a horizontal format (Questions 2.13-2.14) |  | 2 |  |
| Writing an equation that includes a plus sign, numbers, and an equals sign in a horizontal format (Questions 2.13-2.21) |  | 9 |  |

## Part 3 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Counting aloud to 100, beginning with 1 (Question 3.1) |  | 1 |  |
| Placing numbers 1-100 in order on a grid board (Question 3.2) |  | 1 |  |
| Using a braille chart, skip counts by 10s to 100, beginning with 10 (Question 3.3) |  | 1 |  |
| Locating numbers 1-100 on a braille chart (Question 3.4) |  | 18 |  |
| Using a braille chart, counts aloud to 100 beginning with different numbers (Question 3.5) |  | 5 |  |
| Using a braille chart, skip counts by 10s through the last row in the chart, beginning with different numbers (Question 3.6) |  | 6 |  |
| Reading numbers from 1-50 (Question 3.7) |  | 24 |  |
| Reading numbers from 51-75 (Question 3.8) |  | 12 |  |
| Reading numbers from 76-100 (Question 3.9) |  | 12 |  |
| Identifying a number that is “one more” or “one less” than a given number (Question 3.10-3.19) |  | 10 |  |

## Part 4 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Representing addition process within 10, using a ten frame (Questions 4.1-4.5) |  | 5 |  |
| Solving addition word problems and adding within 10 (Questions 4.1-4.5) |  | 5 |  |
| Writing an equation for a story problem (challenge for Questions 4.1-4.5; not required for Kindergarten; N/A is acceptable) |  | 5 |  |