# Kindergarten

# Cumulative Recording Sheet

## Student Information

Name of Student

Age

**Coding System for Achievement Level**

* I – Independent
* LA – With little assistance or prompting
* MA – With much assistance or prompting
* M – Missed

## Counting

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Counts aloud to 10, beginning with 1 |  |  |  |
| Counts aloud to 20, beginning with 1 |  |  |  |
| Counts aloud to 30, beginning with 1 |  |  |  |
| Counts aloud to 50, beginning with 1 |  |  |  |
| Counts aloud to 100, beginning with 1 |  |  |  |
| Using a braille chart, counts aloud to 50 beginning with different numbers |  |  |  |
| Using a braille chart, counts aloud to 100 beginning with different numbers |  |  |  |
| Using a braille chart, skip counts by 10s to 50, beginning with 10 |  |  |  |
| Using a braille chart, skip counts by 10s to 100, beginning with 10 |  |  |  |
| Using a braille chart, skip counts by 10s, beginning with different numbers |  |  |  |

## Hand Movements

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Reads with both hands together, with index fingers touching |  |  |  |
| Consistently curves fingers |  |  |  |
| Consistently uses light touch |  |  |  |
| Moves fingers from left to right |  |  |  |
| Retraces line with hands together and then drops hands to the next line together |  |  |  |

## Reading

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Locates number 0 in a line of braille |  |  |  |
| Locates number 1 in a line of braille |  |  |  |
| Locates number 2 in a line of braille |  |  |  |
| Locates number 3 in a line of braille |  |  |  |
| Locates number 4 in a line of braille |  |  |  |
| Locates number 5 in a line of braille |  |  |  |
| Locates number 6 in a line of braille |  |  |  |
| Locates number 7 in a line of braille |  |  |  |
| Locates number 8 in a line of braille |  |  |  |
| Locates number 9 in a line of braille |  |  |  |
| Locates number 10 in a line of braille |  |  |  |
| Locates number 11 in a line of braille |  |  |  |
| Locates number 12 in a line of braille |  |  |  |
| Locates number 13 in a line of braille |  |  |  |
| Locates number 14 in a line of braille |  |  |  |
| Locates number 15 in a line of braille |  |  |  |
| Locates number 16 in a line of braille |  |  |  |
| Locates number 17 in a line of braille |  |  |  |
| Locates number 18 in a line of braille |  |  |  |
| Locates number 19 in a line of braille |  |  |  |
| Locates number 20 in a line of braille |  |  |  |
| Locates numbers 21-30 on a braille chart |  |  |  |
| Locates numbers 31-40 on a braille chart |  |  |  |
| Locates numbers 41-50 on a braille chart |  |  |  |
| Locates numbers 51-60 on a braille chart |  |  |  |
| Locates numbers 61-70 on a braille chart |  |  |  |
| Locates numbers 71-80 on a braille chart |  |  |  |
| Locates numbers 81-90 on a braille chart |  |  |  |
| Locates numbers 91-100 on a braille chart |  |  |  |
| Locates a tally mark in a line of braille |  |  |  |
| Locates a general omission symbol in a line of braille |  |  |  |
| Locates a mathematical comma in a line of braille |  |  |  |
| Locates an ellipsis in a line of braille |  |  |  |
| Locates a punctuation indicator in a line of braille |  |  |  |
| Locates a period in a line of braille |  |  |  |
| Locates a plus sign in a line of braille |  |  |  |
| Locates a minus sign in a line of braille |  |  |  |
| Locates an equals sign in a line of braille |  |  |  |
| Reads number 0 |  |  |  |
| Reads number 1 |  |  |  |
| Reads number 2 |  |  |  |
| Reads number 3 |  |  |  |
| Reads number 4 |  |  |  |
| Reads number 5 |  |  |  |
| Reads number 6 |  |  |  |
| Reads number 7 |  |  |  |
| Reads number 8 |  |  |  |
| Reads number 9 |  |  |  |
| Reads number 10 |  |  |  |
| Reads number 11 |  |  |  |
| Reads number 12 |  |  |  |
| Reads number 13 |  |  |  |
| Reads number 14 |  |  |  |
| Reads number 15 |  |  |  |
| Reads number 16 |  |  |  |
| Reads number 17 |  |  |  |
| Reads number 18 |  |  |  |
| Reads number 19 |  |  |  |
| Reads number 20 |  |  |  |
| Reads numbers 21-30 |  |  |  |
| Reads numbers 31-40 |  |  |  |
| Reads numbers 41-50 |  |  |  |
| Reads numbers 51-60 |  |  |  |
| Reads numbers 61-70 |  |  |  |
| Reads numbers 71-80 |  |  |  |
| Reads numbers 81-90 |  |  |  |
| Reads numbers 91-100 |  |  |  |
| Reads a tally mark |  |  |  |
| Reads a mathematical comma |  |  |  |
| Reads an ellipsis |  |  |  |
| Reads a list of numbers ranging from 0-100 that includes a mathematical comma and an ellipsis |  |  |  |
| Reads a plus sign in an equation in a horizontal format |  |  |  |
| Reads a minus sign in an equation in a horizontal format |  |  |  |
| Reads numbers 0-5 in an equation in a horizontal format |  |  |  |
| Reads an equals sign in an equation in a horizontal format |  |  |  |
| Reads a general omission symbol in an equation in a horizontal format |  |  |  |
| Reads an equation about addition within 5 in a horizontal format |  |  |  |
| Reads an equation about subtraction within 5 in a horizontal format |  |  |  |
| Reads numbered problems |  |  |  |

## Writing

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Presses the space key with the thumb to leave a space between symbols |  |  |  |
| Moves to the next line in braille by pushing the line spacing key twice |  |  |  |
| Writes number 0 |  |  |  |
| Writes number 1 |  |  |  |
| Writes number 2 |  |  |  |
| Writes number 3 |  |  |  |
| Writes number 4 |  |  |  |
| Writes number 5 |  |  |  |
| Writes number 6 |  |  |  |
| Writes number 7 |  |  |  |
| Writes number 8 |  |  |  |
| Writes number 9 |  |  |  |
| Writes number 10 |  |  |  |
| Writes number 11 |  |  |  |
| Writes number 12 |  |  |  |
| Writes number 13 |  |  |  |
| Writes number 14 |  |  |  |
| Writes number 15 |  |  |  |
| Writes number 16 |  |  |  |
| Writes number 17 |  |  |  |
| Writes number 18 |  |  |  |
| Writes number 19 |  |  |  |
| Writes number 20 |  |  |  |
| Writes a tally mark |  |  |  |
| Writes a general omission symbol |  |  |  |
| Writes a mathematical comma |  |  |  |
| Writes a punctuation indicator and period when numbering math problems |  |  |  |
| Writes the plus sign |  |  |  |
| Writes the minus sign |  |  |  |
| Writes the equals sign |  |  |  |
| Writes an equation about addition within 5 in a horizontal format |  |  |  |
| Writes an equation about subtraction within 5 in a horizontal format |  |  |  |
| Writes an ellipsis |  |  |  |
| Writes a list of numbers ranging from 0-20 that includes a mathematical comma and an ellipsis |  |  |  |
| Numbers math problems correctly |  |  |  |

## Representing a Number with Concrete Materials

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Represents 0 |  |  |  |
| Represents 1 |  |  |  |
| Represents 2 |  |  |  |
| Represents 3 |  |  |  |
| Represents 4 |  |  |  |
| Represents 5 |  |  |  |
| Represents 6 |  |  |  |
| Represents 7 |  |  |  |
| Represents 8 |  |  |  |
| Represents 9 |  |  |  |
| Represents 10 |  |  |  |

## Representing a Number with a Set of Tally Marks

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Represents 1 |  |  |  |
| Represents 2 |  |  |  |
| Represents 3 |  |  |  |
| Represents 4 |  |  |  |
| Represents 5 |  |  |  |
| Represents 6 |  |  |  |
| Represents 7 |  |  |  |
| Represents 8 |  |  |  |
| Represents 9 |  |  |  |
| Represents 10 |  |  |  |

## Representing a Number by Using Base Ten Blocks

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Represents 11 |  |  |  |
| Represents 12 |  |  |  |
| Represents 13 |  |  |  |
| Represents 14 |  |  |  |
| Represents 15 |  |  |  |
| Represents 16 |  |  |  |
| Represents 17 |  |  |  |
| Represents 18 |  |  |  |
| Represents 19 |  |  |  |
| Represents 20 |  |  |  |

## Counting with Tally Marks

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Counts up to 5 tally marks to answer “how many?” |  |  |  |
| Counts up to 10 tally marks (in groups of 5) to answer “how many?” |  |  |  |
| Counts up to 15 tally marks (in groups of 5) to answer “how many?” |  |  |  |
| Counts up to 20 tally marks (in groups of 5) to answer “how many?” |  |  |  |

## “One More” and “One Less”

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Correctly identifies a number within 20 that is “one more” than a given number |  |  |  |
| Correctly identifies a number within 20 that is “one less” than a given number |  |  |  |
| Using a braille chart to 50, correctly identifies a number that is “one more” than a given number |  |  |  |
| Using a braille chart to 50, correctly identifies a number that is “one less” than a given number |  |  |  |
| Using a braille chart to 100, correctly identifies a number that is “one more” than a given number |  |  |  |
| Using a braille chart to 100, correctly identifies a number that is “one less” than a given number |  |  |  |

## Numerical Order

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Places numbers 1-10 in order on a grid board |  |  |  |
| Places numbers 11-20 in order on a grid board |  |  |  |
| Places numbers 21-30 in order on a grid board |  |  |  |
| Places numbers 31-40 in order on a grid board |  |  |  |
| Places numbers 41-50 in order on a grid board |  |  |  |
| Places numbers 51-60 in order on a grid board |  |  |  |
| Places numbers 61-70 in order on a grid board |  |  |  |
| Places numbers 71-80 in order on a grid board |  |  |  |
| Places numbers 81-90 in order on a grid board |  |  |  |
| Places numbers 91-100 in order on a grid board |  |  |  |

## Identifying Missing Numbers

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Locates the ellipsis in a line of braille and writes the first three missing numbers in the list of missing numbers ranging from 0-20 |  |  |  |
| Locates the ellipsis in a line of braille and then uses a braille hundreds chart to verbally identify the first three missing numbers in the pattern of numbers represented by the ellipsis |  |  |  |

## Addition

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Using a Five Frame, for any number from 0 to 5, finds the number that makes 5 when added to the given number |  |  |  |
| Using a Ten Frame, for any number from 0 to 10, finds the number that makes 10 when added to the given number |  |  |  |
| Represents addition process within 5, using concrete objects |  |  |  |
| Solves addition word problems and adds within 5 |  |  |  |
| Solves addition word problems and adds within 10 |  |  |  |
| Fluently adds within 5 with equations in a horizontal format |  |  |  |

## Subtraction

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Represents subtraction process within 5, using concrete objects |  |  |  |
| Represents subtraction process within 5, using a Five Frame |  |  |  |
| Represents subtraction process within 10, using a Ten Frame |  |  |  |
| Solves subtraction word problems and subtracts within 5 |  |  |  |
| Solves subtraction word problems and subtracts within 10 |  |  |  |
| Fluently subtracts within 5 with equations in a horizontal format |  |  |  |

## 2-Dimensional Shapes

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Tactually identifies a circle |  |  |  |
| Tactually identifies a triangle |  |  |  |
| Tactually identifies a square |  |  |  |
| Tactually identifies a rectangle |  |  |  |
| Verbally describes a circle |  |  |  |
| Verbally describes a triangle |  |  |  |
| Verbally describes a square |  |  |  |
| Verbally describes a rectangle |  |  |  |