# Kindergarten Module 1

# Review of Numbers 0-10 and Tally Marks

# 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

## Hand Movements

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Reads with both hands together, with index fingers touching |  |  |  |
| Curves fingers |  |  |  |
| 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 a tally mark 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 a tally mark |  |  |  |

## 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 a tally mark |  |  |  |

## 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 |  |  |  |

## Count 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?” |  |  |  |