# Second Grade

# Posttest 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 |
| --- | --- | --- | --- |
| Skip counting by 10s to 200, beginning with 10 (Question 1.1) |  | 1 |  |
| Skip counting by 100s to 1000, beginning with 100 (Question 1.2) |  | 1 |  |
| Reading the opening Nemeth Code indicator (Question 1.3) |  | 1 |  |
| Reading numbers 1-300 (Question 1.4) |  | 20 |  |
| Reading numbers 301-600 (Question 1.5) |  | 20 |  |
| Reading numbers 601-1000 (Question 1.6) |  | 20 |  |
| Reading numbers to 999 that have a single digit underlined (Questions 1.7-1.8) |  | 12 |  |
| Reading the Nemeth code terminator (Question 1.9) |  | 1 |  |
| Representing a number 1-1000 using base ten blocks and a Place Value Chart (Questions 1.10-1.21) |  | 12 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Accurately sorting quarters, dimes, nickels, and dimes (Question 2.1) |  | 32 |  |
| Tactually identifying a penny (Question 2.2) |  | 1 |  |
| Tactually identifying a nickel (Question 2.2) |  | 1 |  |
| Tactually identifying a dime (Question 2.2) |  | 1 |  |
| Tactually identifying a quarter (Question 2.2) |  | 1 |  |
| Identifying the value of a penny (Question 2.2) |  | 1 |  |
| Identifying the value of a nickel (Question 2.2) |  | 1 |  |
| Identifying the value of a dime (Question 2.2) |  | 1 |  |
| Identifying the value of a quarter (Question 2.2) |  | 1 |  |
| Identifying the monetary value of a set of coins (Questions 2.3-2.8) |  | 6 |  |
| Identifying the monetary value of a set of dollar bills and coins (Questions 2.9-2.14) |  | 6 |  |
| Reading monetary values that include a cent sign (Question 2.15) |  | 20 |  |
| Reading monetary values that include a dollar sign (Question 2.16) |  | 12 |  |
| Reading monetary values that include a dollar sign and a decimal point (Question 2.17) |  | 20 |  |

## Part 3 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the cent sign (Question 3.1) |  | 1 |  |
| Writing the dollar sign (Question 3.1) |  | 1 |  |
| Writing the decimal point (Question 3.1) |  | 1 |  |
| Writing the horizontal bar symbol (Question 3.1) |  | 1 |  |
| Writing the directly under indicator (Question 3.1) |  | 1 |  |
| Pressing the space key with the thumb to leave a space between numbers and monetary expressions (Questions 3.1-3.8) |  | 16 |  |
| Moving to the next line in braille by pushing the line spacing key (Questions 3.1-3.8) |  | 16 |  |
| Numbering math problems correctly (Questions 3.1-3.8) |  | 16 |  |
| Writing numbers 0-300 (Question 3.2) |  | 9 |  |
| Writing numbers 301-600 (Question 3.3) |  | 9 |  |
| Writing numbers 601-1000 (Question 3.4) |  | 9 |  |
| Writing monetary values that include a cent sign (Question 3.5) |  | 9 |  |
| Writing monetary values that include a decimal point and dollar sign (Question 3.6) |  | 9 |  |
| Writing numbers to 999 that have a single digit underlined (Questions 3.7-3.8) |  | 10 |  |

## Part 4 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Reading grade-level word problems, including multiple choice problems, with Nemeth Code switch indicators (Questions 4.1-4.6) |  | 6 |  |
| Solving grade-level word problems about addition and subtraction (Questions 4.1, 4.4, and 4.6) |  | 3 |  |
| Solving grade-level word problems that include money (Questions 4.2, 4.3, and 4.5) |  | 3 |  |
| Reading unnumbered problems about addition within 100 in a vertical format (Questions 4.7-4.8) |  | 8 |  |
| Reading a plus sign in a problem in a vertical format (Questions 4.7-4.8) |  | 8 |  |
| Reading numbers 0-99 in a problem in a vertical format (Questions 4.7-4.8) |  | 8 |  |
| Reading a separation line as equals or separation line in a problem in a vertical format (Questions 4.7-4.8) |  | 8 |  |
| Reading numbered problems about addition within 100 in a vertical format (Questions 4.9-4.11) |  | 6 |  |
| Reading unnumbered addition problems involving two-digit numbers in a vertical format that include a renamed number above the carried number indicator (Questions 4.12-4.14) |  | 3 |  |

## Part 5 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the answer, regardless if the answer is correct or not, to an addition or subtraction problem in a vertical format (Question 5.1) |  | 14 |  |
| Fluently adding within 100 in a vertical format using strategies based on place value and/or manipulatives (Question 5.1) |  | 14 |  |
| Writing the plus sign in vertically aligned problems (Questions 5.2-5.3) |  | 6 |  |
| Writing numbers 0-99 without a numeric indicator in vertically aligned problems (Questions 5.2-5.3) |  | 6 |  |
| Writing the separation line in vertically aligned problems (Questions 5.2-5.3) |  | 6 |  |
| Double spaces by pushing the line spacing key twice between problems (Questions 5.2-5.3) |  | 6 |  |
| Writing problems about addition within 100 in a vertical format (Questions 5.2-5.3) |  | 6 |  |

## Part 6 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Reading unnumbered problems about subtraction within 100 in a vertical format (Questions 6.1-6.2) |  | 8 |  |
| Reading a minus sign in a problem in a vertical format (Questions 6.1-6.2) |  | 8 |  |
| Reading numbers 0-99 in a problem in a vertical format (Questions 6.1-6.2) |  | 8 |  |
| Reading a separation line as equals or separation line in a problem in a vertical format (Questions 6.1-6.2) |  | 8 |  |
| Writing the answer, regardless if the answer is correct or not, to an addition or subtraction problem in a vertical format (Question 6.3) |  | 8 |  |
| Fluently subtracting within 100 in a vertical format using strategies based on place value and/or manipulatives (Question 6.3) |  | 8 |  |
| Reading an unnumbered subtraction problem, involving two-digit numbers and cancellation indicators, in a vertical format (Questions 6.4-6.6) |  | 3 |  |
| Writing the answer to an unnumbered subtraction problem, involving two-digit numbers and cancellation indicators (Question 6.7) |  | 3 |  |
| Writing the minus sign in vertically aligned problems (Question 6.8) |  | 6 |  |
| Writing numbers 0-99 without a numeric indicator in vertically aligned problems (Question 6.8) |  | 6 |  |
| Writing the separation line in vertically aligned problems (Question 6.8) |  | 6 |  |
| Double spaces by pushing the line spacing key twice between problems (Question 6.8) |  | 6 |  |
| Writing problems about subtraction within 100 in a vertical format (Question 6.8) |  | 6 |  |