# Kindergarten Module 3

# Numbers 16-20, Mathematical Comma, and

# Punctuation Indicator

# 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 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 a general omission symbol in a line of braille |  |  |  |
| Locates a mathematical comma in a line of braille |  |  |  |
| Locates a punctuation indicator in a line of braille |  |  |  |
| Locates a period in a line of braille |  |  |  |
| 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 a mathematical comma |  |  |  |

## 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 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 general omission symbol |  |  |  |
| Writes a mathematical comma |  |  |  |
| Writes a punctuation indicator and period when numbering math problems |  |  |  |

## 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 10 tally marks 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 that is “one more” than a given number |  |  |  |
| Correctly identifies a number that is “one less” than a given number |  |  |  |