# Kindergarten

# 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 |
| --- | --- | --- | --- |
| Counting aloud to 10, beginning with 1 (Question 1.1) |  | 1 |  |
| Reading with both hands together, with index fingers touching (Questions 1.2-1.14) |  | 13 |  |
| Curving fingers (Questions 1.2-1.14) |  | 13 |  |
| Using light touch (Questions 1.2-1.14) |  | 13 |  |
| Moving fingers from left to right (Questions 1.2-1.14) |  | 13 |  |
| Locating numbers 0-10 in a line of braille (Questions 1.2-1.13) |  | 12 |  |
| Reading numbers 0-10 (Question 1.14) |  | 11 |  |
| Writing numbers 0-10 (Questions 1.15-1.25) |  | 11 |  |
| Moving to the next line in braille by pushing the line spacing key twice (Questions 1.15-1.25) |  | 11 |  |
| Building a number with objects (Questions 1.15-1.25) |  | 11 |  |
| Counting up to 10 tally marks to answer “how many?” (Question 1.26) |  | 5 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Counting aloud to 20, beginning with 1 (Question 2.1) |  | 1 |  |
| Locating numbers 11-20 in a line of braille (Questions 2.2-2.6 and 2.8-2.12) |  | 10 |  |
| Locating the general omission symbol in a line of braille (Question 2.7) |  | 1 |  |
| Locating the ellipsis in a line of braille (Question 2.13) |  | 1 |  |
| Locating the mathematical commas in a line of braille (Question 2.14) |  | 2 |  |
| Locating the plus sign in a line of braille (Question 2.15) |  | 1 |  |
| Locating the minus sign in a line of braille (Question 2.16) |  | 1 |  |
| Locating the equals sign in a line of braille (Question 2.17) |  | 1 |  |
| Reading numbers 11-20 (Question 2.18) |  | 10 |  |
| Writing the numbers 11-20 (Questions 2.19-2.28) |  | 10 |  |
| Representing a number 11-20 by using base ten blocks or Digi-Blocks (Questions 2.19-2.28) |  | 10 |  |
| Counting up to 20 tally marks to answer “how many” (Question 2.29) |  | 5 |  |

## Part 3 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Locating a punctuation indicator in a line of braille (Questions 3.1-3.2) |  | 10 |  |
| Locating a period in a line of braille (Questions 3.1-3.2) |  | 10 |  |
| Identifying a number that is “one more” than a given number (Question 3.1) |  | 5 |  |
| Identifying a number that is “one less” than a given number (Question 3.2) |  | 5 |  |
| Numbering math problems correctly (Questions 3.3-3.12) |  | 10 |  |
| Writing the general omission symbol (Question 3.3) |  | 1 |  |
| Writing the ellipsis (Question 3.4) |  | 1 |  |
| Writing the general omission symbol within a sequence of numbers (Questions 3.5-3.7) |  | 3 |  |
| Writing the mathematical comma within a sequence of numbers that does not include an ellipsis (Questions 3.8-3.9) |  | 2 |  |
| Writing a list of numbers ranging from 0-20 that includes a mathematical comma and an ellipsis (Questions 3.10-3.12) |  | 3 |  |
| Tactually identifying a circle (Question 3.13) |  | 3 |  |
| Tactually identifying a triangle (Question 3.13) |  | 3 |  |
| Tactually identifying a rectangle (Question 3. 13) |  | 3 |  |
| Tactually identifying a square (Question 3.13) |  | 3 |  |
| Verbally describing a circle (Question 3.14) |  | 1 |  |
| Verbally describing a triangle (Question 3.15) |  | 1 |  |
| Verbally describing a rectangle (Question 3.16) |  | 1 |  |
| Verbally describing a square (Question 3.17) |  | 1 |  |

## Part 4 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Counting aloud to 50, beginning with 1 (Question 4.1) |  | 1 |  |
| Placing numbers 1-50 in order on a grid board (Question 4.2) |  | 1 |  |
| Using a braille chart, skip counts by 10s to 50, beginning with 10 (Question 4.3) |  | 1 |  |
| Locating numbers 21-50 on a braille chart (Question 4.4) |  | 9 |  |
| Using a braille chart, counts aloud to 50 beginning with different numbers (Question 4.5) |  | 4 |  |
| Using a braille chart, skip counts by 10s through the last row in the chart, beginning with different numbers (Question 4.6) |  | 4 |  |
| Reading numbers from 21-30 (Question 4.7) |  | 10 |  |
| Reading numbers from 31-40 (Question 4.7) |  | 10 |  |
| Reading numbers from 41-50 (Question 4.7) |  | 10 |  |
| Using a braille chart to 50, identifies a number that is “one more” than a given number (Questions 4.9, 4.11, 4.14, 4.15, 4.17) |  | 5 |  |
| Using a braille chart to 50, identifies a number that is “one less” than a given number (Questions 4.8, 4.10, 4.12, 4.13, 4.16) |  | 5 |  |

## Part 5 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Representing addition process within 5, using concrete objects (Questions 5.1-5.2) |  | 2 |  |
| Representing addition process within 10, using concrete objects (Questions 5.3-5.4) |  | 2 |  |
| Solving addition word problems and adding within 5 (Questions 5.1-5.2) |  | 2 |  |
| Solving addition word problems and adding within 10 (Questions 5.3-5.4) |  | 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 5.5-5.7) |  | 3 |  |
| Using a ten frame, for any number from 0 to 10, finding the number that makes 10 when added to the given number (Questions 5.8-5.11) |  | 4 |  |
| Locating an equals sign in a line of braille (Question 5.12) |  | 1 |  |
| Reading numbers 0-5 in an equation in a horizontal format (Question 5.13) |  | 8 |  |
| Reading an equals sign in an equation in a horizontal format (Question 5.13) |  | 8 |  |
| Reading a plus sign in an equation in a horizontal format (Question 5.13) |  | 5 |  |
| Reading a general omission symbol in an equation in a horizontal format (Questions 5.14-5.15) |  | 10 |  |
| Fluently adding within 5 with equations in a horizontal format (Questions 5.14-5.15) |  | 10 |  |
| Reading an equation about addition within 5 in a horizontal format (Questions 5.14-5.15) |  | 10 |  |
| Writing the equals sign (Questions 5.16-5.25) |  | 10 |  |
| Writing a general omission symbol (Questions 5.18, 5.19, 5.25) |  | 3 |  |
| Writing the plus sign (Questions 5.18-5.25) |  | 8 |  |
| Writing an equation about addition within 5 in a horizontal format (Questions 5.18-5.25) |  | 8 |  |

## Part 6 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Counting aloud to 100, beginning with 1 (Question 6.1) |  | 1 |  |
| Placing numbers 1-100 in order on a grid board (Question 6.2) |  | 1 |  |
| Using a braille chart, skip counts by 10s to 100, beginning with 10 (Question 6.3) |  | 1 |  |
| Locating numbers 1-100 on a braille chart (Question 6.4) |  | 22 |  |
| Using a braille chart, counts aloud to 100 beginning with different numbers (Question 6.5) |  | 6 |  |
| Using a braille chart, skip counts by 10s through the last row in the chart, beginning with different numbers (Question 6.6) |  | 6 |  |
| Reading numbers from 51-60 (Question 6.7) |  | 10 |  |
| Reading numbers from 61-70 (Question 6.7) |  | 10 |  |
| Reading numbers from 71-80 (Question 6.7) |  | 10 |  |
| Reading numbers from 81-90 (Question 6.7) |  | 10 |  |
| Reading numbers from 91-100 (Question 6.7) |  | 10 |  |
| Using a braille chart to 100, identifies a number that is “one more” than a given number (Questions 6.9, 6.11, 6.14, 6.15, 6.17) |  | 5 |  |
| Using a braille chart to 100, identifies a number that is “one less” than a given number (Questions 6.8, 6.10, 6.12, 6.13, 6.16) |  | 5 |  |

## Part 7 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Representing subtraction process within 5, using concrete objects (Questions 7.1-7.2) |  | 2 |  |
| Representing subtraction process within 5, using a five frame (Questions 7.3-7.4) |  | 2 |  |
| Solving subtraction word problems and subtracting within 5 (Questions 7.1-7.4) |  | 4 |  |
| Representing subtraction process within 10, using a ten frame (Questions 7.5-7.6) |  | 2 |  |
| Solving subtraction word problems and subtracting within 10 (Questions 7.5-7.6) |  | 2 |  |
| Reading a mathematical comma (Questions 7.7-7.14) |  | 8 |  |
| Locating the ellipsis in a line of braille and writing the first three missing numbers in the list of missing numbers ranging from 0-20 (Questions 7.7-7.10) |  | 4 |  |
| Reading an ellipsis (Questions 7.7-7.14) |  | 8 |  |
| Reading a list of numbers ranging from 0-100 that includes a mathematical comma and an ellipsis (Questions 7.7-7.14) |  | 8 |  |
| Locating the ellipsis in a line of braille and then using a braille hundreds chart to verbally identify the first three missing numbers in the pattern of numbers represented by the ellipsis (Questions 7.11-7.14) |  | 4 |  |
| Reading numbers 0-5 in an equation in a horizontal format (Question 7.15) |  | 5 |  |
| Reading an equals sign in an equation in a horizontal format (Question 7.15) |  | 5 |  |
| Reading a minus sign in an equation in a horizontal format (Question 7.15) |  | 5 |  |
| Reading a general omission symbol in an equation in a horizontal format (Question 7.15) |  | 3 |  |
| Reading numbered equations about subtraction within 5 in a horizontal format (Question 7.15) |  | 5 |  |
| Writing numbered equations about subtraction within 5 in a horizontal format (Questions 7.16-7.20) |  | 5 |  |
| Writing the minus sign (Questions 7.16-7.25) |  | 10 |  |
| Writing an equation about subtraction within 5 in a horizontal format (Questions 7.16-7.25) |  | 10 |  |
| Fluently subtracting within 5 in a horizontal format (Questions 7.16-7.25) |  | 10 |  |