# Kindergarten Module 2

# Numbers 11-15 and General Omission Symbol

# Check-Up 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 |
| --- | --- | --- | --- |
| Locating numbers 11-15 in a line of braille (Questions 1.1-1.5 and 1.7-1.11) |  | 10 |  |
| Locating the general omission symbol in a line of braille (Questions 1.6 and 1.12) |  | 2 |  |
| Reading numbers 11-15 along with some review numbers (Question 1.13) |  | 24 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the numbers 11-15 (Questions 2.1-2.5) |  | 5 |  |
| Representing a number 11-15 by using base ten blocks or Digi Blocks (Questions 2.1-2.5) |  | 5 |  |

## Part 3 Objective

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the general omission symbol within a sequence of numbers (Questions 3.1-3.4) |  | 4 |  |

## Part 4 Objective

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Counting tally marks to answer “how many” (Question 4.1) |  | 6 |  |