# Kindergarten Module 6

# Subtraction, Geometry, and the Ellipsis

# 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 |
| --- | --- | --- | --- |
| Representing subtraction process within 5, using concrete objects (Questions 1.1-1.2) |  | 2 |  |
| Representing subtraction process within 5, using a five frame (Questions 1.3-1.4) |  | 2 |  |
| Solving subtraction word problems and subtracting within 5 (Questions 1.1-1.4) |  | 4 |  |
| Locating a plus sign in a line of braille (Question 1.5) |  | 1 |  |
| Locating a minus sign in a line of braille (Question 1.6) |  | 1 |  |
| Locating an equals sign in a line of braille (Question 1.7) |  | 1 |  |
| Locating a general omission symbol in a line of braille (Question 1.8) |  | 1 |  |
| Locating a mathematical comma in a line of braille (Question 1.9) |  | 1 |  |
| Locating an ellipsis in a line of braille (Question 1.10) |  | 1 |  |
| Reading numbered grade-level equations (Question 1.11) |  | 5 |  |
| Reading a plus sign in an equation in a horizontal format (Question 1.11) |  | 3 |  |
| Reading a minus sign in an equation in a horizontal format (Question 1.11) |  | 2 |  |
| Reading numbers 0-5 in an equation in a horizontal format (Question 1.11) |  | 5 |  |
| Reading an equals sign in an equation in a horizontal format  (Question 1.11) |  | 5 |  |
| Reading a general omission symbol in an equation in a horizontal format (Question 1.11) |  | 2 |  |
| Reading a list of numbers ranging from 1-20 that includes a mathematical comma but not an ellipsis (Question 1.12) |  | 2 |  |
| Reading a list of numbers ranging from 0-50 that includes a mathematical comma and an ellipsis (Question 1.12) |  | 3 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the minus sign (Question 2.1) |  | 1 |  |
| Writing the equals sign (Question 2.2) |  | 1 |  |
| Writing the general omission symbol (Question 2.3) |  | 1 |  |
| Writing the plus sign (Question 2.4) |  | 1 |  |
| Writing the ellipsis (Question 2.5) |  | 1 |  |
| Writing the mathematical comma within a sequence of numbers that does not include an ellipsis (Question 2.6) |  | 1 |  |
| Writing a list of numbers ranging from 0-20 that includes a mathematical comma and an ellipsis (Questions 2.7-2.9) |  | 3 |  |
| Writing numbered problems correctly (Questions 2.1-2.9) |  | 9 |  |
| Writing an equation that includes a minus sign, numbers, an equals sign, and a general omission symbol in a horizontal format (Questions 2.10-2.16 and 2.19) |  | 8 |  |
| Writing an equation that includes a plus sign, numbers, an equals sign, and a general omission symbol in a horizontal format (Questions 2.17-2.18) |  | 2 |  |

## Part 3 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Fluently subtracting within 5 with equations in a horizontal format (Questions 3.1-3.2) |  | 10 |  |
| In a problem set containing mixed operations, fluently adding and subtracting within 5 with equations in a horizontal format (Questions 3.3) |  | 6 |  |
| 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 3.4) |  | 4 |  |
| 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 3.5) |  | 4 |  |

## Part 4 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Tactually identifying a circle  (Question 4.1) |  | 3 |  |
| Tactually identifying a triangle (Question 4.1) |  | 3 |  |
| Tactually identifying a rectangle (Question 4.1) |  | 3 |  |
| Tactually identifying a square (Question 4.1) |  | 3 |  |
| Verbally describing a circle (Question 4.2) |  | 1 |  |
| Verbally describing a triangle (Question 4.3) |  | 1 |  |
| Verbally describing a rectangle (Question 4.4) |  | 1 |  |
| Verbally describing a square (Question 4.5) |  | 1 |  |
| Representing subtraction process within 10, using a ten frame (Questions 4.6-4.10) |  | 5 |  |
| Solving subtraction word problems and subtracting within 10 (Questions 4.6-4.10) |  | 5 |  |
| Writing an equation for a story problem (challenge for Questions 4.6-4.10; not required for Kindergarten; N/A is acceptable) |  | 5 |  |