# First Grade

# Cumulative 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

## Counting

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Counts aloud to 120, beginning with 1 |  |  |  |
| Using a braille chart, counts aloud to 120, starting at any number less than 120 |  |  |  |
| Using a braille chart, skip counts by 10s to 120, beginning with 10 |  |  |  |
| Using a braille chart, skip counts by 10s, beginning with different numbers |  |  |  |

## Ten More and Ten Less

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Correctly identifies a number that is ten more than a given number without having to count |  |  |  |
| Correctly identifies a number that is ten less than a given number without having to count |  |  |  |

## Representing a Number by Using Base Ten Blocks

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Represents a number 1-99 |  |  |  |
| Represents a number 100-120 |  |  |  |

## Addition

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Using a Five Frame, for any number from 0 to 5, finds the number that makes 5 when added to the given number |  |  |  |
| Using a Ten Frame, for any number from 0 to 10, finds the number that makes 10 when added to the given number |  |  |  |
| Represents addition process within 20, using concrete objects |  |  |  |
| Fluently adds within 10 with equations in a horizontal format |  |  |  |
| Determines the unknown whole number in an addition equation in a horizontal format within 10 that relates three whole numbers |  |  |  |
| Fluently adds within 10 with problems in a vertical format |  |  |  |
| Adds within 20 with problems in a vertical format |  |  |  |
| Determines the unknown whole number in an addition problem in a vertical format within 10 that relates three whole numbers |  |  |  |
| Uses the count on strategy to add within 20 |  |  |  |
| Uses the doubles plus one strategy to add within 20 |  |  |  |
| Uses the doubles plus two strategy to add within 20 |  |  |  |

## Subtraction

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Represents subtraction process within 5, using concrete objects |  |  |  |
| Represents subtraction process within 5, using a Five Frame |  |  |  |
| Represents subtraction process within 10, using a Ten Frame |  |  |  |
| Fluently subtracts within 10 with equations in a horizontal format |  |  |  |
| Determines the unknown whole number in a subtraction equation in a horizontal format within 10 that relates three whole numbers |  |  |  |
| Fluently subtracts within 10 with problems in a vertical format |  |  |  |
| Subtracts within 20 with problems in a vertical format |  |  |  |
| Determines the unknown whole number in a subtraction problem in a vertical format within 10 that relates three whole numbers |  |  |  |
| Uses the count back strategy to subtract within 20 |  |  |  |
| Uses related double addition facts to subtract within 20 |  |  |  |
| Uses the “think addition” strategy to subtract within 20 |  |  |  |

## Addition and Subtraction

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| In a problem set containing mixed operations, fluently adds and subtracts within 10 with equations in a horizontal format |  |  |  |
| In a problem set containing mixed operations, fluently adds and subtracts within 10 in a vertical format |  |  |  |

## Comparing Numbers

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Compares two one-digit numbers and records the results of comparisons with the symbols for greater than and less than |  |  |  |
| Compares two two-digit numbers and records the results of comparisons with the symbols for greater than and less than |  |  |  |

## Reading

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Locates numbers 1-120 on a braille chart |  |  |  |
| Reads numbers 1-120 in standard form |  |  |  |
| Reads numbers 1-99 in expanded form |  |  |  |
| Reads the plus sign |  |  |  |
| Reads the minus sign |  |  |  |
| Reads the equals sign |  |  |  |
| Reads the general omission symbol |  |  |  |
| Reads the long dash representing a missing number |  |  |  |
| Reads a separation line as equals or separation line in a problem in a vertical format |  |  |  |
| Reads a greater than sign as “is greater than” |  |  |  |
| Reads a less than sign as “is less than” |  |  |  |
| Reads a long dash representing a missing sign of comparison as “blank” within an equation or inequality in a horizontal format |  |  |  |
| Reads an equation involving addition within 20 in a horizontal format, including those with a long dash |  |  |  |
| Reads an equation involving subtraction within 20 in a horizontal format, including those with a long dash |  |  |  |
| Reads grade-level inequalities (that contain one-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format |  |  |  |
| Reads grade-level inequalities (that contain one-digit numbers and a sign of comparison) in a horizontal format |  |  |  |
| Reads grade-level inequalities (that contain two-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format |  |  |  |
| Reads grade-level inequalities (that contain two-digit numbers and a sign of comparison) in a horizontal format |  |  |  |
| Reads an unnumbered problem involving addition within 20 in a vertical format |  |  |  |
| Reads an unnumbered problem involving subtraction within 20 in a vertical format |  |  |  |
| Reads a numbered problem involving addition within 20 in a vertical format |  |  |  |
| Reads a numbered problem involving subtraction within 20 in a vertical format |  |  |  |
| Reads a problem (that contains a general omission symbol) involving addition within 10 in a vertical format |  |  |  |
| Reads a problem (that contains a general omission symbol) involving subtraction within 10 in a vertical format |  |  |  |
| Reads a numbered math problem and associated answer choices that include an English letter indicator and letter, not followed by punctuation |  |  |  |
| Reads a numbered math problem and associated answer choices that include an English letter indicator and letter, followed by a punctuation indicator and period |  |  |  |

## 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 numbers 1-120 in standard form |  |  |  |
| Writes numbers 1-99 in expanded form |  |  |  |
| Writes the plus sign |  |  |  |
| Writes the minus sign |  |  |  |
| Writes the equals sign |  |  |  |
| Writes the general omission symbol |  |  |  |
| Writes the long dash |  |  |  |
| Includes a space before and after a long dash |  |  |  |
| Writes the greater than sign |  |  |  |
| Writes the less than sign |  |  |  |
| Writes the answer, regardless if the answer is correct or not, to an addition or subtraction problem in a vertical format |  |  |  |
| Numbers math problems correctly |  |  |  |
| Writes an equation involving addition within 10 in a horizontal format |  |  |  |
| Writes numbers 0-20 without a numeric indicator in vertically aligned problems |  |  |  |
| Writes a problem (that does not contain a general omission symbol) involving addition within 20 in a vertical format |  |  |  |
| Writes an equation involving subtraction within 10 in a horizontal format |  |  |  |
| Writes a problem (that does not contain a general omission symbol) involving subtraction within 20 in a vertical format |  |  |  |
| Writes grade-level inequalities (that contain one-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format |  |  |  |
| Writes grade-level inequalities (that contain one-digit numbers and a sign of comparison) in a horizontal format |  |  |  |
| Writes grade-level inequalities (that contain two-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format |  |  |  |
| Writes grade-level inequalities (that contain two-digit numbers and a sign of comparison) in a horizontal format |  |  |  |
| Writes the English letter indicator |  |  |  |
| Appropriately uses the English letter indicator when answering multiple choice questions |  |  |  |

## Graphic Organizers

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Uses various features such as titles and subheadings to locate key information |  |  |  |
| Systematically examines simple tactile graphic organizers and charts |  |  |  |
| Reads and interprets grade-level graphic materials |  |  |  |

## 2-Dimensional Shapes

| Objective | Date and Achievement Level (1) | Date and Achievement Level (2) | Comments |
| --- | --- | --- | --- |
| Tactually identifies a circle |  |  |  |
| Tactually identifies a triangle |  |  |  |
| Tactually identifies a square |  |  |  |
| Tactually identifies a rectangle |  |  |  |
| Tactually identifies a half-circle |  |  |  |
| Tactually identifies a trapezoid |  |  |  |
| Verbally describes attributes of a circle |  |  |  |
| Verbally describes attributes of a triangle |  |  |  |
| Verbally describes attributes of a square |  |  |  |
| Verbally describes attributes of a rectangle |  |  |  |
| Verbally describes attributes of a half-circle |  |  |  |
| Verbally describes attributes of a trapezoid |  |  |  |
| Explains how two shapes are alike |  |  |  |
| Explains how two shapes are different |  |  |  |
| Uses tactile drawing tools to create a circle |  |  |  |
| Uses tactile drawing tools to create a triangle |  |  |  |
| Uses tactile drawing tools to create a square |  |  |  |
| Uses tactile drawing tools to create a rectangle |  |  |  |
| Uses tactile drawing tools to create a half-circle |  |  |  |
| Uses tactile drawing tools to create a trapezoid |  |  |  |
| Tactually identifies equal shares of a circle |  |  |  |
| Tactually identifies unequal shares of a circle |  |  |  |
| Tactually identifies equal shares of a rectangle |  |  |  |
| Tactually identifies unequal shares of a rectangle |  |  |  |
| Verbally describes attributes of equal shares of a circle |  |  |  |
| Verbally describes attributes of equal shares of a rectangle |  |  |  |
| Uses tactile drawing tools to create a circle and partition it into equal shares |  |  |  |
| Uses tactile drawing tools to create a rectangle and partition it into equal shares |  |  |  |
| Partitions manipulatives and tactile graphics of a circle into two equal shares |  |  |  |
| Partitions manipulatives and tactile graphics of a circle into four equal shares |  |  |  |
| Partitions manipulatives and tactile graphics of a rectangle into two equal shares |  |  |  |
| Partitions manipulatives and tactile graphics of a rectangle into four equal shares |  |  |  |
| Describes the shares of circles using the words halves, fourths, and quarters |  |  |  |
| Describes the shares of rectangles using the words, halves, fourths, and quarters |  |  |  |