# First Grade

# 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 120, beginning with 1 (Question 1.1) |  | 1 |  |
| Using a braille chart, skip count by 10s to 120, beginning with 10 (Question 1.2) |  | 1 |  |
| Locating numbers 1-50 on a braille chart (Question 1.3) |  | 5 |  |
| Locating numbers 51-100 on a braille chart (Question 1.3) |  | 10 |  |
| Locating numbers 101-110 on a braille chart (Question 1.3) |  | 5 |  |
| Locating numbers 111-120 on a braille chart (Question 1.3) |  | 5 |  |
| Using a braille chart, counts aloud to 120 beginning with different numbers (Question 1.4) |  | 8 |  |
| Using a braille chart, skip counts by 10s through the last row in the chart, beginning with different numbers (Question 1.5) |  | 7 |  |
| Correctly identifying a number that is ten less than a given number without having to count (Questions 1.6, 1.8, 1.10, 1.11) |  | 4 |  |
| Correctly identifying a number that is ten more than a given number without having to count (Questions 1.7, 1.9, 1.12, 1.13) |  | 4 |  |
| Reading numbers from 1-50 (Question 1.14) |  | 20 |  |
| Reading numbers from 51-100 (Question 1.15) |  | 20 |  |
| Reading numbers from 101-120 (Question 1.16) |  | 20 |  |
| Reading numbers 1-99 in expanded form (Questions 1.17-1.18) |  | 10 |  |
| Writing numbers 1-120 in standard form (Questions 1.19-1.21) |  | 16 |  |
| Representing a number 1-120 (Questions 1.19-1.21) |  | 16 |  |
| Pressing the space key with the thumb to leave a space between symbols (Questions 1.19-1.21) |  | 16 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Using a five frame, for any number from 0 to 5, finding the number that makes 5 when added to the given number (Questions 2.1-2.2) |  | 2 |  |
| Using a five frame, identifying different ways to make 5 (Question 2.3) |  | 3 |  |
| Using a ten frame, identifying different ways to make 10 (Question 2.4) |  | 4 |  |
| Reading grade-level equations (that do not contain a long dash) (Question 2.5) |  | 5 |  |
| Reading grade-level equations (that contain a long dash) involving addition within 10 in a horizontal format (Question 2.6) |  | 5 |  |
| Fluently subtracting within 10 with equations in a horizontal format (Question 2.7) |  | 6 |  |
| Fluently adding within 10 with equations in a horizontal format (Question 2.8) |  | 6 |  |
| In a problem set containing mixed operations, fluently adding and subtracting within 10 with equations in a horizontal format (Question 2.9) |  | 10 |  |

## Part 3 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the equals sign (Question 3.1) |  | 1 |  |
| Writing the plus sign (Question 3.1) |  | 1 |  |
| Writing the general omission symbol (Question 3.1) |  | 1 |  |
| Writing the long dash (Question 3.1) |  | 1 |  |
| Writing the minus sign (Question 3.1) |  | 1 |  |
| Writing numbers 1-99 in expanded form (Question 3.2) |  | 6 |  |
| Moving to the next line in braille by pushing the line spacing key twice (Question 3.2) |  | 6 |  |
| Writing grade-level equations (that do not contain a long dash) involving addition within 10 in a horizontal format (Question 3.3) |  | 4 |  |
| Writing grade-level equations (that contain a long dash) involving addition within 10 in a horizontal format (Question 3.4) |  | 8 |  |
| Numbering math problems correctly (Questions 3.3-3.4) |  | 12 |  |
| Tactually identifying a circle (Questions 3.5, 3.12) |  | 2 |  |
| Tactually identifying a triangle (Questions 3.5, 3.12) |  | 2 |  |
| Tactually identifying a rectangle (Questions 3.5, 3.12) |  | 2 |  |
| Tactually identifying a half-circle (Questions 3.5, 3.12) |  | 2 |  |
| Tactually identifying a square (Questions 3.5, 3.12) |  | 2 |  |
| Tactually identifying a trapezoid (Questions 3.5, 3.12) |  | 2 |  |
| Verbally describing attributes of a circle (Question 3.6) |  | 1 |  |
| Verbally describing attributes of a triangle (Question 3.7) |  | 1 |  |
| Verbally describing attributes of a rectangle (Question 3.8) |  | 1 |  |
| Verbally describing attributes of a half-circle (Question 3.9) |  | 1 |  |
| Verbally describing attributes of a square (Question 3.10) |  | 1 |  |
| Verbally describing attributes of a trapezoid (Question 3.11) |  | 1 |  |
| Explaining how two shapes are alike (Questions 3.13, 3.16) |  | 2 |  |
| Explaining how two shapes are different (Questions 3.14, 3.15) |  | 2 |  |
| Using tactile drawing tools to create a rectangle (Question 3.17) |  | 1 |  |
| Using tactile drawing tools to create a square (Question 3.18) |  | 1 |  |
| Using tactile drawing tools to create a trapezoid (Question 3.19) |  | 1 |  |
| Using tactile drawing tools to create a circle (Question 3.20) |  | 1 |  |
| Using tactile drawing tools to create a half-circle (Question 3.21) |  | 1 |  |
| Using tactile drawing tools to create a triangle (Question 3.22) |  | 1 |  |

## Part 4 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Reading a numbered math problem and associated answer choices that include an English letter indicator and letter, not followed by punctuation (Questions 4.1-4.6) |  | 6 |  |
| Appropriately writing the English letter indicator when answering multiple choice questions (Questions 4.1-4.6) |  | 6 |  |
| Reading a numbered math problem and associated answer choices that include an English letter indicator and letter, followed by a punctuation indicator and period (Questions 4.7-4.12) |  | 6 |  |
| In a problem set containing mixed operations, reading unnumbered problems involving addition or subtraction within 10 in a vertical format (Question 4.13-4.14) |  | 10 |  |
| In a problem set containing mixed operations, reading numbered problems (that contain a general omission symbol) involving addition or subtraction within 10 in a vertical format (Questions 4.15-4.17) |  | 10 |  |

## Part 5 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the answer, regardless if the answer is correct or not, to an addition or subtraction problem in a vertical format (Question 5.1) |  | 10 |  |
| Writing the plus sign or minus sign in vertically aligned problems (Questions 5.2-5.3) |  | 12 |  |
| Writing numbers 1-10 without a numeric indicator in vertically aligned problems (Questions 5.2-5.3) |  | 12 |  |
| Writing the separation line in vertically aligned problems (Questions 5.2-5.3) |  | 12 |  |
| Double spaces by pushing the line spacing key twice between problems (Questions 5.2-5.3) |  | 12 |  |
| Writing unnumbered problems (that do not contain a general omission symbol) involving addition or subtraction within 10 in a vertical format (Question 5.2) |  | 6 |  |
| Numbering math problems correctly (Question 5.3) |  | 6 |  |
| Writing numbered problems (that do not contain a general omission symbol) involving addition or subtraction within 10 in a vertical format (Question 5.3) |  | 6 |  |
| Writing problems (that contain a general omission symbol) involving addition or subtraction within 10 in a vertical format (Question 5.4) |  | 6 |  |
| Distinguishing between equal and unequal partitions of rectangles (Questions 5.5, 5.8, 5.9) |  | 7 |  |
| Distinguishing between equal and unequal partitions of circles (Questions 5.6, 5.7) |  | 6 |  |
| Using tactile drawing tools to partition a rectangle into equal shares (Question 5.10) |  | 1 |  |
| Using tactile drawing tools to partition a circle into equal shares (Question 5.11) |  | 1 |  |

## Part 6 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Reading unnumbered problems involving addition within 20 in a vertical format (Questions 6.1-6.2) |  | 9 |  |
| Using strategies as needed to add within 20 (Questions 6.1-6.2) |  | 9 |  |
| Reading unnumbered problems involving subtraction within 20 in a vertical format (Questions 6.3-6.4) |  | 9 |  |
| Using strategies as needed to subtract within 20 (Questions 6.3-6.4) |  | 9 |  |
| Reading grade-level inequalities (that contain one-digit numbers and a sign of comparison) in a horizontal format (Questions 6.5-6.9) |  | 5 |  |
| Reading grade-level inequalities (that contain two-digit numbers and a sign of comparison) in a horizontal format (Questions 6.10-6.15) |  | 6 |  |
| Reading grade-level inequalities (that contain one-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format (Questions 6.16-6.21) |  | 6 |  |
| Comparing two one-digit numbers and recording the results of comparisons with the symbols for greater than and less than (Questions 6.16-6.21) |  | 6 |  |
| Reading grade-level inequalities (that contain two-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format (Questions 6.22-6.27) |  | 6 |  |
| Comparing two two-digit numbers and recording the results of comparisons with the symbols for greater than and less than (Questions 6.22-6.27) |  | 6 |  |

## Part 7 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the greater than sign (Question 7.1) |  | 1 |  |
| Writing the less than sign (Question 7.1) |  | 1 |  |
| Writing grade-level inequalities (that contain one-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format (Question 7.2) |  | 2 |  |
| Writing grade-level inequalities (that contain two-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format (Question 7.3) |  | 2 |  |
| Writing grade-level inequalities (that contain one-digit numbers and a sign of comparison) in a horizontal format (Question 7.4) |  | 4 |  |
| Writing grade-level inequalities (that contain two-digit numbers and a sign of comparison) in a horizontal format (Question 7.5) |  | 4 |  |