# First Grade Module 4

# Subtraction to 20 and

# Equal Shares of Circles and Rectangles

# 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 |
| --- | --- | --- | --- |
| Reading unnumbered problems involving subtraction within 20 in a vertical format (Questions 1.1-1.3) |  | 12 |  |
| Reading numbered problems involving subtraction within 20 in a vertical format (Questions 1.4-1.8) |  | 10 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Using the count back strategy to subtract within 20 (Questions 2.1-2.2) |  | 8 |  |
| Using related doubles addition facts to subtract within 20 (Questions 2.3-2.4) |  | 10 |  |
| Using the “think addition” strategy to subtract within 20 (Questions 2.5-2.9) |  | 10 |  |

## Part 3 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Tactually identifying a circle (Questions 3.1, 3.5) |  | 4 |  |
| Tactually identifying a rectangle (Questions 3.1, 3.5) |  | 4 |  |
| Tactually identifying a half-circle (Questions 3.1, 3.5) |  | 4 |  |
| Verbally describing attributes of a circle (Question 3.2) |  | 1 |  |
| Verbally describing attributes of a rectangle (Question 3.3) |  | 1 |  |
| Verbally describing attributes of a half-circle (Question 3.4) |  | 1 |  |
| Distinguishing between equal and unequal partitions of rectangles (Questions 3.6, 3.9, and 3.10) |  | 1 |  |
| Distinguishing between equal and unequal partitions of circles (Questions 3.7 and 3.8) |  | 1 |  |
| Using tactile drawing tools to create a circle (Question 3.11) |  | 1 |  |
| Using tactile drawing tools to create a rectangle (Question 3.12) |  | 1 |  |
| Using tactile drawing tools to create a half-circle (Question 3.13) |  | 1 |  |
| Using tactile drawing tools to partition a rectangle into equal shares (Question 3.14) |  | 1 |  |
| Using tactile drawing tools to partition a circle into equal shares (Question 3.15) |  | 1 |  |

## Part 4 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing the answer, regardless if the answer is correct or not, to a subtraction problem in a vertical format (Question 4.1) |  | 28 |  |
| Writing the minus sign in vertically aligned problems (Questions 4.2-4.3) |  | 14 |  |
| Writing numbers 1-20 without a numeric indicator in vertically aligned problems (Questions 4.2-4.3) |  | 14 |  |
| Writing the separation line in vertically aligned problems (Questions 4.2-4.3) |  | 14 |  |
| Double spaces by pushing the line spacing key twice between problems (Questions 4.2-4.3) |  | 14 |  |
| Writing problems involving subtraction within 20 in a vertical format (Questions 4.2-4.3) |  | 14 |  |
| Numbering math problems correctly (Questions 4.3) |  | 6 |  |

## Part 5 Objective

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| In an unnumbered problem set, fluently subtracting within 20 in a vertical format (Questions 5.1-5.5) |  | 20 |  |