# First Grade Module 6

# Writing and Comparing Numbers

# 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 |
| --- | --- | --- | --- |
| Using a braille chart, skip count by 10s to 120, beginning with 10 (Question 1.1) |  | 1 |  |
| Using a braille chart, skip count by 10s through the last row in the chart, beginning with different numbers (Question 1.2) |  | 8 |  |
| Correctly identifying a number that is ten less than a given number without having to count (Questions 1.3, 1.5, 1.7, 1.8, and 1.11) |  | 5 |  |
| Correctly identifying a number that is ten more than a given number without having to count (Questions 1.4, 1.6, 1.9, 1.10, and 1.12) |  | 5 |  |
| Reading numbers from 1-50 (Question 1.13) |  | 20 |  |
| Reading numbers from 51-100 (Question 1.14) |  | 20 |  |
| Reading numbers from 101-120 (Question 1.15) |  | 20 |  |
| Reading numbers 1-50 in expanded form (Question 1.16) |  | 8 |  |
| Reading numbers 51-99 in expanded form (Question 1.17) |  | 8 |  |

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Writing numbers 1–100 in standard form (Question 2.1) |  | 10 |  |
| Writing numbers 101–120 in standard form (Question 2.2) |  | 10 |  |
| Writing numbers 1-50 in expanded form (Question 2.3) |  | 10 |  |
| Writing numbers 51-99 in expanded form (Question 2.4) |  | 10 |  |

## Part 3 Objectives

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | Number Correct | Points Possible | % Correct |
| Writing the long dash (Question 3.1) |  | 1 |  |
| Writing the greater than sign (Question 3.1) |  | 1 |  |
| Writing the less than sign (Question 3.1) |  | 1 |  |
| Writing grade-level expressions (that contain one-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format (Question 3.2) |  | 2 |  |
| Writing grade-level expressions (that contain two-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format (Question 3.3) |  | 2 |  |
| Writing grade-level inequalities (that contain one-digit numbers and a sign of comparison) in a horizontal format (Question 3.4) |  | 4 |  |
| Writing grade-level inequalities (that contain two-digit numbers and a sign of comparison) in a horizontal format (Question 3.5) |  | 4 |  |

## Part 4 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Locating the long dash in an inequality (Question 4.1) |  | 1 |  |
| Locating the greater than sign in an inequality (Question 4.2) |  | 1 |  |
| Locating the less than sign in an inequality (Question 4.3) |  | 1 |  |
| Reading grade-level expressions (that contain one-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format (Questions 4.4-4.5) |  | 2 |  |
| Reading grade-level expressions (that contain two-digit numbers and a long dash standing for a missing sign of comparison) in a horizontal format (Questions 4.6-4.7) |  | 2 |  |
| Reading grade-level inequalities (that contain one-digit numbers and a sign of comparison) in a horizontal format (Questions 4.8-4.9) |  | 2 |  |
| Reading grade-level inequalities (that contain two-digit numbers and a sign of comparison) in a horizontal format (Questions 4.10-4.13) |  | 4 |  |

## Part 5 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Comparing two one-digit numbers and recording the results of comparisons with the symbols for greater than and less than (Questions 5.1-5.5) |  | 5 |  |
| Comparing two two-digit numbers and recording the results of comparisons with the symbols for greater than and less than (Questions 5.6-5.15) |  | 10 |  |