# First Grade Module 3

# Addition to 20 and Drawing Shapes

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

## Part 2 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Using the count on strategy to add within 20 (Questions 2.1-2.2) |  | 8 |  |
| Using the doubles addition facts, add within 20 (Questions 2.3-2.4) |  | 10 |  |
| Using the doubles plus one strategy to add within 20 (Questions 2.5-2.8) |  | 8 |  |
| Using the doubles plus two strategy to add within 20 (Questions 2.9-2.11) |  | 6 |  |

## Part 3 Objectives

| Objective | Number Correct | Points Possible | % Correct |
| --- | --- | --- | --- |
| Tactually identifying a circle (Questions 3.1, 3.8) |  | 4 |  |
| Tactually identifying a triangle (Questions 3.1, 3.8) |  | 4 |  |
| Tactually identifying a rectangle (Questions 3.1, 3.8) |  | 4 |  |
| Tactually identifying a half-circle (Questions 3.1, 3.8) |  | 4 |  |
| Tactually identifying a square (Questions 3.1, 3.8) |  | 4 |  |
| Tactually identifying a trapezoid (Questions 3.1, 3.8) |  | 4 |  |
| Verbally describing attributes of a circle (Question 3.2) |  | 1 |  |
| Verbally describing attributes of a triangle (Question 3.3) |  | 1 |  |
| Verbally describing attributes of a rectangle (Question 3.4) |  | 1 |  |
| Verbally describing attributes of a half-circle (Question 3.5) |  | 1 |  |
| Verbally describing attributes of a square (Question 3.6) |  | 1 |  |
| Verbally describing attributes of a trapezoid (Question 3.7) |  | 1 |  |
| Explaining how two shapes are different (Questions 3.9, 3.10) |  | 2 |  |
| Explaining how two shapes are alike (Questions 3.11, 3.12) |  | 2 |  |
| Using tactile drawing tools to create a circle (Question 3.13) |  | 1 |  |
| Using tactile drawing tools to create a triangle (Question 3.14) |  | 1 |  |
| Using tactile drawing tools to create a rectangle (Question 3.15) |  | 1 |  |
| Using tactile drawing tools to create a half-circle (Question 3.16) |  | 1 |  |
| Using tactile drawing tools to create a square (Question 3.17) |  | 1 |  |
| Using tactile drawing tools to create a trapezoid (Question 3.18) |  | 1 |  |

## Part 4 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 4.1) |  | 32 |  |
| Writing the plus sign in vertically aligned problems (Questions 4.2-4.3) |  | 10 |  |
| Writing numbers 1-20 without a numeric indicator in vertically aligned problems (Questions 4.2-4.3) |  | 10 |  |
| Writing the separation line in vertically aligned problems (Questions 4.2-4.3) |  | 10 |  |
| Double spaces by pushing the line spacing key twice between problems (Questions 4.2-4.3) |  | 10 |  |
| Writing problems involving addition within 20 in a vertical format (Questions 4.2-4.3) |  | 10 |  |
| Numbering math problems correctly (Question 4.3) |  | 5 |  |

## Part 5 Objective

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