Second Grade
Posttest

Introduction

- All bracketed text should not be read aloud and is for reference only.
- The questions have been numbered in this document to aid teachers and parents. However, the questions are not numbered the same way, if numbered at all, in the student documents.
- It is highly recommended that this check-up be completed across two or more sessions.

Part 1

Part 1 Materials

- Student Braille Document: G2-Pottest-Student.brf
- Base ten blocks: units, rods, and flats in different baskets, containers, or bowls (Alternative: Digi-Blocks which is a different type of base ten blocks that nest)
- Place Value Chart 3 available in contracted and uncontracted braille within the curriculum (Alternative: four-compartment sorting tray with the compartments labeled from left to right thousands, hundreds, tens, and ones in braille)
- G2-Posttest-Data-Table.docx

Part 1 Teacher Script

Question 1.1

Skip count by 10s to 200, beginning with 10.

Question 1.2

Skip count by 100s to 1000, beginning with 100.

Question 1.3

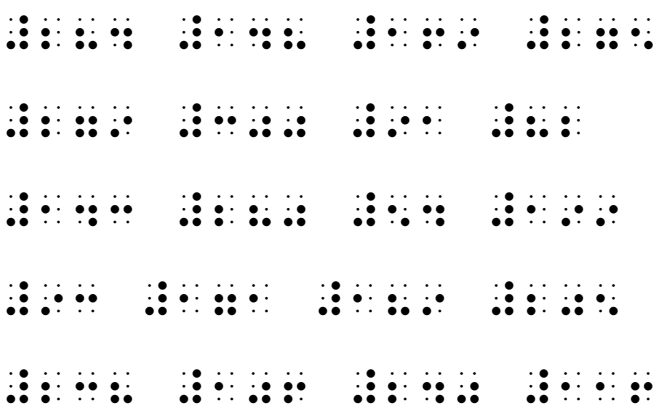
At the top of the braille document, you will find the title. It is followed by a blank line and the subheading Part 1 beginning in cell 5.

What is the name of the symbol that immediately follows the words Part 1?

The next three activities will help us find out how well you have learned to read braille numbers 1-1000.

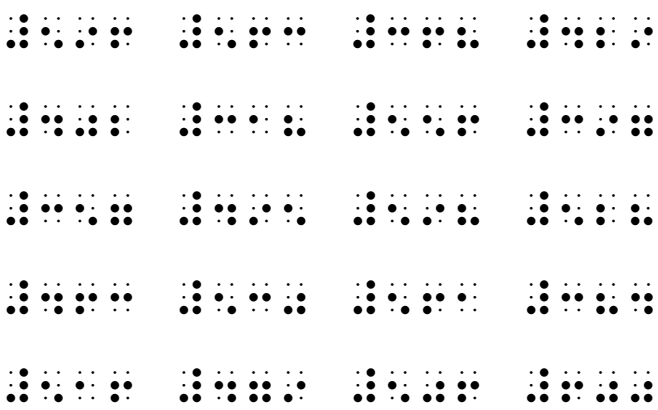
Question 1.4

Read the numbers from 1-300 on page 1. There will be 4 numbers on each line.



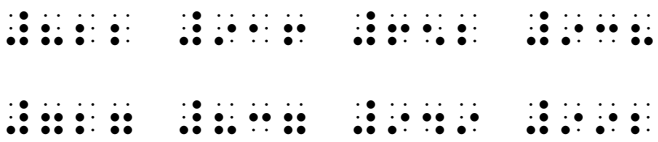
Question 1.5

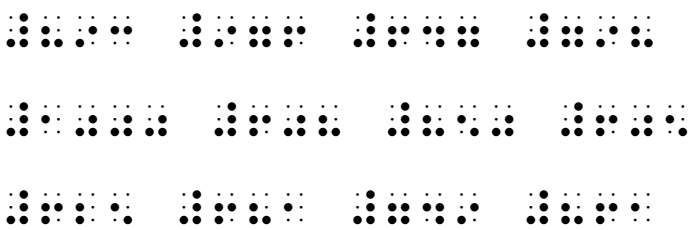
Read the numbers from 301-600 in the middle of page 1. There will be 4 numbers on each line.



Question 1.6

Read the numbers from 601-1000 at the bottom of page 1. Once again, there will be 4 numbers on each line.

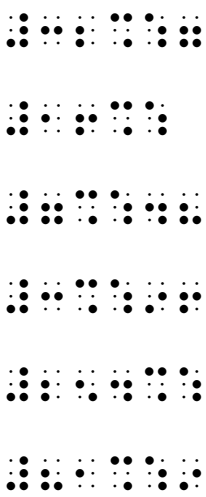




The next activity will help us find out how well you have learned to read braille numbers 0 to 999 with a single underlined digit.

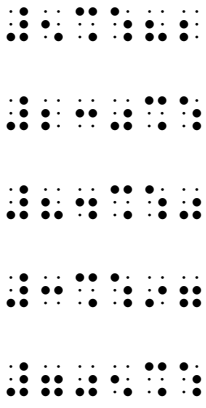
Question 1.7

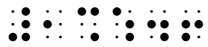
Read each number beginning at the top of page 2. There will be only one number on each line.



Question 1.8

Now, read the rest of the numbers on page 2 that have a single underlined digit.





Question 1.9

What is the name of the symbol that follows the last number?

This activity will help us find out how well you have learned to build numbers 1-1000 by using base ten blocks (or Digi-Blocks) and a Place Value Chart.

Question 1.10

Build the following numbers by using base ten blocks (or Digi-Blocks) and your Place Value Chart. Don’t forget to put your blocks back into the work tray each time before beginning to build a different number.

396

Question 1.11

805

Question 1.12

147

Question 1.13

63

Question 1.14

485

Question 1.15

978

Question 1.16

Let’s build a few more numbers!

1000

Question 1.17

401

Question 1.18

79

Question 1.19

865

Question 1.20

230

Question 1.21

572

Part 2

Part 2 Materials

- Student Braille Document: G2-Posttest-Student.brf
- Sorting tray with 4-section divider (Alternative: four containers labeled quarters, dimes, nickels, and pennies
- Real money (8 pennies, 8 nickels, 8 dimes, and 8 quarters)
- G2-Posttest-Data-Table.docx

Part 2 Teacher Notes

Use real money throughout Part 2, instead of play money.

Part 2 Teacher Script

The next five activities will tell us how much you have learned about money.

Question 2.1

Begin by sorting all the coins, using four containers that are labeled quarters, dimes, nickels, and pennies from left to right. For example, if the coin is a penny, then place it in the penny container.

Question 2.2

[Give the student a quarter, a dime, a nickel, and a penny.]

Tactually identify each coin and then tell me its value.

Question 2.3

I will give you a different set of coins each time. Talk aloud as you determine how much money you have. You may use your Counting to 120 chart.

[2 dimes and 3 nickels]

Question 2.4

[1 quarter and 4 pennies]

Question 2.5

[3 dimes, 1 nickel, and 2 pennies]

Question 2.6

[2 quarters, 1 dime, 2 nickels, and 3 pennies]

Question 2.7

[3 quarters, 1 dime, and 1 nickel]

Question 2.8

[1 quarter, 4 dimes, 3 nickels, and 1 penny]

Question 2.9

Now I will give you a different set of dollars and coins each time. Once again, talk aloud as you determine how much money you have.

[3 dollars and 1 quarter]

Question 2.10

[2 dollars, 4 dimes, 3 nickels, and 4 pennies]

Question 2.11

[1 dollar, 3 quarters, 1 nickel, and 2 pennies]

Question 2.12

[4 dollars, 2 quarters, 1 dime, and 3 pennies]

Question 2.13

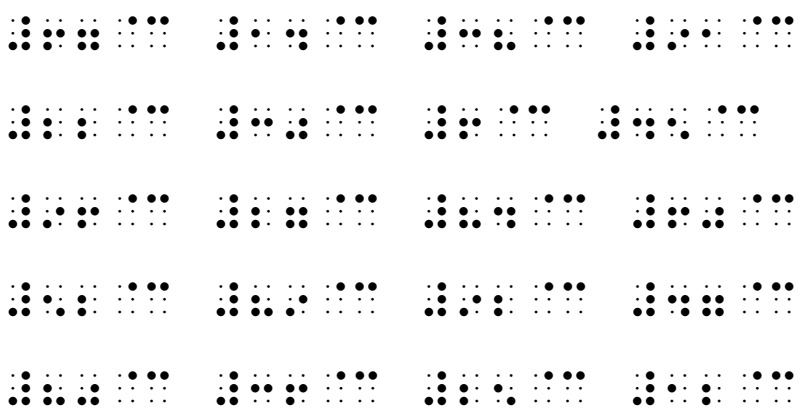
[3 dollars, 1 quarter, 2 dimes, and 4 pennies]

Question 2.14

[1 dollar, 2 quarters, 1 dime, 1 nickel, and 1 penny]

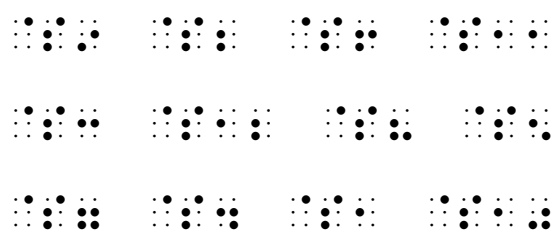
Question 2.15

Find page 3 in your student braille document and read each of the monetary expressions that include a cent sign at the top of the page. There will be 4 expressions on each line.



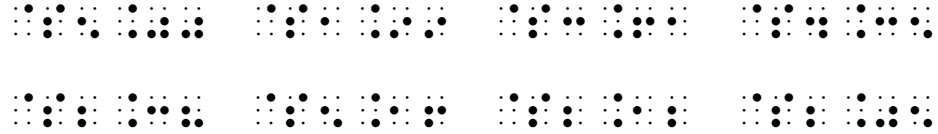
Question 2.16

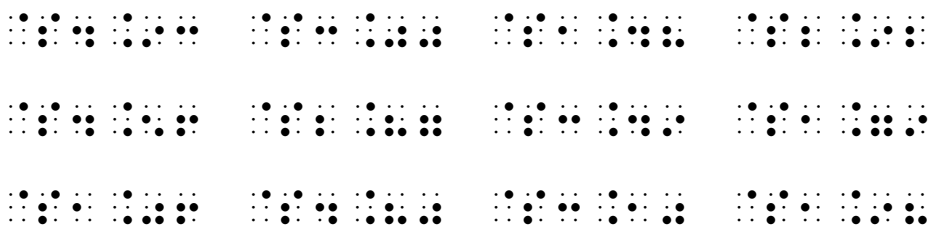
Read the monetary expressions that include a dollar sign in the middle of page 3. There will be 4 expressions on each line.



Question 2.17

Read the monetary expressions that include a dollar sign and a decimal point toward the bottom of page 3. There will be 4 expressions on each line.





Part 3

Part 3 Materials

- Braillewriter
- Braille paper
- G2-Posttest-Data-Table.docx

Part 3 Teacher Note

As the student completes this section, carefully observe if the student leaves a space between the items and moves to the next line in braille by pushing the line spacing key and record this information in the data table.

Part 3 Teacher Script

Question 3.1

Listen and then braille what you hear. Don’t forget to number your problems and leave one space between the numbers and/or symbols. Let me know if you need for me to repeat what you should braille. I will repeat it as many times as you need.

1. cent sign horizontal bar symbol dollar sign directly under indicator decimal point

Question 3.2

2. 52 81 134

3. 186 200 249

4. 258 273 300

Question 3.3

5. 307 326 425

6. 431 509 513

7. 556 581 600

Question 3.4

8. 601 629 689

9. 758 796 801

10. 839 953 1000

Question 3.5

Continue to listen and then braille what you hear. Don’t forget to number your problems and leave one space between the monetary expressions this time. On problems 11-13, use a cent sign. On problems 14-16 use a dollar sign and a decimal point.

Let me know if you need for me to repeat what you should braille. I will repeat it as many times as you need.

11. 75¢ 50¢ 84¢

12. 30¢ 68¢ 90¢

13. 29¢ 4¢ 15¢

Question 3.6

14. $4.25 $1.75 $2.00

15. $2.30 $3.99 $4.15

16. $3.25 $1.49 $2.29

Question 3.7

The remaining problems in this section will not be numbered. Write the following numbers with a single underlined digit. Place each number on a separate line.

897

564

310

26

253

Question 3.8

Let's write some more numbers with a single underlined digit.

499

71

625

772

900

Part 4

Part 4 Materials

- Student Braille Document: G2-Posttest-Student.brf
- G2-Posttest-Data-Table.docx

Part 4 Teacher Note

Starting at question 7, the rest of this section should be completed with hard copy braille.

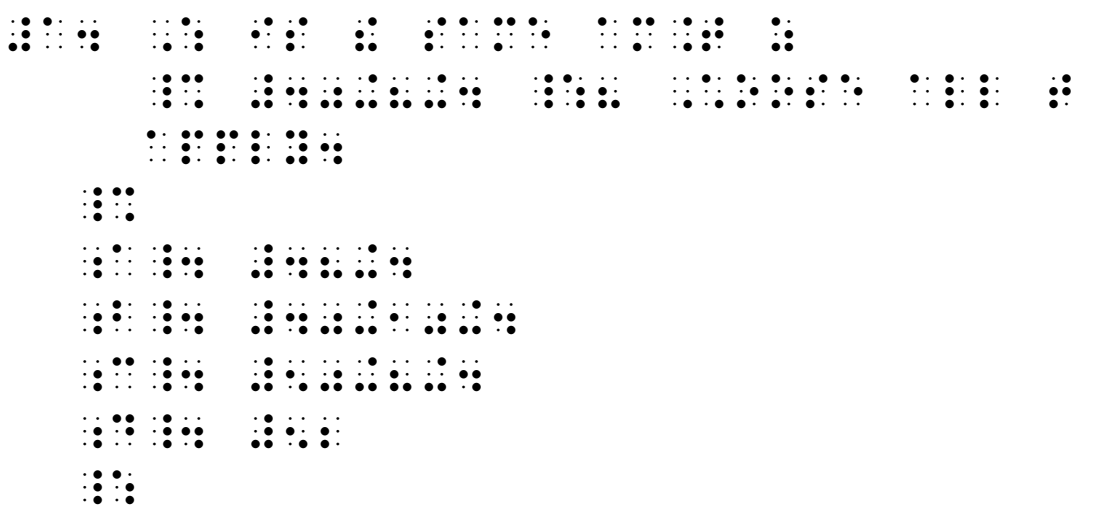
Part 4 Teacher Script

The next activity will tell us how much you have learned about reading and solving word problems.

Question 4.1

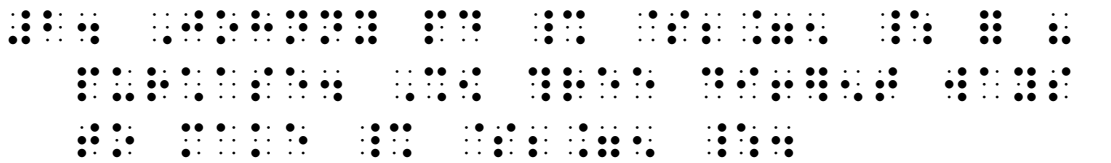
Find the top of page 4. There is a subheading entitled Part 4. Afterwards, read each word problem, and then tell me the answer before moving to the next problem.

[Make sure the student is viewing the first word problem on page 4.]



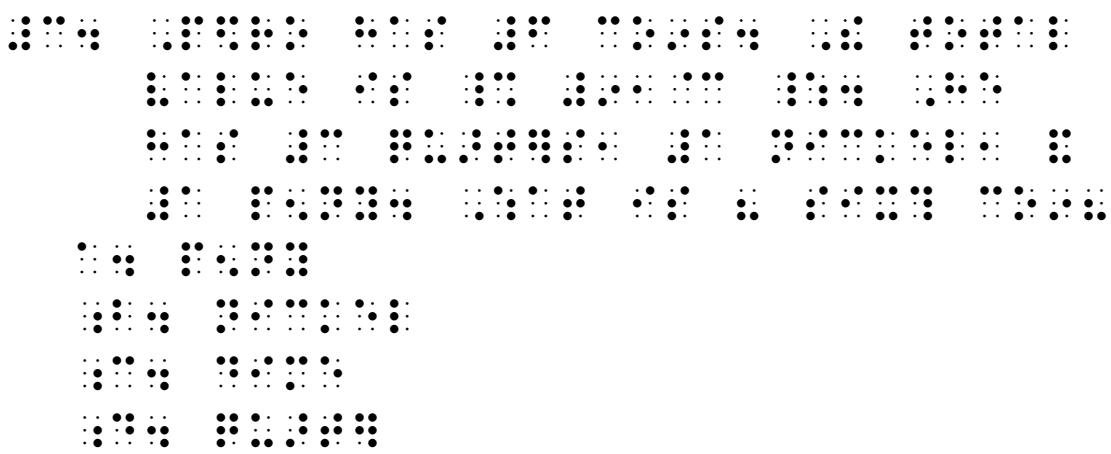
Question 4.2

[Make sure the student is viewing the second word problem on page 4.]



Question 4.3

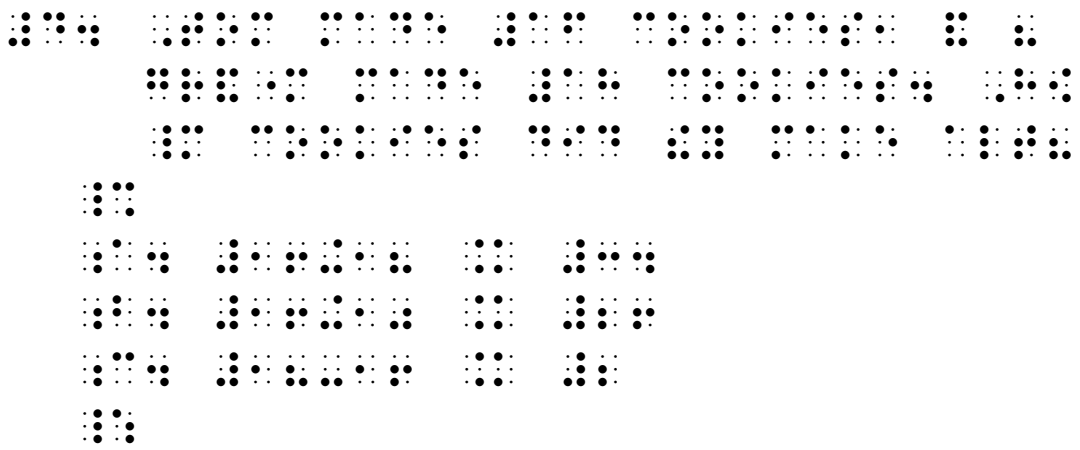
[Make sure the student is viewing the last word problem on page 4.]



Question 4.4

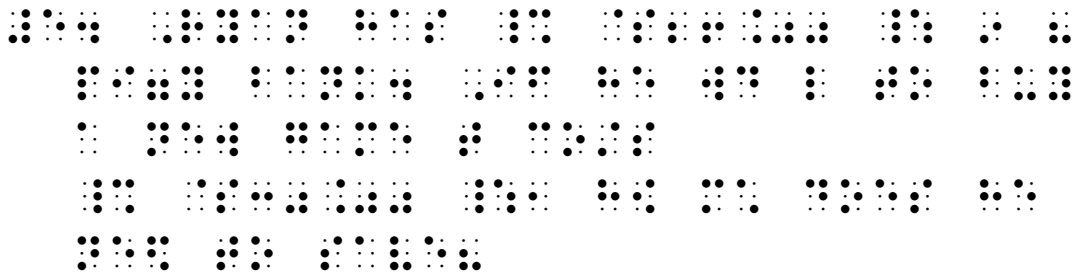
Now turn to page 5 and continue reading each word problem and then telling me the answer.

[Make sure the student is viewing the first word problem on page 5.]



Question 4.5

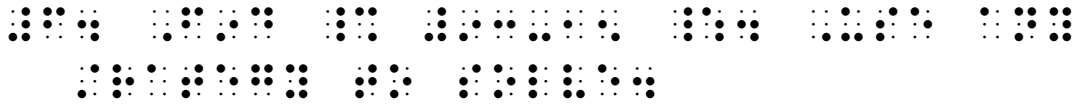
[Make sure the student is viewing the second word problem on page 5.]



Question 4.6

Just one more problem to go!

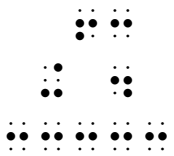
[Make sure the student is viewing the last word problem on page 5.]

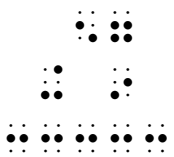


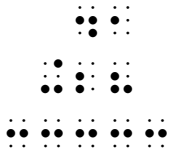
Now let’s see how much you have learned about reading problems involving addition.

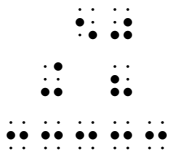
Question 4.7

Read the vertically aligned unnumbered problems involving addition within 100 on page 6, beginning at the top of the page.



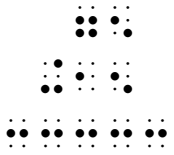


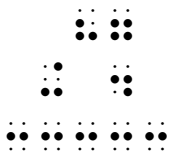


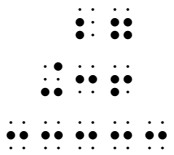


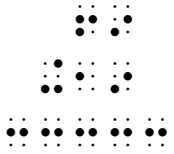
Question 4.8

Turn to page 7 and continue to read the problems.





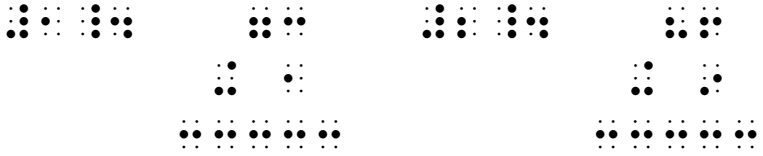




Question 4.9

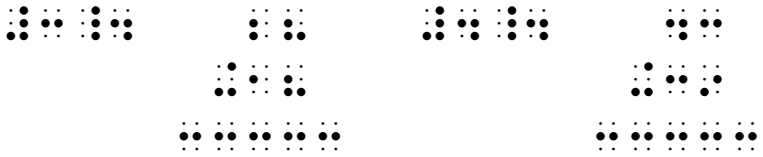
Locate page 8 in your braille document and read the numbered problems about addition.

[Make sure the student is viewing the first row of problems on page 8.]



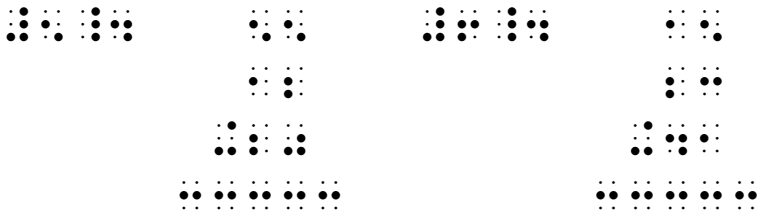
Question 4.10

[Make sure the student is viewing the second row of problems on page 8.]



Question 4.11

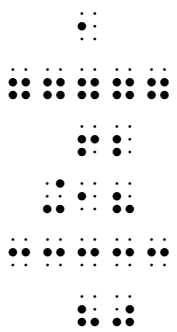
[Make sure the student is viewing the last row of problems on page 8.]



Question 4.12

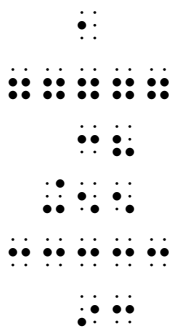
Read the addition problems with a carried number indicator on page 9 of your braille document. Read just the problem out loud and not the carried number indicator and carried number.

[Make sure the student is viewing the first problem on page 9.]



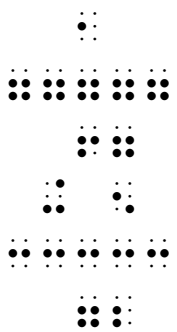
Question 4.13

[Make sure the student is viewing the second problem on page 9.]



Question 4.14

[Make sure the student is viewing the last problem on page 9.]



Part 5

Part 5 Materials

- Student Braille Document: G2-Posttest-Student.brf
- Braillewriter
- G2-Posttest-Data-Table.docx

Part 5 Teacher Note

Part 5 should be completed with hard copy braille and a braillewriter instead of a refreshable braille display.

Part 5 Teacher Script

The next three activities will show us how much you have learned about writing and solving addition problems.

Question 5.1

Use your braillewriter to answer the problems on pages 6-8 of the student document. Begin by placing each page in your braillewriter. Finish by taking each page out of the braillewriter.

Question 5.2

Listen and then braille what you hear. Remember that all of the problems will be vertically aligned. Let me know if you need for me to repeat what you should braille.

Write the following problems spatially: 81 plus 4 equals, 27 plus 7 equals, 53 plus 42 equals, and 15 plus 65 equals.

```
  81
+  4
```

```
  27
+  7
```

```
  53
+42
```

```
 15
+65
```

Question 5.3

Let's braille some more vertically aligned problems.

Now write 14 plus 20 plus 8 equals and 33 plus 19 plus 27 equals.

```
 14
 20
+ 8
```

```
 33
 19
+27
```

Part 6

Part 6 Materials

- Student Braille Document: G2-Posttest-Student.brf
- Braillewriter
- G2-Posttest-Data-Table.docx

Part 6 Teacher Note

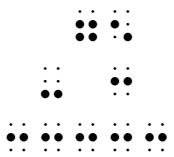
Part 6 should be completed with hard copy braille and a braillewriter instead of a refreshable braille display.

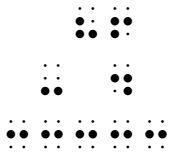
Part 6 Teacher Script

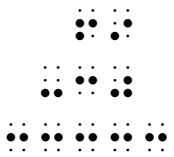
This section will help us find out how well you have learned to read, write, and solve problems involving subtraction.

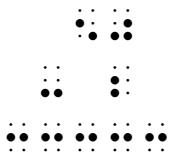
Question 6.1

Read the vertically aligned unnumbered problems involving subtraction within 100 on page 10, beginning at the top of the page.



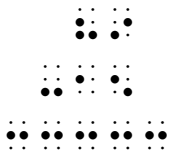


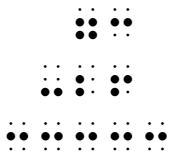


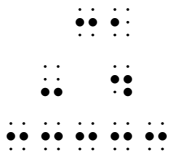


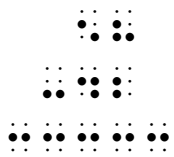
Question 6.2

Turn to page 11 and continue to read the problems.









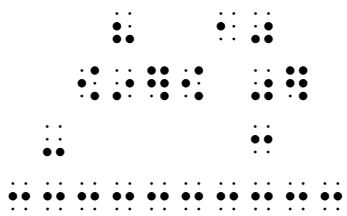
Question 6.3

Use your braillewriter to answer problems on page 10-11 of the student document. Begin by placing the page in your braillewriter. Finish by taking the page out of the braillewriter.

Question 6.4

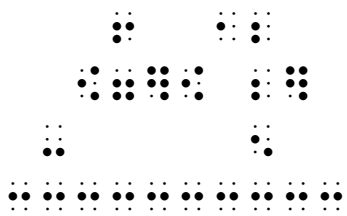
Locate page 12 in your braille document and read the subtraction problems with a cancellation indicator. Read just the problem out loud and not the cancellation indicators and renamed numbers.

[Make sure the student is viewing the first problem on page 12.]



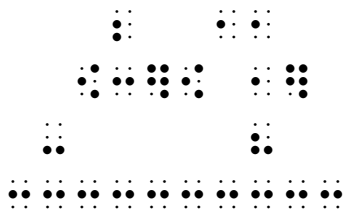
Question 6.5

[Make sure the student is viewing the second problem on page 12.]



Question 6.6

[Make sure the student is viewing the last problem on page 12.]



Question 6.7

Now answer each of the subtraction problems that include a cancellation indicator on page 12. Write each answer on another piece of paper, using your braillewriter, before moving to the next problem. Leave one space between your answers.

Question 6.8

Listen and then braille what you hear on another piece of braille paper. Remember that all of the problems will be vertically aligned. Let me know if you need for me to repeat what you should braille.

Write the following problems spatially: 64 minus 9 equals, 37 minus 10 equals, 26 minus 4 equals, 98 minus 23 equals, 72 minus 1 equals, and 60 minus 29 equals.

```
 64
- 9

 37
-10

 26
- 4

 98
-23

 72
- 1

 60
-29
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