

# **Pre-Kindergarten Posttest Answer Key**

## **Introduction**

- All bracketed text should not be read aloud and is for reference only.
- The questions are not numbered in the student document. However, the questions and answers have been numbered in this document to aid teachers and parents.
- It is highly recommended that this check-up be completed across two or more sessions.
- Once a student misses 3 questions in a row within a part of the assessment, it is suggested that you move to the next part at that point.

## **Part 1**

### **Part 1 Materials**

- Two swing cells (or two muffin tins and balls if you don't have access to swing cells)
- Student Braille Document: GPK-Posttest-Student.brf
- GPK-Posttest-Data-Table.docx

### **Part 1 Teacher Script**

This activity will help us find out how much you know about a full braille cell by using a swing cell or half dozen muffin tin with tennis balls.

#### **Question 1.1**

Put your hand on the right side of the braille cell.

Answer 1.1

The student should put their hand on the right side of the braille cell.

#### **Question 1.2**

Put your hand on the left side of the braille cell.

Answer 1.2

The student should put their hand on the left side of the braille cell.

### Question 1.3

Place a peg in each hole and tell me the dot number.

### Answer 1.3

The student should place a peg in each hole. They should identify the top left dot as dot 1, the middle left dot as dot 2, and the lower left dot as dot 3. In addition, they should identify the top right dot as dot 4, the middle right dot as dot 5, and the lower right dot as dot 6.

This activity will help us find out how well you have learned to track a line of braille and locate a braille symbol. Follow my directions for each line.

[For the rest of Part 1, carefully observe the student's hand movements, and record this information on the data table.]

### Question 1.4

Find the beginning of the braille line.

[Make sure the student is viewing the first line of braille on page 1.]

Answer 1.4

The student should point to the first braille cell in the line.

### Question 1.5

Find the end of the braille line.

[Make sure the student is viewing the second line of braille on page 1.]

[illegible]

Answer 1.5

The student should point to the last braille cell in the line.

### Question 1.6

Find the full braille cell in the line of braille.

[Make sure the student is viewing the third line of braille on page 1.]

Answer 1.6

The student should point to the full braille cell toward the end of the line.

### Question 1.7

Find the numeric indicator in the line of braille.

[Make sure the student is viewing the last line of braille on page 1.]

Answer 1.7

The student should point to the numeric indicator toward the end of the line.

## Part 2

## Part 2 Materials

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

## Part 2 Teacher Note

Continue observing the student's hand movements, and record this information on the data table.

## Part 2 Teacher Script

This activity will help us find out how well you have learned to locate the braille numerals 0 to 10 in a line of braille. Follow the directions for each line.

### Question 2.1

Find the numeral 10 in the line of braille.

[Make sure the student is viewing the first line of braille on page 2.]

⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

Answer 2.1

⠠⠠⠠⠠

The student should point to the third item in the line.

### Question 2.2

Find the numeral 4 in the line of braille.

[Make sure the student is viewing the second line of braille on page 2.]

⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠

Answer 2.2

⠠⠠⠠

The student should point to the sixth item in the line.

### Question 2.3

Find the numeral 2 in the line of braille.

[Make sure the student is viewing the third line of braille on page 2.]

⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠

Answer 2.3

⠠⠠⠠

The student should point to the second item in the line.

### Question 2.4

Find the numeral 0 in the line of braille.

[Make sure the student is viewing the fourth line of braille on page 2.]

⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠

Answer 2.4

⠠⠠⠠

The student should point to the fourth item in the line.

### Question 2.5

Find the numeral 5 in the line of braille.

[Make sure the student is viewing the fifth line of braille on page 2.]

⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠⠠

Answer 2.5

⠠⠠⠠

The student should point to the third item in the line.

### Question 2.6

Find the numeral 7 in the line of braille.

[Make sure the student is viewing the last line of braille on page 2.]

⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠

Answer 2.6

⠠⠠⠠

The student should point to the last item in the line.

Let's try some more.

### Question 2.7

Find the numeral 6 in the line of braille.

⠠⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠

[Make sure the student is viewing the first line of braille on page 3.]

Answer 2.7

⠠⠠⠠

The student should point to the first item in the line.

### Question 2.8

Find the numeral 10 in the line of braille.

[Make sure the student is viewing the second line of braille on page 3.]

⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠

Answer 2.8

⠠⠠⠠⠠

The student should point to the last item in the line.

### Question 2.9

Find the numeral 9 in the line of braille.

[Make sure the student is viewing the third line of braille on page 3.]

⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠

Answer 2.9

⠠⠠⠠

The student should point to the fourth item in the line.

### Question 2.10

Find the numeral 8 in the line of braille.

[Make sure the student is viewing the fourth line of braille on page 3.]

⠠⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠

Answer 2.10

⠠⠠⠠

The student should point to the first item in the line.

### Question 2.11

Find the numeral 1 in the line of braille.

[Make sure the student is viewing the fifth line of braille on page 3.]

⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠

Answer 2.11

⠠⠠⠠

The student should point to the fourth item in the line.

### Question 2.12

Find the numeral 3 in the line of braille.

[Make sure the student is viewing the last line of braille on page 3.]

⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠ ⠠⠠⠠

Answer 2.12

⠠⠠⠠

The student should point to the last item in the line.

### Question 2.13

Now read the numerals.

[Make sure the student is viewing the three lines of braille on page 4.]

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠  
⠠⠠⠠⠠⠠⠠

Answer 2.13

4 9 1 7  
6 10 2 5  
8 3 0

## Part 3

### Part 3 Materials

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

### Part 3 Teacher Script

This activity will help us understand what you have learned about your braillewriter, full braille cell, and numeric indicator. You will need your braillewriter and braille paper for this activity.

### Question 3.1

Begin by locating the dots 1 through 6 keys on your braillewriter.

Answer 3.1

Dots 1, 2, and 3 are on the left side of the braillewriter. In the middle of the braillewriter there is a space bar. The student should place their index finger of their left hand on the dot 1 key. It is the key closest to the space bar. Their middle finger will be on the dot 2 key, and their ring finger will be on the dot 3 key. In addition, dots 4, 5, and 6 are on



the right side of the braillewriter. The student should place their index finger of their right hand on the dot 4 key. It is the key closest to the space bar on the right side. Their middle finger will be on the dot 5 key, and their ring finger will be on the dot 6 key.

### **Question 3.2**

Write a full braille cell. Then press the space key and write a numeric indicator. Now go back and read the braille symbols aloud.

Answer 3.2

⠠⠠⠠⠠⠠⠠

The student should have written a full braille cell which is dots 1-2-3-4-5-6, a space, and a numeric indicator which is dots 3-4-5-6.

This activity will help us find out how well you have learned to write the numerals and create sets of objects that match the numerals.

Now write the numeral that you hear and then push the line spacing key twice to move to the next line of braille. Then give me that many objects from the bin or basket.

[For the rest of Part 3, carefully observe if the student moves to the next double-spaced line of braille by pushing the line spacing key twice, and record this information on the data table.]

### **Question 3.3**

10

Answer 3.3

⠠⠠⠠⠠⠠⠠

The student should have written a numeral 10 which is dots 3-4-5-6, dot 2, dots 3-5-6.

### **Question 3.4**

6

Answer 3.4

⠠⠠⠠⠠⠠⠠

The student should have written a numeral 6 which is dots 3-4-5-6, dots 2-3-5.

**Question 3.5**

2

Answer 3.5

⠠⠠⠠⠠⠠⠠

The student should have written a numeral 2 which is dots 3-4-5-6, dots 2-3.

**Question 3.6**

4

Answer 3.6

⠠⠠⠠⠠⠠⠠

The student should have written a numeral 4 which is dots 3-4-5-6, dots 2-5-6.

**Question 3.7**

1

Answer 3.7

⠠⠠⠠⠠⠠⠠

The student should have written a numeral 1 which is dots 3-4-5-6, dot 2.

**Question 3.8**

7

Answer 3.8

⠼⠼⠼

The student should have written a numeral 7 which is dots 3-4-5-6, dots 2-3-5-6.

**Question 3.9**

8

Answer 3.9

⠼⠼⠼

The student should have written a numeral 8 which is dots 3-4-5-6, dots 2-3-6.

**Question 3.10**

5

Answer 3.10

⠼⠼⠼

The student should have written a numeral 5 which is dots 3-4-5-6, dots 2-6.

**Question 3.11**

3

Answer 3.11

⠼⠼⠼

The student should have written a numeral 3 which is dots 3-4-5-6, dots 2-5.

**Question 3.12**

9

Answer 3.12

⠠⠨

The student should have written a numeral 9 which is dots 3-4-5-6, dots 3-5.

### **Question 3.13**

0

Answer 3.13

⠠⠠

The student should have written a numeral 0 which is dots 3-4-5-6, dots 3-5-6.

## **Part 4**

### **Part 4 Materials**

- Number flashcards 0 to 10
- Nonslip surface such as rubber shelf liner
- GPK-Posttest-Data-Table.docx

### **Part 4 Teacher Notes**

- Before beginning question 1, shuffle the cards 0 to 5 and hand the stack to the student.
- After checking their work for accuracy on question 1, shuffle the cards after adding numerals 6, 7, 8, 9, and 10 and hand the stack to the student.
- After the student completes question 2, check that the number flashcards were placed in correct order. If not, work with the student to correctly place the number flashcards in numerical order before moving to the next question.

### **Part 4 Teacher Script**

This activity will help us find out how well you have learned to place number flashcards in order from 0-10 and name what number comes before or after a given number.

### Question 4.1

Place the number flashcards on a nonslip surface in order from 0 to 5.

Answer 4.1

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

The student should have placed the flashcards in order from 1 to 5.

### Question 4.2

Now place the number flashcards in order from 0-10.

Answer 4.2

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

The student should have placed the flashcards in order from 0 to 10 with all cards horizontally on a single line. The braille version of this answer has been split between two lines.

### Question 4.3

Use your number flashcards and tell me what number comes before 6.

Answer 4.3

⠠⠠⠠

5

### Question 4.4

Use your number flashcards and tell me what number comes after 2.

Answer 4.4

⠠⠠⠠

3

### Question 4.5

Use your number flashcards and tell me what number comes before 10.

Answer 4.5

⠠⠨

9

**Question 4.6**

Use your number flashcards and tell me what number comes after 0.

Answer 4.6

⠠⠠

1

**Question 4.7**

Use your number flashcards and tell me what number comes before 9.

Answer 4.7

⠠⠢

8

**Question 4.8**

Use your number flashcards and tell me what number comes after 5.

Answer 4.8

⠠⠠⠠

6

**Question 4.9**

Use your number flashcards and tell me what number comes after 7.

Answer 4.9

⠠⠠⠠⠠

8

**Question 4.10**

Use your number flashcards and tell me what number comes after 1.

Answer 4.10

⠠⠨

2

**Question 4.11**

Use your number flashcards and tell me what number comes before 4.

Answer 4.11

⠠⠧

3

**Question 4.12**

Use your number flashcards and tell me what number comes after 8

Answer 4.12

⠠⠼

9

**Question 4.13**

Use your number flashcards and tell me what number comes before 3.

Answer 4.13

⠠⠨

2