Second Grade Pre - Post Test

Teacher’s Edition

English
Pre – Post Test
Teacher’s Edition
2nd Grade
Pre-Post Test 2nd Grade

Part 1. Listening

Instructions: Listen to the teacher and select the correct answers.

**2.L.1d** Offer and respond to greetings/farewells using appropriate courtesy expressions.

**READ**

1. Which of the following words complete the sentence?

   How are ______? 
   a. I 
   b. She 
   c. You

**2.L.1c** Listen and respond to increasingly complex instructions, commands, and directions.

2. Listen to the teacher. Look at the pictures. Select the picture that best describes what the teacher is saying.

**READ:** Make a circle around the picture in which the student is reading.

![Picture Options]
2.L.1g Listen and respond to simple 5 w questions.

3. Listen to the teacher. Look at the pictures. Select the picture that best answers the question that the teacher is asking.

**READ: Who is eating the cake?**

a. Maria  
 b. Carlos  
 c. The girl

![Picture options](image)

2.L.1.f Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.

4. Look at the picture. Listen to the teacher reading words. Select the initial sound of the word you hear.

**Say: Hat**

![Word images](image)
Part 2. Speaking

Instructions: Listen to the following questions and answer orally.

2.S.2 Exchange common and more formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.

1. How are you today?

2. What is your name?

2.S.2b Use words, phrases, and expanded sentences to express ideas for a variety of purposes (e.g., communicate needs and desires).

3. How do you ask for permission, if you are thirsty?

SHORT-ANSWER ORAL OR NON-VERBAL PRODUCTION RUBRIC

RESPONSES CAN BE NON-VERBAL OR VERBAL IN ENGLISH. SPANISH RESPONSES ARE NOT CONSIDERED WHEN ASSIGNING A SCORE TO A SHORT-ANSWER ORAL OR NON-VERBAL PRODUCTION ITEM MEASURING.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Full Oral or Non-verbal Production</strong> – A thorough oral or non-verbal production of the concept has been demonstrated. The student’s response is correct and complete and provides evidence related to the question/task. Details in the response are clear accurate.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Partial Oral or Non-verbal Productions</strong> – Partial oral or non-verbal production of the concept has been demonstrated. The student’s response provides some information that is accurate. However, the response is not complete and may not provide clear evidence related to the questions/task.</td>
</tr>
<tr>
<td>0</td>
<td><strong>No Oral or Non-verbal Production</strong> – The student’s response demonstrates no oral or non-verbal production no understanding of the concept being assessed. The response is inaccurate or unrelated to the question/task.</td>
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</table>
4. Look at the map. Then answer the question.

Explain to a friend the directions on how to get to the supermarket from the school.

a. Cross Fifth Street, walk left to Berry Drive and turn right.
b. Walk to the left to Main Street and turn right.
c. Walk to the left on Fifth Street and turn left.
Part 3. Reading
Instructions: Read the following story and answer the questions.

Jorge wanted to surprise his mother. He wanted to prepare some pancakes for breakfast. He put the pancake mix in a large bowl. Jorge put in two eggs. Then he added a cup of milk. He mixed everything. He cooked the pancakes in a hot pan. Mother was very surprised and happy. The pancakes were delicious!

2.R.2 I Retell stories, including key details, and identify main idea or lesson.

1. What is this story mainly about?
   a. A way to prepare pancakes
   b. A mother that was very surprised and happy
   c. A boy preparing a surprise for his mother

2.R.7 Use illustrations and details in a text to describe its characters, setting, events, or key ideas.

2. Who is the main character of the story?
   a. The boy
   b. The girl
   c. The mother

3. Where does the story take place?
   a. park
   b. school
   c. kitchen

4. What happened first in the story?
   a. Jorge mixed the eggs and milk.
   b. Jorge cooked the pancakes.
   c. Jorge put the pancake mix into a bowl.
Part 4. Writing

Instructions: Look at the picture using 3 to 5 words, write four (4) sentences about what you see in the picture.

2.W.1 Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________
# SHORT-ANSWER FOR WRITTEN PRODUCTION RUBRIC

RESPONSES SHOULD BE WRITTEN IN ENGLISH. SPANISH RESPONSES ARE NOT CONSIDERED WHEN ASSIGNING A SCORE TO A SHORT-ANSWER WRITTEN PRODUCTION ITEM MEASURING.

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<td><strong>Full Written Production</strong> – A thorough written production of the concept has been demonstrated. The student’s response is correct and complete and provides evidence related to the question/task. Details in the response are clear accurate.</td>
</tr>
<tr>
<td>1</td>
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Part 5. Language
Instructions: Read the questions and choose the correct answer.

2.LA.4b Determine the meaning of the new word formed when a prefix is added to a known word.

1. The girl looked unhappy.
   Which of the following means the same as the underlined word?
   a. Not happy
   b. Very happy
   c. Extremely happy

2.LA.1c Form and use the past tense of frequently occurring irregular verbs.

2. The baby sleeps all day long.
   Which is the past tense form of the verb sleeps.
   a. slept
   b. sleeped
   c. sleeping

2.LA. 2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.

3. Which of the following is correct?
   a. august
   b. monday
   c. Tuesday

2.LA.2g Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize.

4. Which of the following sets of words is in alphabetical order?
   a. blanket, belt, brown
   b. brown, blanket, belt
   c. belt, blanket, brown
Reference

Pictures

Retrieved from www.imgbuddy.com (Listening)

Retrieved from www.pinterest.com (Reading)

Retrieved from www.becuo.com (Writing)

Retrieved from www.cliparts.com (Hat)

Retrieved from www.classroomcilpart.com (Girl Playing Soccer)

Retrieved from www.clipartpanda.com (Boy Eating)

Retrieved from www.imgkid.com (Girl Sleeping)

Retrieved from www.imgarcade.com (Kids playing in the Park)

Retrieved from www.crayola.com (Map)