

Exam Instructions

Grade 2 Term 1

2022-23

"A school in which examinations are not taken is practically wasting time on the books and would do better work on whatever scheme it is at present following." (A Liberal Education for All, p. 24)

Exam Dates	Child's Name	Age	Months
09/02/2022	Alexander Alveary	7 years	3 months

Notes for Teachers

(adapted for today from the PNEU regulations found in [A Liberal Education for All](#)):

Duration

1. Exams begin on Monday and occupy a whole school week.
2. Subjects may be examined during their regular times in your weekly schedule, or you may use the "By Day" exams.
3. Allow about the same amount of time for exams as you do for morning lessons each day.
4. If students finish their exams before the end of the morning lesson time, encourage them to read their responses for that day and make revisions as they desire. Students should not work ahead or revisit exams from previous days.
5. Questions that cannot be finished in the time allotted for morning lessons may be omitted.

Preliminary Considerations

1. There is no review prior to exams. This enables you to see what made it into each student's long-term memory.
2. Students should not see exam questions beforehand.
3. Prepare your student(s) (especially any with anxiety) by explaining that the purpose of exams is to see how the books are working. If they have trouble with some questions, that's ok, because it helps us know that we (the adults) need to do something different.
4. If you have more than one child who needs to dictate responses, it would be a good idea to enlist a friend or relative with another computer to come help during exam week. Another idea might be to allow older children to type for younger children and do their own exams the following week, or to just split your kids up and let some take exams one week and others do them the next week.
5. Go over the rubrics with students in Grades 5+ before starting so they know the expectations. Give them a copy to reference during exams, and have them score their own work.
6. Make your own editable copy of the exam document by clicking File-->Make a Copy. You can type dictated responses and/or paste images, video links, etc., under each question.
7. If you are not using the "By Day" format, look over the exams in light of your schedule and make a plan for the week so that questions requiring written responses are not given all on the same day.

Exam Administration

1. Students should be given one day's questions at a time. Questions may be dictated (to younger students), written on the board, or given to older students to work on independently.
2. No lessons should take place once exams begin, as answering the questions should take all week.
3. Write (or have your student write) the date before each set of daily answers.
4. If a question pertains to content you did not cover due to time constraints or book substitution, make up a similar question to replace the one we asked.
5. Should you choose to skip a question, please give a short explanation as to why you did not use it.

Written Examination

1. Students who cannot yet write well should dictate responses to an adult or older sibling who writes or types their words. Do not correct or reword if the child uses incorrect grammar. If the scribe must say something while the child is narrating, record those words and indicate with [brackets].
2. Typical expectations for writing responses:
 - a. 1st grade: Dictate all responses
 - b. 2nd grade: Write one response to serve as a writing sample for this term.
 - c. 3rd grade: Write two responses (different days) to serve as a writing sample for the term.
 - d. 4th grade: Write at least two responses per day. May write a part and tell the rest.
 - e. 5th grade+: Write or type all responses independently.
 - f. Note: Students with learning differences like dyslexia, dysgraphia, and ADHD may be accommodated appropriately. If a response looks scant, ask the student to tell you the rest. If s/he can orally answer well, but cannot write it, that is an indication that s/he is not ready to write exams independently. Typing responses can also benefit some students, both because it is not as tiring for the hands as writing is and because it can help students catch spelling and grammatical errors.
3. The question should be included above the corresponding response.

Scoring

Excellence includes both accurate and detailed content *and* evidence of age-appropriate personal engagement with ideas. Both should be taken into account when scoring.

1. Rubric for dictated and written responses:

Score	Description
4	This response is clear, organized, accurate, detailed (including specific names of people and places), and insightful.
3	This response includes mostly accurate information and some detail.
2	This response includes the main ideas or events, though they may be a bit disorganized and lack detail.
1	This response contains significant inaccuracies.

Grade 5+: Overall, how do you rate this student's spelling and grammar in their written responses in relation to what they have studied in Composition and Grammar? (One score for the entire exam)

4 (Excellent)

3 (Good)

2 (Fair)

1 (Poor)

- Rubric for performance responses (songs, recitation, dance, solfege, etc.)

Score	Description
4	This performance demonstrated excellent technique and/or accuracy, as well as personal interpretation and/or expression.
3	This performance showed mastery of technique and/or accuracy, though personal interpretation and/or expression were largely absent.
2	This performance showed lack of technique and/or accuracy, though personal interpretation and/or expression were evident.
1	This performance showed neither mastery of technique and/or accuracy nor personal interpretation or expression.

- The student's work in nature notebook, handicrafts, copywork, etc. should also be inspected each term. Rubric for notebooks and handicrafts:

Score	Description
4	This work sample is accurate, clear, neat, and complete.
3	This work sample is complete and accurate, though it lacks neatness.
2	This work sample has some missing components or it contains some minor inaccuracies. It may or may not be neat.
1	This work sample is largely incomplete and largely inaccurate. It may or may not be neat.

Post-Exam Considerations

- Teachers are strongly advised to take at least one week off school upon completion of exams for rest, scoring, and reflection.
- You may find it helpful to score responses each afternoon instead of waiting to do them all at once. You can put the scores and any comments you have right in the document.
- Go over the exam with your students at the end of the process. Ask how they think they did. If there was a question they did particularly poorly on, ask them why they think that happened. Is the book too

difficult or not interesting? Do they think they need to pay better attention during those lessons? Noting their responses will be helpful to you, your child, and us.

4. Feedback will not be provided by the Alveary. This is the perfect time for you as a teacher to engage in "reflective practice." As you give and score exams, take some time to think: What did we do really well this term? What did we spend less time on that we may need to beef up next term? Are there issues with any of the books? (If so, please let us know through [Contact Us](#).) Is there a habit I need to work on or help my child work on to promote growth? Set a few goals for yourself.

Submission Instructions

1. While not strictly required, we do find it invaluable to receive a copy of completed and scored exams for the purposes of research and book evaluation. If you are willing to share your student's exam with us, please compile any separate files you have (from scanned pages, etc.) into a **single PDF**. Name the file "[Student's Name] [Grade] T1 Exam." Upload the exam PDF via the Dropbox link appropriate to the student's Form:

[Form 1 \(Grades 1-3\) Exams](#)

[Form 3 \(Grades 7-8\) Exams](#)

[Form 2 \(Grades 4-6\) Exams](#)

[Form 4-6 \(Grades 9-12\) Exams](#)

NOTE: You do not need a Dropbox account. Follow the instructions when you click on the link.

2. The Scanner Pro App (or a similar app) is very helpful for submitting your work. You can also create PDFs of images using the Notes app on iPhones.
3. Note: Your submission of exams implies permission for your student's exams to be used for research purposes only. Rest assured that no names will be released to outside researchers without your express permission.

[EXAM BY SUBJECT](#)

[EXAM BY DAY](#)

Grade 2 TERM 1 EXAM (By Subject)

ART: ART APPRECIATION – Picture Study

- Describe The Duke of Morny's Apartment.

ART: ART INSTRUCTION – Art Instruction: Level 2

- Make a brush-drawing of a tale you read. Give the title.
- Paint a wild fruit from observation.

BIBLE: BIBLE LESSONS – Bible: Grades 2–6

- Tell about David's being anointed King OR about David's mourning Saul and Jonathan.
- Tell about the birth of Jesus OR about the boy Jesus in the Temple.

ENGLISH: WRITING – Penmanship & Copywork

- Using your best penmanship, write a line of poetry from memory.
- Share your Copywork Journal with an adult.

ENGLISH: LANGUAGE STUDY – Beginning Reading & Lang.: Level 2

- Have the student read aloud for one minute using either the next (previously unread) section in Treadwell or a previously unread section from another book the student has been using for reading practice. Count the number of words read correctly during that minute. For the Fall of 2nd grade, the typical fluency rate is somewhere between 30–80 words per minute (Rasinski & Padak, 2009).
- Have the student narrate what was read. Make notes on comprehension and reading expression.

ENGLISH: RECITATION – Recitation: Grades 1–3

- Recite The Solid Rock or Psalm 24.
- Recite Joshua 1:1–6 OR Luke 2:8–14

GEOGRAPHY: NATIONAL & WORLD GEO. – Geography Concepts: Level 1

- Tell about the Pages' visit to Catalina Island. Describe what an island is.
- Locate on a North America or US map: Los Angeles, Washington D.C., the Pacific Ocean.

HISTORY: NATIONAL HISTORY – U.S. History: Grades 2–3

- Tell all you know about the steamboat OR tell all you know about the cotton gin OR tell all you know about Harriet Tubman.

HISTORY: NATIONAL HISTORY – Canadian History: Grades 2–4

- Tell about the Battle of Queenston Heights OR the Capture of York.

LIFE SKILLS: SLOYD – Sloyd: Level 1

- Share one of your projects from this term with an adult and tell about how you made it.

LIFE SKILLS: HANDICRAFT – Handicrafts

- Show your completed work to an adult and describe the process of how you made it.

LIFE SKILLS: SPECIALIZED SKILL – Sewing: Level 1

- Choose a project from this term to share with an adult. Tell how you made it.

LITERATURE: LITERATURE – Literature: Grade 2

- Tell about Christian's discussion with Mr. Worldly Wiseman OR Tell about Christian's burden and how it fell off.
- Tell how Perseus tricked the Three Gray Women into helping OR Tell how Perseus met Quicksilver and his sister.

MATH: MATHEMATICS – Mathematics: Grade 2

- Use a Part–Part–Whole Circle Set to solve:

Erica has 6 dogs and 5 cats as her only pets. How many pets does she have altogether?

- Write the answers:

$$38 + 10 =$$

$$7 + 1 =$$

$$4 + 4 =$$

$$6 + 4 =$$

- Write the even numbers through 10.

MODERN LANGUAGE: FRENCH – French: Grades 1–3

- Give the French words for the colors of the feathers in the clown's hat.
- Sketch or perform the gesture(s) for the following French words: une vache, les haricots, pleurer OR Give the French for the following words: gold coins, happy, castle
- In French, count to ten.

MODERN LANGUAGE: SPANISH – Spanish: Grades 1–3

- (Teacher chooses one of the two pictures.) Cuéntame de esta foto. Tell me about this picture. (Student should be able to provide at least three distinct phrases in Spanish describing the picture.)

- Sketch or perform the gesture(s) for the following sentence: ¡Te compraré tu vaca, y te pagaré con estos frijoles.
- Sing the song, “Buenos días” for your teacher.

PHYSICAL EDUCATION: PHYSICAL EDUCATION – Physical Education: Grades 1–3

- Perform “Miss Mary Mack” OR “Makulai” for teacher to observe.
- Perform the song and dance for Skip to My Lou OR Come to the Top.

MUSIC: MUSIC APPRECIATION – Composer Study

- Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their lives.

MUSIC: SONGS – Hymns, Spirituals, & Folk Songs

- Exams for Hymns are in Recitation
- Sing Go Down, Moses

MUSIC: SINGING – Sol-fa: Level 1

- Teacher should clap and have student imitate the following rhythms (The quick claps should be about twice as fast as the slow ones.):

1) slow, slow, quick, quick, slow;

2) quick, quick, slow, slow, quick, quick

SCIENCE: SCIENCE – Science: Grades 1–3

- Tell what you can about boreal forests. Name some animals you would see there OR tell what you know about conifers.
- Tell what you can about nature in neighborhoods and towns. Draw or tell about an animal you would see there and its habits.
- Tell about snakes OR tell about eggs that over-winter.

PARENT/TEACHER COMMENT SECTION:

STUDENT COMMENT SECTION:

Grade 2 TERM 1 EXAM (By Day)

DAY 1

BIBLE: BIBLE LESSONS – Bible: Grades 2–6

- Tell about David's being anointed King OR about David's mourning Saul and Jonathan.

MATH: MATHEMATICS – Mathematics: Grade 2

- Use a Part–Part–Whole Circle Set to solve:

Erica has 6 dogs and 5 cats as her only pets. How many pets does she have altogether?

ENGLISH: WRITING – Penmanship & Copywork

- Using your best penmanship, write a line of poetry from memory.
- Share your Copywork Journal with an adult.

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- Tell all you know about the steamboat OR tell all you know about the cotton gin OR tell all you know about Harriet Tubman.

HISTORY: NATIONAL HISTORY – Canadian History: Grades 2–4

- Tell about the Battle of Queenston Heights OR the Capture of York.

LIFE SKILLS: SLOYD – Sloyd: Level 1

- Share one of your projects from this term with an adult and tell about how you made it.

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MODERN LANGUAGE: SPANISH – Spanish: Grades 1–3

- (Teacher chooses one of the two pictures.) Cuéntame de esta foto. Tell me about this picture. (Student should be able to provide at least three distinct phrases in Spanish describing the picture.)

SCIENCE: SCIENCE – Science: Grades 1–3

- Tell what you can about boreal forests. Name some animals you would see there OR tell what you know about conifers.

DAY 2

BIBLE: BIBLE LESSONS – Bible: Grades 2–6

- Tell about the birth of Jesus OR about the boy Jesus in the Temple.

ART: ART INSTRUCTION – Art Instruction: Level 2

- Make a brush-drawing of a tale you read. Give the title.

PHYSICAL EDUCATION: PHYSICAL EDUCATION – Physical Education: Grades 1–3

- Perform ""Miss Mary Mack"" OR ""Makulai"" for teacher to observe.

ENGLISH: RECITATION – Recitation: Grades 1–3

- Recite The Solid Rock or Psalm 24.

GEOGRAPHY: NATIONAL & WORLD GEO. – Geography Concepts: Level 1

- Tell about the Pages' visit to Catalina Island. Describe what an island is.

MATH: MATHEMATICS – Mathematics: Grade 2

- Write the answers:

$$38 + 10 =$$

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MUSIC: MUSIC APPRECIATION – Composer Study

- Describe one of your favorite pieces by Clara or Robert Schumann and tell what you know about their lives.

DAY 3

ART: ART APPRECIATION – Picture Study

- Describe The Duke of Morny's Apartment.

ENGLISH: RECITATION – Recitation: Grades 1–3

- Recite Joshua 1:1–6 OR Luke 2:8–14

LIFE SKILLS: HANDICRAFT – Handicrafts

- Show your completed work to an adult and describe the process of how you made it.

LITERATURE: LITERATURE – Literature: Grade 2

- Tell about Christian's discussion with Mr. Worldly Wiseman OR Tell about Christian's burden and how it fell off.

MODERN LANGUAGE: FRENCH – French: Grades 1–3

- In French, count to ten.

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- Tell what you can about nature in neighborhoods and towns. Draw or tell about an animal you would see there and its habits.

PHYSICAL EDUCATION: PHYSICAL EDUCATION – Physical Education: Grades 1–3

- Perform the song and dance for Skip to My Lou OR Come to the Top.

DAY 4

ART: ART INSTRUCTION – Art Instruction: Level 2

- Paint a wild fruit from observation.

SCIENCE: SCIENCE – Science: Grades 1–3

- Tell about snakes OR tell about eggs that over-winter.

MATH: MATHEMATICS – Mathematics: Grade 2

- Write the even numbers through 10.

ENGLISH: LANGUAGE STUDY – Beginning Reading & Lang.: Level 2

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MUSIC: SONGS – Hymns, Spirituals, & Folk Songs

- Exams for Hymns are in Recitation
- Sing Go Down, Moses

DAY 5

GEOGRAPHY: NATIONAL & WORLD GEO. – Geography Concepts: Level 1

- Locate on a North America or US map: Los Angeles, Washington D.C., the Pacific Ocean.

LIFE SKILLS: SPECIALIZED SKILL – Sewing: Level 1

- Choose a project from this term to share with an adult. Tell how you made it.

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- Tell how Perseus tricked the Three Gray Women into helping OR Tell how Perseus met Quicksilver and his sister.

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MODERN LANGUAGE: SPANISH – Spanish: Grades 1–3

- Sing the song, “Buenos días” for your teacher.

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