Braille Module 13

LOC Lesson 3, Assessment
## Braille Module 13

### Lesson 3, Assessment

<table>
<thead>
<tr>
<th>Summary</th>
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| Goals: The goal is for the transcribers-in-training to complete Lesson 3 by reviewing the lesson and taking a test. They will also glean the imperative skill of writing out in longhand the corresponding proofreading exercise and be able to compare it to the simulated braille in the lessons.  
SMART Objectives: *Specific, Measurable, Achievable, Realistic, and Time-sensitive*  
By the end of this module, students should be able to:  
BS13.1: Demonstrate proofreading skills through a reading practice in simulated braille.  
BS13.2: Demonstrate usage of computer skills working with Perky Duck for exercise transcription.  
BS13.3: Submission of LOC Lesson 3 Exercise with 90% accuracy.  
BS13.4: Assess progress through instructor evaluation.  
Instructor:  
• Braille instructor  
Delivery Method(s):  
• Lecture  
• Classroom reading  
• Discussion  
• One-on-one reading  
• Hands on  
• Evaluation  
• Game  
Length: 5 hours  
Three topics  
Any Applicable Business and/or Soft Skills: |

| Corresponding LOC Manual:  
Lesson 3  
Reading Practice (page 3—5)and Exercise (page 3—6) |

| Take Away Message(s): You have completed the third Lesson of the *Instruction Manual for Braille Transcribing, Fifth Edition, 2009*. You will continue to build on the foundation for your braille future in the following lessons. Take with you the wisdom of knowing all of these rules to be the best braillist you can be and keep building. There are 16 more lessons in the LOC Manual and your manuscript to look forward to. Another layer of bricks was laid through this lesson of quotation marks, apostrophe, parentheses, brackets, adjacent punctuation, double (omission) dash, and the slash. You take away the knowledge and training for a successful braille career. By combining skills such as your braille and typing capabilities you will be able to structure the pattern of your career to be a success. |

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*Braille Module 13-1*
Title of Module: LOC Lesson 3, Assessment

The purpose of this module is for the students to complete the transcription exercise at the end of Lesson 3 to assess proficiency with the literary code rules pertaining to the quotation marks, apostrophe, parentheses, brackets, adjacent punctuation, double (omission) dash, and the slash. This module will provide time for the reading practice, the exercise, and an evaluation by the instructor.

Agenda – topics to be covered in the module and length of each item

<table>
<thead>
<tr>
<th>Topic: LOC Lesson 3, Assessment</th>
<th>Time Allotted: 5 hours</th>
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<tbody>
<tr>
<td>A. LOC Lesson 3 Reading Practice</td>
<td>(2 hours)</td>
</tr>
<tr>
<td>B. LOC Lesson 3 Exercise</td>
<td>(2 hours)</td>
</tr>
<tr>
<td>C. LOC Lesson 3 Evaluation</td>
<td>(1 hour)</td>
</tr>
</tbody>
</table>

Materials and Supplies – items needed in order to carry out the agenda and classroom activities

1. Computer with Perky Duck
2. LOC Manual, and photocopies of LOC 3 Exercise
3. LOC Drill Book
4. EBAE
5. Contraction Chart
6. Pencil
7. Flashcards
8. Index cards
Classroom Preparation – *steps to follow when setting up the learning environment*

1. The room should be arranged to allow comfortable interaction between students, and the instructor during small and large group activities.

2. The classroom should be set up for friendly interaction and peer support.

3. Tables should have enough space for the instructor and each student to use the *LOC Manual* and handouts. Have a computer available for students.

4. Have a list of students paired together for proofreading exercise.

5. Prepare the classroom with the chalk and erasure boards to explain the different uses of the dash and numbers with punctuation.
A. LOC Lesson 3 Reading Practice  (2 hours)

Objective BS13.1: Demonstrate proofreading skills through a reading practice in simulated braille.

PREINSTRUCTIONAL ACTIVITIES

The instructor will be familiar with Lesson 3 which introduced the quotations marks, apostrophe, parentheses, brackets, adjacent punctuation, double (omission) dash, and the slash.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

The instructor will have the students open their LOC Manual to page 3-5 for the Reading Practice. This Reading Practice will help the students to read simulated braille. Remind the students that good proofreading skills are imperative to produce clear, concise braille for the reader.

The instructor will say to the students:

“Be patient when others are reading. Do not write the longhand over the simulated braille while you are waiting. We want you to be able to understand what you are reading in the simulated braille copy. Be respectful of others. Take your time when you read. With practice you will be able to read quicker.”

As a class the students will practice reading braille out loud by taking turns reading each sentence. This practice helps the students to realize the importance of sight to speech aids which are very significant in the braille learning process. After each one has read through the practice they are to write out the sentences in longhand.

This activity also helps the students to build good visual skills of the dot formations, proofreading skills, and teamwork. When they have completed they are expected to compare their longhand with the answers found in Appendix A at the back of the LOC Manual.

ASSESSMENT

The goal of the activity is to build good visual skills of the dot formations, proofreading skills, and teamwork. The instructor will be able to assess the students work through listening to the students read and evaluating their papers.
B. LOC Lesson 2 Exercise and Perky Duck/Computer Proficiency  (2 hours)

Objective BS13.2: Demonstrate usage of computer skills working with Perky Duck for exercise transcription.

Objective BS13.3: Submission of LOC Lesson 3 Exercise with 90% accuracy.

**PREINSTRUCTIONAL ACTIVITIES**

The instructor will be familiar with the Lesson 3 Exercise on page 3-6. The *LOC Manual: Lesson 3: Exercise* is a hands-on test of the students’ knowledge. *LOC Manual: Lesson 3 Exercise* includes the quotations marks, apostrophe, parentheses, brackets, adjacent punctuation, double (omission) dash, the slash, and covers the rules studied in this lesson.

The instructor will remind the students to turn the lesson in on a disk, thumb-drive, or in a network folder. They will also turn in a hard copy of the lesson.

You will need copies of: Exercise 3 (photo copies).

**CONTENT PRESENTATION AND LEARNER PARTICIPATION**

The instructor will pass out the photo copies and read the instructions to the class. Allow time to answer any questions. Instruct the students to take their time formatting the photocopy prior to transcription.

The instructor will explain that the exercise is a list of 25 complete sentences for the students to braille on Perky Duck.

Some reminders to the student:

“Look in the rule book first if you have any questions. Structure the exercise thoroughly before you start to transcribe. You may think you can do it with taking the time to structure, but this is usually the case. It is important for you to complete this exercise in order to go on to the next lesson.

Proofread your own exercise *prior to* handing it to someone else for proofing.

This *exercise* is the final to Lesson 3 and needs a passing grade before the next lesson is to be graded. A passing grade of 90% or higher is required.”

The instructor is to grade the lessons and relay to students what sentences have error(s). Students are expected to find and fix them, and then resubmit them for
review. If they need help finding them, they can ask, but the responsibility to ask/fix is with them.

**ASSESSMENT**

The expected outcome of the *LOC Manual: Lesson 3 Exercise* is for students to pass and continue on to Lesson 4.

The instructor will assess each student by the passing grade. The students are required to pass this exercise with 90% accuracy.

**C. Evaluation by the Instructor**  
(1 hour)

Objective BS13.4: Assess progress through instructor evaluation.

**PREINSTRUCTIONAL ACTIVITIES**

The evaluation by the instructor is important for the students to realize their strengths and weaknesses. The instructor will be familiar with the *Lesson 3: Word Puzzle (13.C.1)* and the *Lesson 3: Worksheet (13.C.3)*.


**CONTENT PRESENTATION AND LEARNER PARTICIPATION**

The instructor will pass out a *Lesson 3: Word Puzzle (13.C.1)* and a *Lesson 3: Worksheet (13.C.3)* to each student. The puzzle is two pages. The students can work on these as the instructor takes one student at a time to evaluate their progress.

The *Lesson 3: Word Puzzle (13.C.1)* is a two page seek-and-find puzzle. An answer key is included.

The *Lesson 3: Worksheet (13.C.3)* was created for the students to practice structuring and brailling. The Instructor will read the instructions to the class as follows:

“Structure and braille this page on Perky Duck. Remember that structuring the print text correctly will help you to transcribe quickly and without mistakes. As you braille check each word, not only to be certain that you have written it correctly, but so that you may develop the ability to read what you have brailled. PROOFREAD! PROOFREAD! PROOFREAD!”

When the class settles down with the handouts the instructor will take each student aside to talk about their work, behavior, and review any significant information.
ASSESSMENT

The outcome is for the students to observe their areas of weaknesses and strengths in structuring, brailling and proofreading.

The evaluation allows the instructor the opportunity to assess the areas the students may have to review in the following weeks for clarification so the students will be able to better refine their braille skills.
Lesson 3: Crossword Puzzle Clues (13.C.1)

ACROSS
1. Do not repeat a capital indicator following a(n) _____________ in a fully capitalized word.
2. _____________ marks should be brailled as they appear in print.
3. A slash _____________ the effect of a composition sign.
4. If double and single quotation marks are reversed throughout an entire print work in braille these marks may be _____________ in order to save space.
5. Follow print for the placement and spacing of parentheses and _____________.
6. When in print an ________________ line is used to indicate that something has been omitted, such as a word, partial word, name, number, or a blank to be filled in, dots 36, 36, 36, 36 are used.
7. The diagonal slash is also known as a ________________ or solidus.
8. The diagonal slash must be listed on the special ________________ page.
9. When numbers occur within ________________, follow print except when a missing number is represented in print as a space. No space is left in braille.
10. When a print number is preceded by an apostrophe, the apostrophe represents a ________________ number, so in braille the number indicator is placed before the apostrophe.
11. If an apostrophe comes before a ________________ letter in print, the apostrophe is brailled before the capital indicator.
12. When in print ________________ rather than an extended line are used to represent missing letters, an equal number of un-spaced hyphens are used in braille.

DOWN
1. When the braille omission dash represents a ________________ word it is spaced and punctuated as a word.
2. When an author's name or other ________________ follows an excerpt or quotation and is separated from it by a dash, in braille no space is left before or after the dash.
3. Follow print for numbers that form the ________________ case.
4. A ________________ terminates the effect of a composition sign.
5. This is referred to as a braille double dash or the ________________ dash for it is used only when something is omitted.
9. When the omission dash represents missing ________________ within a word, no space is left before or after it and the other letters of the word.
**Answers to Lesson 3: Crossword Puzzle (13.C.2)**

**ACROSS**
1. Do not repeat a capital indicator following an *apostrophe* in a fully capitalized word.
2. *Quotation* marks should be brailled as they appear in print.
3. A slash *terminates* the effect of a composition sign.
4. If double and single quotation marks are reversed *throughout an entire print work* in braille these marks may be *reversed* in order to save space.
5. Follow print for the placement and spacing of parentheses and *brackets*.
6. When in print an *extended* line is used to indicate that something has been omitted, such as a word, partial word, name, number, or a blank to be filled in, dots 36, 36, 36, 36 are used.
7. The diagonal slash is also known as a *virgule* or solidus.
8. The diagonal slash must be listed on the special *symbols* page.
9. When numbers occur within *parentheses*, follow print except when a missing number is represented in print as a space. No space is left in braille.
10. When a print number is preceded by an apostrophe, the apostrophe represents a *missing* number, so in braille the number indicator is placed before the apostrophe.
11. If an apostrophe comes before a *capital* letter in print, the apostrophe is brailled before the capital indicator.
12. When in print *hyphens* rather than an extended line are used to represent missing letters, an equal number of un-spaced hyphens are used in braille.

**DOWN**
1. When the braille omission dash represents a *whole* word it is spaced and punctuated as a word.
2. When an author's name or other *attribution* follows an excerpt or quotation and is separated from it by a dash, in braille no space is left before or after the dash.
3. Follow print for numbers that form the *possessive* case.
4. A note explaining this reversal must be placed on a transcriber's *notes* page.
5. When a dash that begins or ends an *incomplete* sentence is preceded or followed by a quotation mark or some other mark of punctuation, no space is left between the dash and the punctuation.
6. When a slash occurs between words or letter groupings and there is not room on the braille line for both, the *expression* may be divided only if there is room on the first line for the first word or letter grouping, the slash, and a hyphen.
8. This is referred to as a braille double dash or the "*omission*" dash for it is used only when something is omitted.
9. When the omission dash represents missing *letters* within a word, no space is left before or after it and the other letters of the word.
Lesson 3: Worksheet (13.C.3)

Structure and transcribe this page on Perky Duck. Remember to thoroughly structure the print text prior to transcription. Structuring will help you to transcribe more rapidly with less errors.

1. Check which cell your text will start in. Then write that number above the sentence.

2. Count every cell you will need until you get to the number 40, which is how many cells in a braille line. Remember that some characters will use more than one cell and contractions will use less cells. You will divide words between lines.

PROOFREAD you own work prior to handing it to another student.

1. Some people like rock 'n' roll and some people like country.
2. “'Til I can get to the store we won't have any milk,” Mother said.
3. We always remember the 1990's with such passion, but '80 was so much better.
4. [See Appendix A-B]
5. Douglas Dobbs (1926-)
6. “The LORD supports the afflicted.”—Proverbs
7. My Dad had a '69 Chevy two-seater.
8. When you add eleven plus twelve you get ____.
9. Is Mrs. B----n a nice neighbor?
10. Mr. N—k is not!
## Answers to Lesson 3: Worksheet (13.C.4)

1.01  
WA: SOME PEOPLE LIKE ROCK ‘N’ ROLL

1.02  
AND SOME PEOPLE LIKE COUNTRY.

1.03  
WE: UNTIL I CAN GET TO THE STORE WE

1.04  
WON’T HAVE ANY MILK, MOTHER SAID.

1.05  
WE: WE ALWAYS REMEMBER THE JAYWIS

1.06  
WITH SUCH PASSION, BUT WHAT WAS SO MUCH

1.07  
BETTER.

1.08  
WE: SEE APPENDIX A-A.

1.09  
WE: DOUGLAS DOBBS J. JAIFF.

1.10  
WE: THE LORD SUPPORTS THE AFFLICTED

1.11  
ED... PROVERBS

1.12  
WE: MY DAD HAD A W-FI CHEVY TWO-SEATER.

1.13  
WH: WHEN YOU ADD ELEVEN PLUS TWELVE

1.14  
YOU GET _____.

1.15  
WE: IS MRS. N-A-NICE NEIGH-

1.16  
BOK:

1.17  
WE: MR. N-__ IS NOT.

1.18  

1.19  

1.20  

1.21  

1.22  

1.23  

1.24  

1.25  

13.C.4  

Braille Module 13-13