

4.3. Posttest

For the first part of the posttest, a hand-full of “One blocks” were given to the student. The student was able to count the blocks by ones and was able to display the base-ten block representation for the 32 blocks. The student was able to show the base-ten block representations for 24, 46, 13, 33, and 97. The student was also asked to count the blocks. The student was able to count the blocks correctly by tens and then add on the ones except for ‘13’. The student said, “Fourteen” for forty and said “eighteen” instead of eighty when counting the blocks in 97. See Figure 4 below.

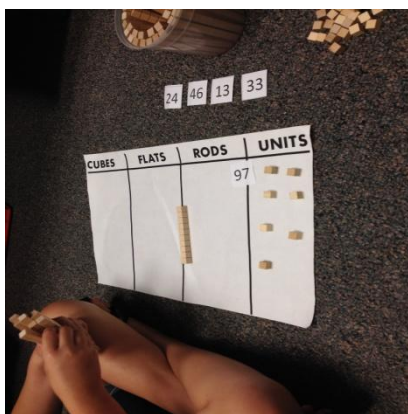


Figure 4. Posttest problem

The student was able to show the representations; but had difficulty in counting the blocks. A “Hundred Chart” was used during the fourth lesson and the student was able to count from 1 to 100. The student had 80% mastery in naming random numbers from 1 to 100 and in using base-ten blocks to represent those numbers. After the study and a little more practice, the student should be ready to attempt numbers greater than 100.

5. Conclusions

Based on the results of the pretest, the researchers diagnosed the student’s level of understanding of mathematical place value at Level 2 [4, 5, 6]. After the five instructional sessions, the results of the posttest determined that the student’s understanding of place value was at Level 4 [4, 5, 6]. The results will be provided to the student’s classroom teacher in

order that the student’s needs may be more adequately addressed during the next school year.

6. References

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