

ASSESSMENT TESTS

Enclosed are informal assessment tests to help place a student at the appropriate course level:

- a reading test;
- an English grammar test
- a spelling test; and
- a mathematics test.

Please read through the instructions for each assessment test thoroughly before administering.

Answer Keys are provided.

Please contact the Kolbe office with any questions.

Assessment Test Proctor Instructions

GRADE LEVEL: The assessment tests are end-of-the-year cumulative tests. The student will probably be taking assessment tests for the end of the grade level just completed.

ASSISTANCE: The assessment tests are intended to show the student's current level of attainment. Accordingly, it is important that the student receive no assistance with the test. Please refrain from answering questions about the content of the tests until after the testing period.

ASSESSMENT SEGMENTS:

A. READING ASSESSMENT

1. Have the student read the "Student Passage" silently.
2. The student should then read the passage aloud while the person administering the test makes notations on the "Teacher Passage" sheet. See Appendix A for suggested notations to be made and the marks to use. Mark comprehension questions "C" for correct and "X" for incorrect.

B. SPELLING ASSESSMENT

This segment requires the person administering the test to dictate the words, with the student writing each one as it is dictated. While dictating, repeat each word no more than twice.

C. ENGLISH GRAMMAR AND MATHEMATICS ASSESSMENTS

1. Both of these assessments are non-assisted segments, with the exception of the Primer and End-of-First Grade Assessments, for which instructions are presented orally. The student may take as much time as is necessary to complete each segment.
2. Please do not have the student type the written essay. Handwriting is being evaluated as well!

We recommend that the teacher give each portion (reading, spelling, grammar, and math) a percentage score. If the percentage is 70% or higher, we recommend proceeding to the next grade level. If the score is below 70%, a review of the completed grade's work is recommended or you may decide that the student should return to the last level of mastery and proceed from there, even if that means going back a grade level in that subject area. It is not necessary to assign a percentage score for the writing section.

APPENDIX A

Word-Recognition Miscue-Marking System

Miscue	Marking	Comment
Mispronunciation	<i>went</i> went	The student attempts to pronounce the word but produces a non-sense word, rather than a real one.
Substitution	<i>want</i> went	The student substitutes a real word that is incorrect.
Refusal to pronounce	<i>TP</i> went	The student neither pronounces the word nor attempts to do so. The teacher supplies the word so that testing can continue.
Insertion	<i>on</i> sent _✓ to	The student inserts a word that does not appear in the text.
Omission	to <u>the</u> school	The student omits a word in the text but continues to read.
Repetition	<u>in the</u> <u>little house</u>	The student repeats one or more words that have been read.
Reversal	- that <u>(he/saw)</u>	The student reverses the order of words or letters.

Note: If the student makes a miscue and then corrects it without prompting from the teacher, the teacher should place a check (✓) beside the miscue to indicate a spontaneous correction and not include the miscue in the error count.

Ad Majorem Dei Gloriam



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END OF FIRST GRADE ASSESSMENT

CUMULATIVE

- 1. Reading Assessment Teacher Passage**
- 2. English Assessment: Answer Key**
- 3. Spelling Assessment: Teacher List**
- 4. Math Assessment: Answer Key**

Student's Name

Date

(EO1G: Teacher)

MOTIVATIONAL STATEMENT: Read this story to find out about Harriet's visit to a friend.

At last Uncle Bill and Harriet and Mom and Dad were at home.

Harriet said, "I'll go to see my friends. All of them have missed me so much. I know they all will want to see me."

"That's a very good idea," said Mom. "Why don't you see all of them?"

Harriet ran to Pat's house. She ran up to the door. Pat's mom came to see her.

"Is Pat home?" asked Harriet. "He will want to see me. I have been away!"

"No," said Pat's mom. "Pat is not here. He is away right now."

COMPREHENSION QUESTIONS

- 1. What did Harriet want to do? (She wanted to see her friends.)
 ___ main idea
- 2. Why did Harriet want to see her friends? (because she thought they missed her)
 ___ cause and effect /inference
- 3. What is a friend? (someone that you like a lot and that you can play and have fun with)
 ___ vocabulary
- 4. What does the word "missed" mean in the sentence "All of them have missed me so much"? (wanted her to be there when she wasn't)
 ___ vocabulary
- 5. Where did Harriet run? (to the door at Pat's house)
 ___ detail
- 6. Who answered the door at Pat's house? (Pat's mother)
 ___ detail
- 7. Why couldn't Harriet see Pat? (He wasn't at home.)
 ___ detail
- 8. Is Pat a boy or a girl? (boy) Why do you say that? (Harriet and Pat's mother both say "he" when speaking of him.)
 ___ inference

[Note: If the pupil answers that Pat is a boy's name, don't give credit but ask, "Can you give me another reason?"]

SCORING AID

WORD RECOGNITION

%- MISQUES

- 99-1
- 95-5
- 90-10
- 85-15

COMPREHENSION

%- ERRORS

- 100-0
- 87.5-1
- 75-2
- 62.5-3
- 50-4
- 37.5-5
- 25-6
- 12.5-7
- 0-8

102 WORDS

WPM

6120

A.M.D.G.

English/Grammar Assessment
(EOG 1)

If the group of words is a sentence, put S before it and the correct punctuation after it. If the group of words is not a sentence, put NS before it.

1. NS Over the hill and across the field
2. S Dogs bark.
3. S What time is it?
4. NS A happy boy
5. S Come to my house.
6. NS Many children at the park
7. S How good God is.
8. S The sky is blue.

Circle the words which should begin with a capital letter.

fr. brady

kittens

washington

school

baby

monday

god

friends

june

sam

book

mary

Write a paragraph about an animal on a separate piece of paper.

(This should be at least three sentences long: a beginning sentence which tells what the animal is, middle sentences which tell what it does, and an ending sentence which tells what the child thinks about it. The child should be graded on content, sentence structure and punctuation.)

A.M.D.G.

Spelling Assessment (EOG 1)

1. hold
2. girl
3. must
4. thank
5. found
6. fell
7. free
8. play
9. late
10. more
11. bring
12. meat
13. some
14. make
15. grew
16. away
17. crying
18. want
19. light
20. bless

A.M.D.G.
Math Assessment Test - (EO1G)
Answer Key

1.
$$\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$$

2.
$$\begin{array}{r} 4 \\ + 9 \\ \hline 13 \end{array}$$

3.
$$\begin{array}{r} 16 \\ - 9 \\ \hline 7 \end{array}$$

4.
$$\begin{array}{r} 14 \\ - 6 \\ \hline 8 \end{array}$$

5.
$$\begin{array}{r} 5 \\ 3 \\ + 2 \\ \hline 10 \end{array}$$

6.
$$\begin{array}{r} 4 \\ 2 \\ + 7 \\ \hline 13 \end{array}$$

7. John bought a pencil for 6¢
 He bought an eraser for 5¢
 How much did he spend in all?

$$\begin{array}{r} 6¢ \\ + 5¢ \\ \hline 11¢ \end{array}$$

8. Mary had 15¢. She bought a holy card for 10¢. How much does she have left?

$$\begin{array}{r} 15¢ \\ - 10¢ \\ \hline 5¢ \end{array}$$

9. How many?

2 tens 6 ones
26

10. Circle the third ball. ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

11.
$$\begin{array}{r} 17 \\ - 5 \\ \hline 12 \end{array}$$

12.
$$\begin{array}{r} 15 \\ - 8 \\ \hline 7 \end{array}$$

13.
$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$$

14.
$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

15. Write the time.



9:30

Write the missing numbers.

16. 66, 67, 68, 69, 70, 71, 72, 73

17. 135, 136, 137, 138, 139, 140, 141

18. 408, 409, 410, 411, 412, 413, 414

19.
$$\begin{array}{r} 38¢ \\ + 27¢ \\ \hline 65¢ \end{array}$$

20.
$$\begin{array}{r} 35 \\ + 87 \\ \hline 122 \end{array}$$

21.
$$\begin{array}{r} 26 \\ 84 \\ + 37 \\ \hline 147 \end{array}$$

22.
$$\begin{array}{r} 62 \\ - 7 \\ \hline 55 \end{array}$$

23.
$$\begin{array}{r} 43 \\ - 6 \\ \hline 37 \end{array}$$

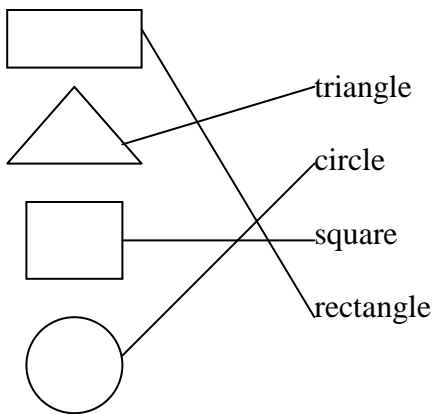
24.
$$\begin{array}{r} 86 \\ - 9 \\ \hline 77 \end{array}$$

25.
$$\begin{array}{r} 25¢ \\ - 8¢ \\ \hline 17¢ \end{array}$$

26. Sam counted the number of cars each boy had. Sam had 4 cars. Chris had 7 cars. Matt had 12 cars. How many in all?

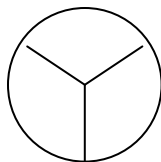
$$\begin{array}{r} 4 \\ 7 \\ + 12 \\ \hline 23 \end{array}$$

27. Match the shape with its name.

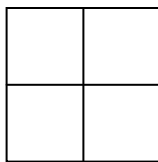


Scoring Aid	
Grading	
%	errors
100	0
97	1
93	2
90	3
87	4
84	5
80	6
77	7
74	8
70	9
67	10
64	11
60	12
57	13

28. Color 1/3



29. Color 3/4



30. Color 1/2

