

ASSESSMENT TESTS

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

- a reading test;
- an English grammar test;
- an 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



Kolbe Academy

1600 F Street, Napa, California 94559 homeinfo@kolbe.org
707-255-6499 707-255-1581 (fax) www.kolbe.org

END OF SECOND 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

(EO2G: Teacher)

INTRODUCTORY STATEMENT: Read this story to find out what a little boy did one day.

Peter lived in a large brick house with his grandfather, a cat, a duck, and a bird. All around the house there was a wide meadow.

Peter's grandfather had often told Peter about the wolves that lived in the forest beyond the meadow. They were large and gray and very, very mean.

"Don't go into the meadow, Peter," Grandfather would tell him. "A wolf might come out of the forest. And then, Snap! No more Peter."

Even though Peter was not very big, he wasn't afraid of anything. So one morning he got up very early. Grandfather was still asleep. Peter took his popgun and went out through the garden gate. It was a very beautiful morning.

Source: Leo Fay, Ramon R. Ross, and Margaret LaPray, Rand McNally Reading Program, "Peter and the Wolf," in *Cartwheels and Caterpillars*, Level B (Chicago: The Riverside Publishing Company, 1978) pp. 138-39.

SCORING AID

WORD RECOGNITION

%-MISCUES

99-1

95-6

90-12

85-18

COMPREHENSION

%-ERRORS

100-0

87.5-1

75-2

62.5-3

50-4

37.5-5

25-6

12.5-7

0-8

117 WORDS (for Word Recognition)

117 WORDS (for Rate)

WPM

7020

COMPREHENSION QUESTIONS

___ main idea

1. What is this story about? (Peter ignores his grandfather's warning about going into the meadow; Peter disobeys his grandfather.)

___ detail

2. What was all around the house? (a wide meadow)

cause and effect/
inference

3. Why did Peter's grandfather tell him not to go into the meadow? (because there were wolves in the forest beyond the meadow)

___ vocabulary

4. What is a meadow? (a large, grassy field)

___ inference

5. What did Peter's grandfather mean by the words "And then, Snap! No more Peter." (The wolf would kill Peter.)

___ cause and effect/
inference

6. Why did Peter get up very early? (so he could go into the meadow without grandfather knowing about it)

___ sequence

7. What was the last thing Peter did in this story? (He went out through the garden gate.)

inference

8. Why did Peter take his popgun? (so he could use it as a weapon against the wolves)

A.M.D.G.
English/Grammar Assessment - (EO2G)

Circle each word that should begin with a capital letter.

1. Mr. Smith lives in Napa, California.

Scoring Aid for Grading

2. Did Mary leave school early Tuesday?

Errors	%
0	100

3. The children named the black cat Spooky.

1	97
---	----

4. We did not have school on Memorial Day.

2	93
---	----

5. Father's Day is in June.

3	90
---	----

Draw a ring around the correct word.

4	87
---	----

6. Who (sat, set) the book on the table?

5	84
---	----

7. The dog (sat, set) in the flower bed.

6	80
---	----

8. We have (ate, eaten) dinner.

7	77
---	----

9. They have (done, did) that already.

8	74
---	----

10. Mother has (went, gone) to the store.

9	70
---	----

11. (May, Can) I go out to play?

10	67
----	----

12. The baby (may, can) walk now.

11	64
----	----

13. Three girls (was, were) having a race.

12	60
----	----

14. Come with Jean and (I, me).

15. The stove (doesn't, don't) work.

16. I have a ticket (to, too, two) the fair and I have (to, too, two) tickets to the circus, (to, too, two).

17. There weren't (any, no) apples left.

18. The boys gave the flowers to (there, their, they're) mother.

On a separate piece of paper, write a paragraph about what you like to do best.

(This should have a good beginning sentence, at least two middle sentences and a good ending sentence. The first word should be indented.)

SPELLING ASSESSMENT
(EO2G)

Directions:

Read each word slowly to the student. Have the student write the dictated word on the answer sheet provided.

- | | | | | | |
|-----|---------|-----|----------|-----|--------|
| 1. | because | 11. | than | 21. | knives |
| 2. | was | 12. | everyone | 22. | friend |
| 3. | every | 13. | half | 23. | little |
| 4. | above | 14. | asked | 24. | live |
| 5. | along | 15. | cent | 25. | bath |
| 6. | each | 16. | they | 26. | quick |
| 7. | easy | 17. | boxes | 27. | beauty |
| 8. | alike | 18. | nothing | 28. | circle |
| 9. | heard | 19. | built | 29. | earth |
| 10. | their | 20. | your | 30. | people |

A.M.D.G.
Math Assessment Test – (EO2G)
Answer Key

$$\begin{array}{r} 1. \ 9 \\ +6 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 2. \ 14 \\ -7 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 3. \ 71 \\ -43 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 4. \ 48 \\ +37 \\ \hline 85 \end{array}$$

$$\begin{array}{r} 5. \ 286 \\ +539 \\ \hline 825 \end{array}$$

$$\begin{array}{r} 6. \ 541 \\ -398 \\ \hline 143 \end{array}$$

$$\begin{array}{r} 7. \ 37 \\ \ 58 \\ +14 \\ \hline 109 \end{array}$$

$$\begin{array}{r} 8. \ \$6.48 \\ \ +4.97 \\ \hline \$11.45 \end{array}$$

$$\begin{array}{r} 9. \ \$1.76 \\ \ +2.23 \\ \hline \$3.99 \end{array}$$

$$\begin{array}{r} 10. \ \$8.26 \\ \ -4.78 \\ \hline \$3.48 \end{array}$$

$$\begin{array}{r} 11. \ \$5.75 \\ \ -1.47 \\ \hline \$4.28 \end{array}$$

$$\begin{array}{r} 12. \ 368 \\ \ +476 \\ \hline 844 \end{array}$$

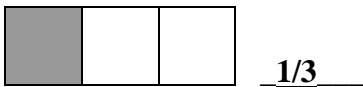
13. What time is shown?



4:10

Write the fraction for the shaded part.

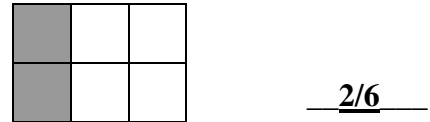
14.



15.



16.



$$\begin{array}{r} 17. \ 4 \\ \times 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 18. \ 4 \\ \times 5 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 19. \ 3 \\ \times 2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 20. \ 3 \\ \times 3 \\ \hline 9 \end{array}$$

21. John had 62 baseball cards. **62**
 He gave his friends 28 of them. **- 28**
 How many does he have left? **34**

22. Mary has 77¢. **77¢**
 Barbara has 19¢ **+19¢**
 How much money do they have in all? **96¢**

23. Sam spent \$2.93. **\$2.93**
 Lauren spent \$6.25. **+6.25**
 How much did they spend in all? **\$9.18**

24. Alex pulled 23 weeds. **23**
 Andy pulled 38 weeds. **38**
 Patrick pulled 47 weeds. **+ 47**
 How many weeds were pulled in all? **108**

25. How many minutes are there in one hour? 60

26. How many days are there in one week? 7

27. How many months are there in one year? 12

28. A quarter is worth 25 ¢.

29. A nickel is worth 5 ¢.

30. A dime is worth 10 ¢.

**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