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

<table>
<thead>
<tr>
<th>Miscue</th>
<th>Marking</th>
<th>Comment</th>
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<tbody>
<tr>
<td>Mispronunciation</td>
<td>went</td>
<td>The student attempts to pronounce the word but produces a nonsense word, rather than a real one.</td>
</tr>
<tr>
<td>Substitution</td>
<td>went</td>
<td>The student substitutes a real word that is incorrect.</td>
</tr>
<tr>
<td>Refusal to pronounce</td>
<td>T P</td>
<td>The student neither pronounces the word nor attempts to do so.</td>
</tr>
<tr>
<td></td>
<td>went</td>
<td>The teacher supplies the word so that testing can continue.</td>
</tr>
<tr>
<td>Insertion</td>
<td>on</td>
<td>The student inserts a word that does not appear in the text.</td>
</tr>
<tr>
<td>Omission</td>
<td>to the</td>
<td>The student omits a word in the text but continues to read.</td>
</tr>
<tr>
<td>Repeition</td>
<td>in the</td>
<td>The student repeats one or more words that have been read.</td>
</tr>
<tr>
<td>Little house</td>
<td>that he saw</td>
<td>The student reverses the order of words or letters.</td>
</tr>
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</table>

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.
END OF FOURTH 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

(EO4G: Teacher)
1. What is the story about? (Matthew)

2. Where did Matthew see the bookmobile?

3. Where is the bookmobile? (on the corner, one block away from the library)

4. What did Matthew do when he saw the bookmobile? (go to the bookmobile)

5. Why was the library closed? (bookmobile)

6. What was the first thing Matthew noticed? (people were waiting in line)

7. What was the bookmobile crowded? (books, children)

8. What was Matthew doing? (reading)

9. What does the phrase "The boy who looked so much like him" mean? (the boy and the book cover)

10. What did Matthew look like? (he wore glasses, he was short)

Vocabulary

1. Main idea

2. Cause and effect

3. Vocabulary

4. Detail

5. Main idea

Comprehension Questions

Answer:

1. What is the story about? (Matthew)

2. Where did Matthew see the bookmobile?

3. Where is the bookmobile? (on the corner, one block away from the library)

4. What did Matthew do when he saw the bookmobile? (go to the bookmobile)

5. Why was the library closed? (bookmobile)

6. What was the first thing Matthew noticed? (people were waiting in line)

7. What was the bookmobile crowded? (books, children)

8. What was Matthew doing? (reading)

9. What does the phrase "The boy who looked so much like him" mean? (the boy and the book cover)

10. What did Matthew look like? (he wore glasses, he was short)

Introducing Statement: Matthew had been going to the library for years. He knew the librarian, Mrs. Smith, and she always had the best books. One day, he saw a new bookmobile parked outside the library. He couldn't wait to see what kind of books were inside. He ran to the library and found a book about his favorite topic: books.
A.M.D.G.
English/Grammar Assessment (EO4G)
(When grading, \textit{every} error is counted even though there may be more than one correction in a sentence.)

Write each of the following sentences correctly.

1. sometimes christmas comes on saturday

   Sometimes Christmas comes on Saturday.

2. my full name is mary jane hopper

   My full name is Mary Jane Hopper.

3. i had the pie in the oven for a hour

   I had the pie in the oven for an hour.

4. were the too potatoes to small two peel

   Were the two potatoes too small to peel?

Underline the correct word or words.

5. (There is, There are) ten dimes in a dollar.

6. (There is, There are) a book on the desk.

   
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7. We (was, were) playing in the yard.

8. (Was, were) the glass broken?

9. (There, They're, Their) is our car.

10. Drivers keep (there, they're, their) eyes on the road.

11. (There, They're, Their) going on a long trip.

12. We have (saw, seen) the fireworks before.

13. We (saw, seen) them last year, too.
Circle the subject and underline the predicate in the following sentences.

14. The boys played in the creek.
15. The leaves blew gently in the wind.
16. Suddenly the lawn mower stopped.

Underline the words that should begin with a capital letter.

Sunday  lion  February  fire  England
Tuesday  Mr. Smith  letter  Susan  table
August  hospital  John  dollars  God

Circle the nouns and underline the adjectives which describe them in the following sentences.

18. The broken gate creaked loudly.
19. The little white dog was on the red leash.
20. James skated on the frozen pond.

Circle the proper nouns and underline the common nouns in the following sentences.

21. Alice wrote a letter.
22. Oranges grow in Florida.
23. The famous inventor was named Thomas Edison.
Using an apostrophe, re-write each of the following groups of words to show possession.

24. the stem of the flower
   the flower's stem

25. the pen of the pig
   the pig's pen

26. the desks of the students
   the students' desks

27. the teeth of the shark
   the shark's teeth

Re-write the sentences below using a pronoun instead of the proper nouns given.

28. Sandy sold the eggs. She sold the eggs.

29. Then Sandy and I went swimming. Then she and I went swimming.

30. The girls saw Ryan and Tim. The girls saw them.

31. Tim's dog barked at Sandy and me. His dog barked at her and me.
Circle the action verbs, underline the helping verbs, and put an "X" over the being (or linking) verbs in the sentences below.

32. Copper is a metal.

33. The dog had jumped over the fence.

34. The children danced with delight.

35. Lewis and Clark were explorers.

36. The pencils were sharpened yesterday.

On a separate piece of paper, write a paragraph telling about a vacation or a trip you have taken.

(The paragraph should have a title, the first word should be indented, and it should contain a good beginning sentence, at least four middle sentences, and a good ending sentence. It should be graded in content, sentence structure, punctuation, grammar, spelling, and neatness.)
Spelling Assessment
(EO4G)

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

1. arrow
2. weather
3. calm
4. supply
5. passes
6. terrible
7. grateful
8. blanket
9. spicy
10. fourth
11. strange
12. still
13. silence
14. couple
15. donkey
16. bandage
17. adopt
18. chosen
19. cancel
20. usually
21. convert
22. command
23. hero
24. adoption
25. woman
26. further
27. happiness
28. scene
29. arrange
30. branch
Math Assessment Test - (EO4G)  
Answer Key

1. 510
2. 6,427
3. 246,329
4. 7,000
5. 500,000
6. 30,000
7. 110
8. 190
9. 1000
10. 132,085
11. 19,499
12. 37,824
13. 4,258
14. $3.00
15. 300
16. 44,562
17. $219.20
18. 20,976
19. 480
20. $3.00
21. 798 r4
22. 10 r10
23. 11/14
24. 27 4/8
25. 4/8
26. 3 2/12
27. GH
28. ____
29. 24cm
30. 36cm²

Scoring Aid

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