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.
## Word-Recognition Miscue-Marking System

<table>
<thead>
<tr>
<th>Miscue</th>
<th>Marking</th>
<th>Comment</th>
</tr>
</thead>
<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>TP went</td>
<td>The student neither pronounces the word nor attempts to do so.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher supplies the word so that testing can continue.</td>
</tr>
<tr>
<td>Insertion</td>
<td>sent to</td>
<td>The student inserts a word that does not appear in the text.</td>
</tr>
<tr>
<td>Omission</td>
<td>to school</td>
<td>The student omits a word in the text but continues to read.</td>
</tr>
<tr>
<td>Repetition</td>
<td>in the little house</td>
<td>The student repeats one or more words that have been read.</td>
</tr>
<tr>
<td>Reversal</td>
<td>that he saw</td>
<td>The student reverses the order of words or letters.</td>
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</tbody>
</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.

Ad Majorem Dei Gloriam
END OF SIXTH 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

(EO6G: Teacher)
**Passage:**

1. Coach Stewie said that the team would need to work on passing the basketball better. He said, "Dave always stripped the ball. He needs to do that better." Dave had been very much improved in athletics, but he was still learning.

2. How did Dave feel about athletics and his ability in athletics? He wanted to be a quarter-miler in track. He had decided to try out for track. He also decided to try out for the relay team.

3. Name in order: the two sports Dave played.

4. Dave read a basketball and track.

5. What caused Dave’s failure to change?

6. What causes the problem to change?

7. Did the coach believe it would be easy to change?

8. Did Dave’s father feel at first, in terms of practice and desire?

9. Where did Dave’s father say that he would take much more out of coaching?

10. When did the coach believe it would be easy to change?

**Comprehension Questions:**

1. Using your own words, tell me one main idea.

2. How did Mr. Johnson feel about athletics and his ability in athletics? (He wanted to be a quarter-miler in track.)

**Source:** From "The First Team" by Paul Fusco.
Correct the mistakes in the following sentences:

1. it was us who were invited to the party john
   
   It was we who were invited to the party, John.

2. the frisky dog ran jumped and played in the yard all day
   
   The frisky dog ran, jumped, and played in the yard all day.

3. mother asked have you already spoke to your friends
   
   Mother asked, "Have you already spoken to your friends?"

4. its a beautiful day for a picnic
   
   It's a beautiful day for a picnic.

5. a orange is laying on the table
   
   An orange is lying on the table.

6. we have chose three boys who play basketball quite good
   
   We have chosen three boys who play basketball quite well.

7. mike said i havent never went their before
   
   Mike said, "I haven't ever gone there before."

8. have you ever read tom sawyer by mark twain
   
   Have you ever read Tom Sawyer by Mark Twain?"
9. him and me want to leave on july 18 1999 to visit me and his family in dallas texas
   He and I want to leave on July 18, 1999 to visit our family in Dallas, Texas.

10. where is your uniform at timothy demanded mrs jones
    "Where is your uniform, Timothy," demanded Mrs. Jones.

Name the parts of speech of the words in the following sentence.

11. My aunt sent me a box of delicious homemade candies for my birthday.
    my adjective/ pronoun    aunt noun    sent verb
    me pronoun    a article/adjective    box noun
    of preposition    delicious adjective    homemade adjective
    candies noun    for preposition    my adjective/pronoun
    birthday noun

In the above sentence name the subject, predicate, and the direct object.

subject aunt    predicate sent    direct object box

Name the parts of speech of the words in the following sentence.

12. That girl was and still is my best friend.
    that adjective    girl noun    was verb
    and conjunction    still adverb    is verb
    my adjective/pronoun    best adjective    friend noun

Name the subject and the predicate nominative in the above sentence.

subject girl    predicate nominative friend

On a separate piece of paper write one or two paragraphs describing your most exciting vacation. Write it in your best cursive.
Directions:
Read each word slowly to the student. Have the student write the dictated word on the answer sheet provided.

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<td>29</td>
<td>healthy</td>
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<td>embellish</td>
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A.M.D.G.
Math Assessment Test - (EO6G)
Answer Key

1. $154,169
2. 2.154
3. 4,544
4. 17.18
5. 1,100
6. 7
7. 400
8. $9/8 = 1 1/8$
9. $4/10 = 2/5$
10. $1 1/8$
11. 721
12. 0.1032
13. 9
14. 80
15. 57.5
16. 4 1/2
17. 2m 10 cm or 2.1m
18. 40
19. 5,630
20. 4.039
21. 3/25
22. a) 0.3
23. $X = 17$
24. 3 2/3
25. 8, 13
26. 1 hr. 45 min.
27. $6.20$
28. 37.68 meters
29. $0.75$
30. 8 mi per hr.

Scoring Aid

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