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.
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>Insertion</td>
<td>on sent to</td>
<td>The teacher supplies the word so that testing can continue.</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>
</tr>
</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.
END OF SEVENTH 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

(EO7G: Teacher)
INTRODUCTORY STATEMENT: Read the following story to find out about some famous animals that live on Sable Island, which is in the Atlantic Ocean near Nova Scotia.

What did the first horses that came to Sable Island look like? We can only assume that they were much like farm horses anywhere in the world, but the harsh winters on Sable slowly changed the appearance of their descendants. They became smaller and stockier, had short ears, and in winter grew very long hair. Some stallions today have manes and tails so long that they nearly touch the ground.

Most of the horses live in small herds, each consisting of several mares and their foals and a stallion who protects them. The herd is usually led by a mare, but when two herds meet, the stallions trot toward each other, heads held high, tossing their long manes from side to side. Shoulder to shoulder, they push each other and neigh and nip a bit, but then, having proven that they are both powerful and unafraid, they proudly prance back to their herds.

This is what biologists call ritual fighting: it's mostly for show.


COMPREHENSION QUESTIONS

1. What is the purpose of this story? (To describe the horses of Sable Island and the way they live)

2. Do we know what the first horses that came to Sable Island looked like? (No) What did the story say that caused you to answer this way? (It says "we can only assume"

3. What can we assume caused the appearance of the descendants of the first Sable Island horses to change? (the harsh winters)

4. What are descendants? (their offspring; later generations of horses)

5. How does the author say the horses changed? (They became smaller and stockier, had short ears, and in winter grew very long hair.) (Accept two out of the three changes as an adequate response.)

6. How long are the manes and tails of some stallions today? (long enough to nearly touch the ground)

7. What is a foal? (a young horse)

8. Do the stallions with the small herds really want to fight stallions from other herds? (No) What did the story say that caused you to answer this way? (They only neigh and nip a bit. It is mostly for show)

9. Name, in order, three things the stallions from different herds do when they meet. (trot toward each other, push each other and neigh and nip a bit, proudly prance back to their herds) (Give full credit for the second step if any part of it is given.)

10. What do biologists call this type of fighting? (ritual fighting)
A.M.D.G.

English/Grammar Assessment (EO7G)

(Scoring Aid for Grading: Minus one point for each error.)

Rewrite making the necessary corrections.

1. she gave the french book to he and i we used it yesterday and sunday

   She gave the French book to him and me. We used it yesterday and Sunday.

2. the book paper and pencil laid on the table which was a valuable english antique

   The book, paper, and pencil lay on the table which was a valuable English antique.

3. do you play basketball good asked jim

   "Do you play basketball well?" asked Jim.

4. he could not hardly see the chalkboard as his eyes were so poor

   He could hardly see the chalkboard as his eyes were so poor.

5. suddenly the great door opened and an uninvited guest comes into the dining hall

   Suddenly, the great door opened and an uninvited guest came into the dining hall.

6. a pen or pencil are needed for this test do you have one

   A pen or pencil is needed for this test. Do you have one?

7. either of the answers are correct

   Either of the answers is correct.

Write the plural of the following nouns.

<table>
<thead>
<tr>
<th>friend</th>
<th>friends</th>
<th>guess</th>
<th>guesses</th>
<th>daisy</th>
<th>daisies</th>
</tr>
</thead>
<tbody>
<tr>
<td>tray</td>
<td>trays</td>
<td>monkey</td>
<td>monkeys</td>
<td>shelf</td>
<td>shelves</td>
</tr>
<tr>
<td>trio</td>
<td>trios</td>
<td>potato</td>
<td>potatoes</td>
<td>piano</td>
<td>pianos</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
<td>ox</td>
<td>oxen</td>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>radius</td>
<td>radii</td>
<td>glassful</td>
<td>glassfuls</td>
<td>woman</td>
<td>women</td>
</tr>
</tbody>
</table>
List the past tense and past participle of these verbs.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
<td>frozen</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
</tbody>
</table>

Underline the correct verb form.

The parents' group (has, have) begun a drama class.

The group of children (play, plays) at the park.

(Do, Does) the family pray together?

The herd of elephants (was, were) at the watering hole.

The jury (is, are) deliberating now.

Write the possessive form of each group of words.

the violin of Joseph  Joseph's violin
the feathers of the eagles  the eagles' feathers
the mitts of the boys  the boys' mitts
English/Grammar Assessment (EO7G) (cont.)

the aroma of the flower       the flower's aroma
the hats of the men           the men's hats

Name the parts of speech in the following sentence. (noun, pronoun, adjective, verb, adverb, preposition, conjunction, article)

The frightened cat ran quickly across the yard and through the gate.

the article/adjective      frightened adjective      cat noun
ran   verb                   quickly adverb           across preposition
the article/adjective      yard noun                and conjunction
through preposition        the article              gate noun

Name the subject and predicate of the above sentence.

subject cat                  predicate ran

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

My dad gave me a new fishing rod yesterday.

my adjective/pronoun        dad noun                gave verb
me pronoun                   a article/adjective   new adjective
fishing adjective            rod noun                yesterday adverb

On a separate piece of paper, write one or two paragraphs telling about your most enjoyable vacation or pet. Write this in your best cursive handwriting.
**SPELLING ASSESSMENT**  
*(EO7G)*

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>animal</td>
<td>11.</td>
<td>annoy</td>
<td>21.</td>
</tr>
<tr>
<td>2.</td>
<td>children</td>
<td>12.</td>
<td>argument</td>
<td>22.</td>
</tr>
<tr>
<td>3.</td>
<td>inside</td>
<td>13.</td>
<td>incapable</td>
<td>23.</td>
</tr>
<tr>
<td>4.</td>
<td>brought</td>
<td>14.</td>
<td>April</td>
<td>24.</td>
</tr>
<tr>
<td>5.</td>
<td>dreary</td>
<td>15.</td>
<td>sensible</td>
<td>25.</td>
</tr>
<tr>
<td>6.</td>
<td>window</td>
<td>16.</td>
<td>uncle</td>
<td>26.</td>
</tr>
<tr>
<td>7.</td>
<td>perform</td>
<td>17.</td>
<td>conceal</td>
<td>27.</td>
</tr>
<tr>
<td>8.</td>
<td>cupboard</td>
<td>18.</td>
<td>yield</td>
<td>28.</td>
</tr>
<tr>
<td>9.</td>
<td>bureau</td>
<td>19.</td>
<td>outfit</td>
<td>29.</td>
</tr>
<tr>
<td>10.</td>
<td>bracelet</td>
<td>20.</td>
<td>caution</td>
<td>30.</td>
</tr>
</tbody>
</table>
A.M.D.G.
Math Assessment Test - (EO7G)
Answer Key

1. 1.216
2. 8.81
3. -59
4. -38
5. 11,000
6. 4,000
7. 7 13/15
8. 174,069
9. 14/15
10. 120
11. 12
12. 2 2/3
13. 1.17
14. 125
15. 46,000
16. 83/100
17. 20
18. 4 4/7
19. 3,047
20. 6
21. 1/16
22. 6.28 cm
23. 10.5 km
24. $2.37
25. 16 m
26. 60 cm²
27. 4,878
28. 1 7/16
29. -32
30. 40,000

Scoring Aid

<table>
<thead>
<tr>
<th>%</th>
<th>errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>97</td>
<td>1</td>
</tr>
<tr>
<td>93</td>
<td>2</td>
</tr>
<tr>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>87</td>
<td>4</td>
</tr>
<tr>
<td>84</td>
<td>5</td>
</tr>
<tr>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>77</td>
<td>7</td>
</tr>
<tr>
<td>74</td>
<td>8</td>
</tr>
<tr>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>67</td>
<td>10</td>
</tr>
<tr>
<td>64</td>
<td>11</td>
</tr>
<tr>
<td>60</td>
<td>12</td>
</tr>
</tbody>
</table>