KOLBE ACADEMY ASSESSMENT TESTS

Enclosed are informal assessment tests to help place your child at the appropriate course level:

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

Please read through the instructions for each assessment test thoroughly before administering. When you’ve completed all the assessments, please return all materials.

You will receive a written evaluation of the assessment tests with recommendations for a course of study and book choices.

Please contact the Kolbe office with any questions.
Placement 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. Please make sure that all tests that you have been sent are for the proper level.

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 the 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, which 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!

If returning to Kolbe for scoring: Please return all materials, making a copy for your records.
## 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 non-sense 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>went</td>
<td>The student neither pronounces the word nor attempts to do so. The teacher supplies the word so that testing can continue.</td>
</tr>
<tr>
<td>Insertion</td>
<td>sent</td>
<td>The student inserts a word that does not appear in the text.</td>
</tr>
<tr>
<td>Omission</td>
<td>to the 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 NINTH GRADE ASSESSMENT

CUMULATIVE

1. Reading Assessment, Part One: Teacher Passage

2. Reading Assessment, Part Two: Teacher List

3. Spelling Assessment: Teacher List

4. English Grammar Assessment Answer Key

5. Math Assessment Answer Key

________________________________________________________________________

Student’s Name          Date

(EO9G: Teacher)
Jorge's third grade teacher, Mrs. Sessa, had been teaching for 20 years. She had a good reputation among parents and students for her ability to engage and help students. Jorge was a dedicated boy for Mrs. Sessa; he had seen her as excellent at her work.

The teacher was known for her enthusiasm and ability to make learning fun. She often used props and real-life examples to explain concepts, which helped students grasp the material more easily.

Jorge's reading skills were excellent, and he often participated in class discussions and was active in group work. He had a strong interest in science, particularly in space exploration and astronomy.

Jorge's parents, Jorge Jr. and Maria, were proud of their son's achievements and supported him in his academic pursuits. They were engaged in the school community and had attended several parent-teacher conferences throughout the year.

The students in Mrs. Sessa's class were enthusiastic and active, and they often completed their assignments with enthusiasm and dedication. The classroom was a place where students could learn and grow, and they felt supported by their teacher and peers.

Jorge's family had high hopes for the future, and they believed that education was the key to success. They encouraged Jorge to continue his academic journey and pursue his interests, whether it was science, art, or another field.

The school year was coming to an end, and the students were excited about the upcoming vacation. Mrs. Sessa had planned a variety of fun activities for the summer, including field trips and workshops for the students to engage in over the break.

Jorge looked forward to the summer break and planned to read many books and work on some of his science projects at home. He was excited to continue learning and exploring new ideas during his time off.
SPELLING ASSESSMENT  
EO9G  

Read each word slowly to the student and give the student the opportunity to write the word on the answer sheet provided.

1. suburb  
2. misbehave  
3. possession  
4. automation  
5. melancholy  
6. confederate  
7. vacuum  
8. fluctuate  
9. medley  
10. imaginary  
11. knowledge  
12. exhale  
13. spaghetti  
14. naughty  
15. habitual  
16. kangaroo  
17. tarnish  
18. Michigan  
19. repetition  
20. discriminate  
21. pursuant  
22. rhythm  
23. quotation  
24. circuit  
25. nuisance  
26. ridiculous  
27. khaki  
28. neither  
29. gorgeous  
30. bouquet
ANSWER KEY
ENGLISH GRAMMAR ASSESSMENT
(EOG9)

I. Add capitals and punctuation marks where needed. Subtract one point for each individual error.

1. My father, as I said, was greatly delighted. If my teacher had exclaimed, “He is a genius!” he could not have felt better. He called into the living room and, with a face beaming with smiles, said, “There is no need for me to say that I was pleased when your teacher wrote, ‘Henry is a student who always tried to do his duty.’ I am not going to spoil this achievement by giving you a reward for virtue is the testimony of a good conscience.”

28 points

II. Rewrite, making all necessary corrections. There are various possibilities.

2. (Needs only one of these possibilities)
The balloon having burst, the child cried softly.
The balloon burst; the child cried softly.
The child cried softly when the balloon burst. 4 points

3. The book’s authors were seated near him and me at the table.
The books’ authors were seated near him and me at the table. 4 points

4. Whom did they choose to do the same job as I? 5 points

5. Give the prize to whomever in the class receives the highest average. 2 points

6. Jane asked, “Had you forgotten that the teacher did not approve of our joining the club?” 8 points

7. Did you know it was I that called?
Did you know that I was the one who called? 3 points

8. After finishing their work, the employees were dismissed. 3 points

9. Bill seemed not to care that his book was different from the rest.
Bill did not seem to care that his book was different from the rest. 5 points

10. Helen thought that I was she. 4 points

11. I immediately felt sorry that I had spoken so harshly. 6 points

12. Neither of the tour guides has been very happy in his work, so each is presently looking for another position.
Neither of the tour guides has been very happy in his work. Each is presently looking for another position. 7 points
ENGLISH GRAMMAR ASSESSMENT EO9G cont.

13. To my surprise, Tim decided to drop by. He dashed into the house, slammed the door behind him, and yelled for me. He was looking for a hunting companion. What he wanted was a hunting companion. He wanted a hunting companion.  
14 points

III. Parts of Speech in each word in the following sentences

14. The **article/adjective** singing-**gerund (used in the position of noun)** of- **preposition** the-**article/adjective** birds-**noun** and-**conjunction** the-**article/adjective** babbling-**noun** of- **preposition** the-**article/adjective** brook-**noun** greatly-**adverb** delighted-**verb** those-**adjective** three **adjective** hikers-**noun**.  
16 points

15. My-**possessive pronoun/adjective** neighbor-**noun** is-**verb** an-**article/adjective** extremely-**adverb** talented-**adjective** piano-**adjective** player-**noun** (or piano player-**noun**) from-**preposition** New York-**noun**.  
10 points

16. (May have listed complete subject/predicate/direct object, or the simple subject/predicate/direct object)  
Complete: Subject-The singing of the birds and the babbling of the brook  
 Predicate-greatly delighted  
 Direct object-those three hikers.  
Simple: Subject-singing, babbling  
 Predicate-delighted  
 Direct object-hikers  
3 points

17. (May have listed complete subject/predicate/pred. nom., or the simple subject/predicate/pred. nom.)  
Complete: Subject-My neighbor  
 Predicate-is  
 Predicate Nominative-an extremely talented piano player from New York.  
Simple: Subject-neighbor  
 Predicate-is  
 Predicate Nominative-player  
3 points

125 points total. Subtract 0.8 point from 100 for each error to calculate the final percentage, or divide the total number of points earned by 125, and translate to a percentage.

18. The purpose of this section is for you to gauge the student’s strengths and weaknesses in composition writing. Evaluate the content (introduction, thesis statement, conclusion, ideas-do they relate in each paragraph and support the thesis statement?) and the composition (grammar/spelling errors, sentence structure, etc.)
ANSWER KEY
MATH ASSESSMENT
EOG9

1. \( y = -\frac{3}{4} x - \frac{13}{4} \) or \( 3x + 4y = -13 \) (needs only one of these answers)

2. \( x = 2 \)

3. Volume = 7350 in.

Use Scale EZ grader

4. \( \frac{x+3}{x+5} \)

Total points = 34

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<thead>
<tr>
<th>Errors</th>
<th>%</th>
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<tbody>
<tr>
<td>1</td>
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<td>53</td>
</tr>
<tr>
<td>17</td>
<td>50</td>
</tr>
</tbody>
</table>

5. \( 4x - 3x - 10 \)

6. \( k = 1.6 \)

7. \( \frac{4}{2} + \frac{6}{2} \)

8. 512 ft.

9. -15, -13, -11, -9

10. \( 1 - \frac{8}{x+y} \)

11. \( \frac{2}{31} \)

12. \( -4x - 9x + x + 14 \)

13. \( y = \frac{1}{5} x - 12 \) or \( 5y = x - 60 \)

14. \((a+2b)(c+2d)\)

15. \( x = 52 \)

16. \( 2x - 4 \)

17. \( x = -9 \) \( x = 5 \)

18. \( 1 + n \)

19. \( x = 3; \ y = 1 \)

EOG 9 Math Assessment con't.
20. $1 \pm 2 \ 3$

21. $c = \frac{lx}{d - bx}$

22. $2 \cdot 10$

23. $4 \ 5 - 18 \ 2$

24. $\frac{n(mp-1)}{anp-3}$

25. $N = 3$
   $N = 6$

26. $113.04 \text{ ft}$

27. $30 \text{ pounds per square in.}$

28. $(3x + 2)(x - 7)$

29. $(3x + 2)(x + 7)$

30. $(3x + 7)(x + 2)$

31. $(a + b)(xy - 4)$

32. $(m + pc)(2x - 3)$

33. $(k + pc)(4 - xy)$

34. $4$