

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.

APPENDIX A

Word-Recognition Miscue-Marking System

Miscue	Marking	Comment
Mispronunciation	went <i>went</i>	The student attempts to pronounce the word but produces a non-sense word, rather than a real one.
Substitution	went <i>want</i>	The student substitutes a real word that is incorrect.
Refusal to pronounce	went <i>TP</i>	The student neither pronounces the word nor attempts to do so. The teacher supplies the word so that testing can continue.
Insertion	sent ^{on} to <i>u</i>	The student inserts a word that does not appear in the text.
Omission	to the 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 he <u>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

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)

●●9 PASSAGE

FORM D

TEACHER 900

MOTIVATIONAL STATEMENT: Read to find out about some boys at work.

I was a delivery boy for Mr. Sasaki then. I had seen clerks come and go, and although they were of various sorts of temperaments and conducts, all of them had the technique of waiting on the customers or acquired one eventually. You could never tell about a new one, however, and to be on the safe side, I said nothing and watched our boss readily take on this young man. Anyhow we were glad to have an extra hand.

Mr. Sasaki undoubtedly remembered last year's rush when Tommy, Mr. Sasaki, and I had to do everything and had our hands tied behind our backs for having so many things to do at one time. He wanted to be ready this time. "Another clerk and we'll be all set for any kind of business," he used to tell us. When Teruo came around looking for a job he got it, and Morning Glory Flower Shop was all set for the year as far as our boss was concerned.

When Teruo reported for work the following morning Mr. Sasaki left him in Tommy's hands. Tommy was our number one clerk for a long time.

[Note: Do not count as misuses mispronunciation of Sasaki or Teruo. These words may be pronounced for the student if needed.]

Source: Toshio Mori, "Say It With Flowers," from *Yokohama, California* (Caldwell, Idaho: Caxton Printers, 1949). Copyright 1949 by The Caxton Printers, Ltd. Reprinted by permission.

SCORING AID

WORD RECOGNITION

%- MISCUES

99-2

95-9

90-19

85-28

COMPREHENSION

%- ERRORS

100-0

90-1

80-2

70-3

60-4

50-5

40-6

30-7

20-8

10-9

0-10

190 WORDS

WPM

11400

COMPREHENSION QUESTIONS

main idea

detail

inference

vocabulary

detail

vocabulary

sequence

cause and effect/
detail

inference

inference

- What would be a good title for this selection? (Mr. Sasaki's Flower Shop; A New Clerk)
- What was the writer's job? (delivery boy)
- Had there been several other clerks for Mr. Sasaki? (yes) What in the story caused you to answer that way? (The writer said he had seen clerks come and go.)
- What is the meaning of the word "temperaments" in the phrase "various sorts of temperaments and conduct"? (disposition; personality)
- What did all clerks know or learn? (technique of waiting on customers)
- What is the meaning of the word "eventually"? (at last; finally)
- Name, in order, what the writer did when a new clerk was hired? (said nothing; watched the boss with him)
- Why did Tommy, Mr. Sasaki, and the writer have their "hands tied behind their backs"? (They had so many things to do at one time.)
- What was Mr. Sasaki's business? (flower shop)
- Why did Mr. Sasaki assign Teruo to Tommy? (Tommy was the number one clerk.)

LISTS

LIST 1

TEACHER

LEVEL 9●●

LEVEL 10■■

LEVEL 11◆◆

LEVEL 12★

1. alien _____	1. adept _____	1. affluent _____	1. abstinence _____
2. animation _____	2. analysis _____	2. anachronism _____	2. apprentice _____
3. apprentice _____	3. benign _____	3. bivouac _____	3. blasphemy _____
4. binoculars _____	4. bizarre _____	4. blithe _____	4. boisterous _____
5. burnished _____	5. chagrin _____	5. deteriorate _____	5. clandestine _____
6. chronic _____	6. composure _____	6. divergent _____	6. coherent _____
7. discern _____	7. diminish _____	7. euphoria _____	7. diminutive _____
8. ecstatic _____	8. falter _____	8. grimace _____	8. domicile _____
9. exaggerate _____	9. fanatic _____	9. incongruity _____	9. facetious _____
10. ethnic _____	10. gaunt _____	10. legitimate _____	10. feudalism _____
11. furtive _____	11. hybrid _____	11. ludicrous _____	11. garrulous _____
12. horde _____	12. jostle _____	12. monotonous _____	12. irony _____
13. ingenious _____	13. lethargic _____	13. periphery _____	13. macabre _____
14. perennial _____	14. parallel _____	14. pianissimo _____	14. monologue _____
15. predecessor _____	15. predatory _____	15. rendezvous _____	15. nuptial _____
16. quarantine _____	16. reverie _____	16. repatriate _____	16. paradoxical _____
17. scrutinize _____	17. simultaneous _____	17. shrapnel _____	17. renaissance _____
18. strategy _____	18. sustenance _____	18. temerity _____	18. synopsis _____
19. velocity _____	19. taunt _____	19. upholstery _____	19. veranda _____
20. warp _____	20. valiant _____	20. wizened _____	20. vestibule _____

0-2 ERRORS—INDEPENDENT LEVEL

3-4 ERRORS—INSTRUCTIONAL LEVEL

5+ ERRORS—FRUSTRATION LEVEL



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SPELLING ASSESSMENT EO9G

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

- | | |
|----------------|------------------|
| 1. suburb | 16. kangaroo |
| 2. misbehave | 17. tarnish |
| 3. possession | 18. Michigan |
| 4. automation | 19. repetition |
| 5. melancholy | 20. discriminate |
| 6. confederate | 21. pursuant |
| 7. vacuum | 22. rhythm |
| 8. fluctuate | 23. quotation |
| 9. medley | 24. circuit |
| 10. imaginary | 25. nuisance |
| 11. knowledge | 26. ridiculous |
| 12. exhale | 27. khaki |
| 13. spaghetti | 28. neither |
| 14. naughty | 29. gorgeous |
| 15. habitual | 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. $y = -3/4 x - 13/4$ 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

<u>Errors</u>	<u>%</u>
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1	97
---	----

5. $4x - 3x - 10$

2	94
---	----

3	91
---	----

6. $k = 1.6$

4	88
---	----

5	85
---	----

7. $\frac{4}{2} \frac{2}{2} + \frac{6}{2}$

6	82
---	----

7	79
---	----

8. 512 ft.

8	76
---	----

9	74
---	----

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

10	71
----	----

11	68
----	----

10. $1 - \frac{8}{x y}$

12	65
----	----

13	62
----	----

14	59
----	----

11. $2/31$

15	56
----	----

16	53
----	----

12. $-4x - 9x + x + 14$

17	50
----	----

13. $y = 1/5 x - 12$ 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.

$$20. 1 \pm 2 \cdot 3$$

$$21. c = \frac{lx_d}{ad-bx}$$

$$22. 2 \cdot 10$$

$$23. 4 \cdot 5 - 18 \cdot 2$$

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

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

$$26. 113.04 \text{ ft}$$

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

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

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

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

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

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

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

$$34. 4$$