



1st Grade

PLACEMENT TEST

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Student Profile

Student's Name _____

When do you plan to start school? _____

Student's age at start of school year _____

Does your student have any special needs that affect learning? _____

Placement Results

As you work your way through the placement tests for each subject you may record the results here. This will give you an overview of the ideal placement for your student.

If you'd like help with customizations or have any other questions, please [contact us](#) and we will get back to you ASAP.

All About Reading (pages 3-10)

- ☐ A. Not ready for Level 2
- ☐ B. Ready for Level 2
- ☐ C. More advanced than Level 2

Spelling You See (page 11)

- ☐ A. Not ready for *Jack and Jill*
- ☐ B. Ready for *Jack and Jill*
- ☐ C. More advanced than *Jack and Jill*

Math-U-See (pages 12-)

- ☐ A. Not ready for Alpha
- ☐ B. Ready for Alpha
- ☐ C. More advanced than Alpha

If you checked mostly B's your student is ready for our 1st Grade curriculum kit!

If you checked a different level in any particular subject feel free to utilize our [placement tests](#) for Kindergarten or 2nd Grade to see if a different grade level might be more appropriate for that subject.

Language Arts

All About Reading

This Placement Test will help you determine if your student has mastered the concepts taught in Level 1 of *All About Reading*.

First, have your student read the short story “The Best Lunch” aloud. This story includes all of the concepts taught in Level 1. Ensure that he is able to read the story fluently and with good comprehension.



196

The Best Lunch

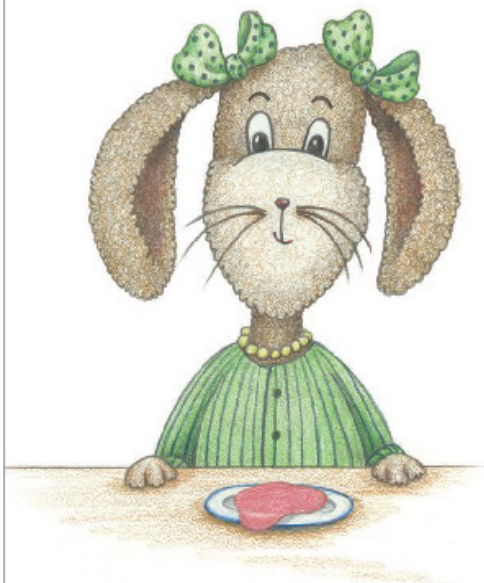


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197

Liz has ham for lunch.

It is not the best lunch, but it will do.



198

Then Liz gets a plan.

She will fix up the ham.

Liz runs to get Swiss.



199

Language Arts

Ned has a bit of Swiss in his lunch box.
A bit of Swiss is not much of a lunch,
but Ned spots the ham.



200

Ned adds the Swiss to the ham.

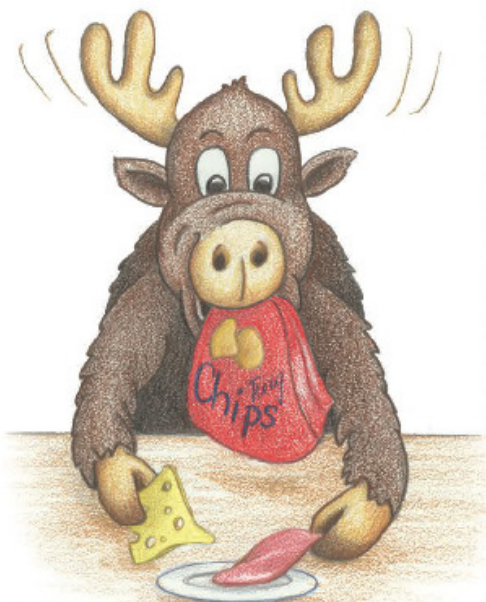
Then Ned thinks—no chips!



Ned runs to get chips.

201

Brad has chips. A bag of chips
is not much of a lunch, but he
grabs the ham and Swiss.



202

Then Brad thinks—no drink!



Brad runs to get a drink.

203

Language Arts

Nan has a glass of milk.
She spots the ham, Swiss, and chips.
This is not a bad lunch!



204

Still, a dab of jam will help.

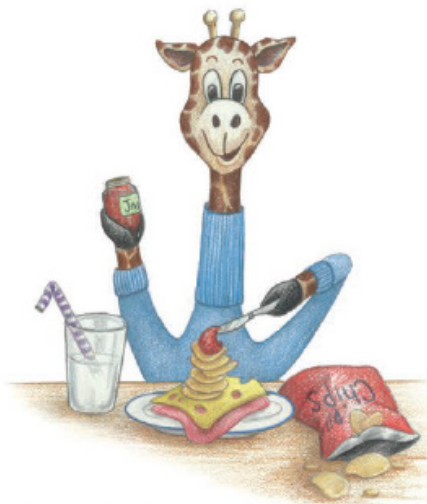


Nan runs to get the jam.

205

Cliff has jam. That is not much
of a lunch.

Then he spots the milk, the chips,
the Swiss, and the ham.



Cliff adds the jam on top.

206

But Cliff wishes he had an egg
to go with his lunch.

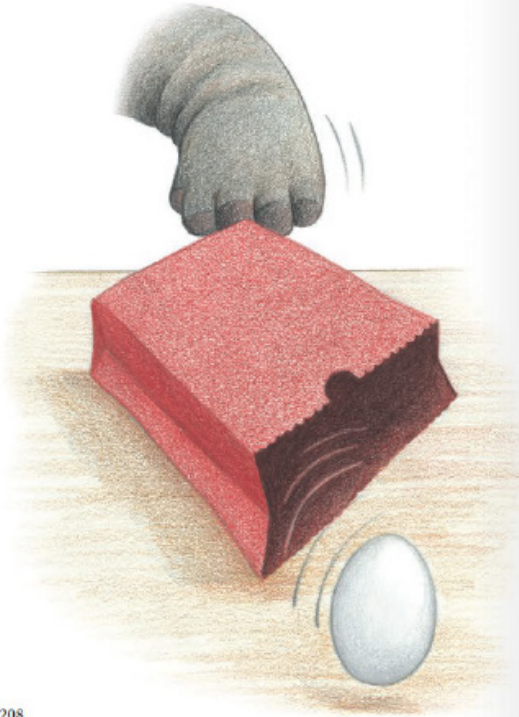


He runs to get an egg.

207

Language Arts

Bill has an egg in his sack.



208

Bill checks the lunch.

The egg will go with the ham.
It will go with the Swiss.
It will go with the chips.
It will go with the milk.
It will go with the jam.

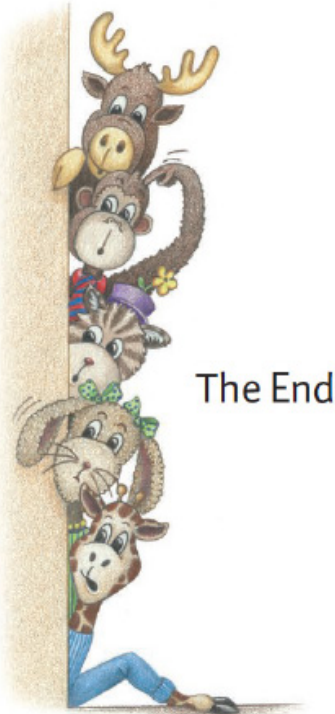


209

Bill sits at the desk. This is the best lunch!



210



The End

211

Language Arts


If your student was able to read the story fluently, continue with the Placement Test below to confirm that he is comfortable with the remaining concepts taught in Level 1.

Before beginning All About Reading Level 2:

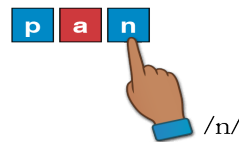
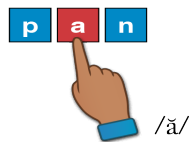
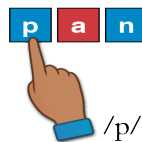
- ☐ Your student should understand how to sound out words using the blending procedure demonstrated below.

Blending Procedure

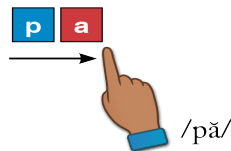
Blending one-syllable words

- 1 Build the word with letter tiles. 

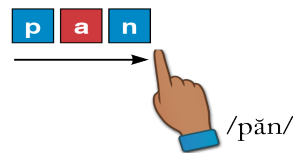
- 2 Touch under one letter at a time and say the sound of each letter.



- 3 Go back to the beginning of the word and blend the first two sounds together.



- 4 Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.

Whenever you feel that your student is ready, blend all the letters without this additional step.

Tip!

- 5 Finally, say the word at a normal pace as we do when we speak.

Pan!

“Touch the Vowel” Technique

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.

Tip!

Language Arts

Before beginning All About Reading Level 2:

- ☐ Your student should be able to read words with final blends. To test, have your student read the following words.

film bunch dent lost next

- ☐ Your student should be able to read words with initial blends. To test, have your student read the following words.

stem flat brush twin drip

- ☐ Your student should be able to differentiate between vowels and consonants and understand that every syllable contains at least one vowel. To test, have your student tell you whether each letter below is a vowel or a consonant.

b a e t h r o

- ☐ Your student should have a basic understanding of compound words. To test, have your student read the following words.

sunset sandbox windmill cobweb chopstick

Now have your student identify the two smaller words in each compound word.

- ☐ Your student should be able to count syllables. To test, say the following words and have your student tell you the number of syllables in each word. (Note: Your student does not read these words. You will say the words aloud.)

hilltop duck yesterday crash elephant bathtub

- ☐ Your student should understand the concept of Open and Closed syllable types. To test, have your student read each of the following words and tell you whether it is an Open syllable or a Closed syllable.

me met she shed wet we

Answer key: me (Open), met (Closed), she (Open), shed (Closed), wet (Closed), we (Open)

- ☐ Your student should have a basic understanding of plurals. To test, have your student read the following plural words.

boxes wings wishes checks acts

Language Arts

- ☐ Your student should have mastered the sounds of Phonograms 1-32. Be sure your student knows all the sounds for each phonogram. Some phonograms have just one sound (h says /h/), while others have two or more sounds (c says /k/ and /s/). For example, if you ask for the sounds of the letter s, your student should say “/s/-/z/.” If you ask for the sounds of the letter a, your student should say “/ă/-/ā/-/ah/.”

Phonograms 1-32

These are the phonograms your student should know before starting Level 2.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
1	m	/m/	moon
2	s	/s/-/z/	sun has
3	p	/p/	pig
4	a	/ă/-/ā/-/ah/	apple acorn father
5	n	/n/	nest
6	t	/t/	tent
7	b	/b/	bat
8	j	/j/	jam
9	g	/g/-/j/	goose gem
10	d	/d/	deer
11	c	/k/-/s/	cow city
12	y	/y/-/ī/-/ē/	yarn gym my happy
13	h	/h/	hat
14	k	/k/	kite
15	r	/r/	rake
16	i	/i/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ō/-/ō/-/oo/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ū/-/ū/-/oo/	udder unit put
24	e	/ě/-/ē/	echo even
25	qu	/kw/	queen
26	x	/ks/	ax

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
27	th	/th/-/tʰ/	three then
28	sh	/sh/	ship
29	ch	/ch/-/k/-/sh/	child school chef
30	ck	/k/, two-letter /k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank

How did your student do?

Were you able to mark 8 or more checkboxes?

Yes: Your student is ready for *All About Reading* Level 2! If just one area was difficult, you can remediate in that specific area as you proceed.

No: If your student needs help in two or more areas, start with Level 1 to build a strong foundation for reading.

Check if your student is ready for
Jack and Jill

Jack and Jill provides practice in writing individual letters and in hearing the sounds that letters make in simple words. It will also provide opportunities for students to study words in the context of nursery rhymes by marking letter patterns, copying words and passages, and writing from dictation.

This level is for the student who prints easily with lowercase letters and who knows most letter sounds, including long and short vowels.

Jack and Jill uses nursery rhymes because they provide a great deal of wordplay in a short passage. They include rhyming, alliteration, and, most importantly, a recognizable context that is essential to fostering confidence in an emerging reader.

If you answer “Yes” to these four questions, your student is ready to begin Jack and Jill.

- ✓ Can my student focus on a worksheet for at least 10 minutes?
- ✓ Can my student hold a pencil and write a sentence?
- ✓ Can my student give the sounds for most letters, including both long and short vowel sounds?
- ✓ Is my student beginning to read books like *Hop on Pop* by Dr. Seuss?

If you answer “No” to any of the questions above, try the readiness guidelines for the previous level, *Listen and Write*.

If you answer “No” to any of the questions above, try the readiness guidelines for the previous level, [*Listen and Write*](#), included in our Kindergarten placement test packet.

View a [sample lesson](#) of Spelling You See [*Jack and Jill*](#) on our website.

Math-U-See

Please work through the following questions assessing your student's math abilities. Unsure what we're asking? You may refer to the [online placement test](#) for a more in-depth assessment.

Primer Content

1. Can my student read and write numerals from 0 to 9?
2. Does my student have one-to-one correspondence (e.g. the numeral 7 represents seven objects)?
3. Do I think my student is ready to start formal instruction?

If you answered "Not Yet" to any of these questions your student would benefit from completing the [Primer](#) level before starting Alpha.

STOP here for math and move on to the Thinking Skills portion of this placement test.

If you answered "Yes" to all three questions please proceed to the next block of questions.

Alpha Content.

1. Can my student confidently solve word problems involving addition and subtraction?

Example: Would he be able to solve a problem like this one?

Denise found 18 beetles outside on Tuesday. On Wednesday she found only 9. How many fewer did she find on Wednesday?

2. Can my student reword a subtraction problem to make it into a question about addition?

Example: Would he be able to change $7 - 3 = ?$ to $3 + ? = 7$?

3. Can my student immediately give the correct answers to all single-digit addition and subtraction problems?

Example: Would he be able to immediately recall that $7 + 8 = 15$ from memory without counting or using objects?

If you answered “Yes” to all three questions in the previous set and “Not Yet” to any of the questions in this set your student is ready to begin in [Alpha](#). **This is the typical level for 1st Grade.**


Visit [our website for sample video clips and pages](#) from the Alpha level.

If you answered “Yes” to all three questions in this set your child may be ready for a more advanced level of math. Please proceed to the placement test for Beta included in our 2nd grade placement test packet.


Thinking Skills

The following pages provide samples of the [Critical & Creative Thinking Activities, Grade 1](#) workbook included in our 1st Grade curriculum kit. These aren't meant to be placement tests, but rather just to give you an idea of what this level looks like. You can find [more in-depth samples](#) on our website.

Name _____

 **Autumn**

The second picture is different from the first picture in 8 ways.
Can you find and circle them all?



In autumn, you might have to wear an extra _____.

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Thinking Skills

Name _____

 **Winter**

If you did not have a carrot,
what would make a good **nose**
for a snowman?

What would make a good
mouth for a snowman?



What will happen next?

Circle the one that does not belong.

Finish the pattern.

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Science & History

Science and History aren't as dependent on the students' abilities as some of the other subjects, so placement isn't as critical. The following charts show the main science and history texts included in our curriculum kits along with the appropriate age range and the subject matter covered. As long as your student is within the suggested age range you may choose the level that most closely corresponds to your student's placement in other subjects.

Science

Grade Level	Ages	Main Text	Covers
Kindergarten	4-6	<i>Skill Sharpeners Science K</i>	physical, life, and earth sciences
1st Grade (classic)	5-12	<i>Science in the Beginning</i>	light, air, water, geology, astronomy, biology
1st Grade (nonreligious)	5-9	<i>Building Blocks of Science 1</i>	chemistry, biology, physics, astronomy, geology
2nd Grade (classic)	5-12	<i>Science in the Ancient World</i>	early scientists, geology, physics, biology, anatomy
2nd Grade (nonreligious)	6-10	<i>Building Blocks of Science 2</i>	chemistry, biology, physics, astronomy, geology

History

Grade Level	Ages	Main Text	Covers
Kindergarten (classic)	4-6	<i>My Story K</i>	cultures, history, civics, geography, economics
Kindergarten (nonreligious)	4-6	<i>180 Days of Social Studies</i>	cultures, history, civics, geography, economics
1st Grade	6-9	<i>The Story of the World, Volume 1</i>	ancient world history
2nd Grade	7-10	<i>The Story of the World, Volume 2</i>	medieval world history