



2nd 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 child.

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 12-14)

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

If you checked mostly B's your child is ready for our 2nd Grade curriculum kit!

If you checked a different level in any particular subject feel free to utilize our [placement tests](#) for 1st Grade or 3rd 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 2 of *All About Reading*.

First, have your student read the short story “Rawhide” aloud. This story includes all of the concepts taught in Level 2. Ensure that he is able to read the story fluently and with good comprehension.

Rawhide



198

My name is Rawhide. I'm a ranch dog. I'm the boss of this place. I protect the kids and keep things in order.



200

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199



Mr. and Mrs. August drove off in the truck. They left me in charge of the kids. There is a ranch hand, but he's not much help.

201

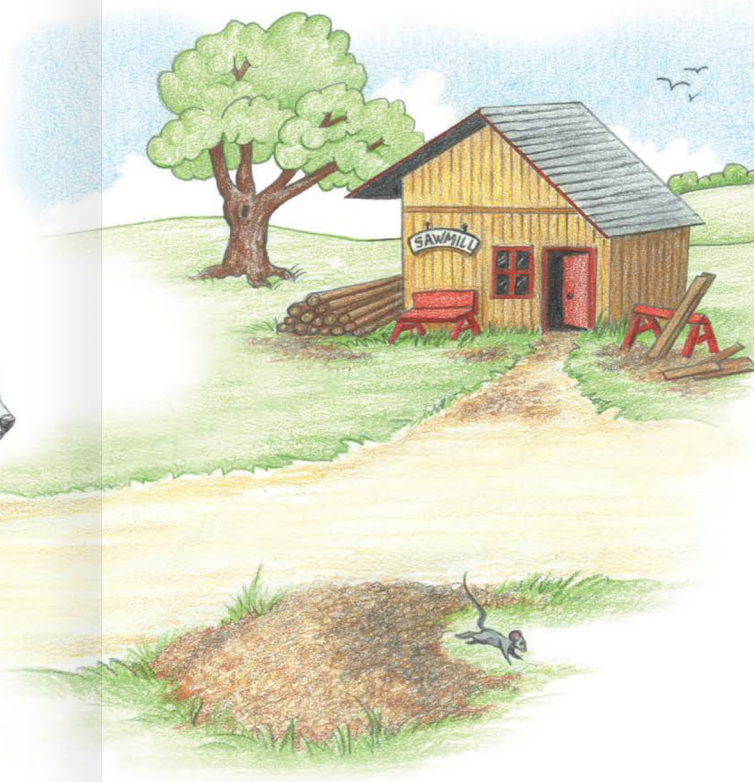
Language Arts

While the kids have pancakes, I go
for a short stroll.

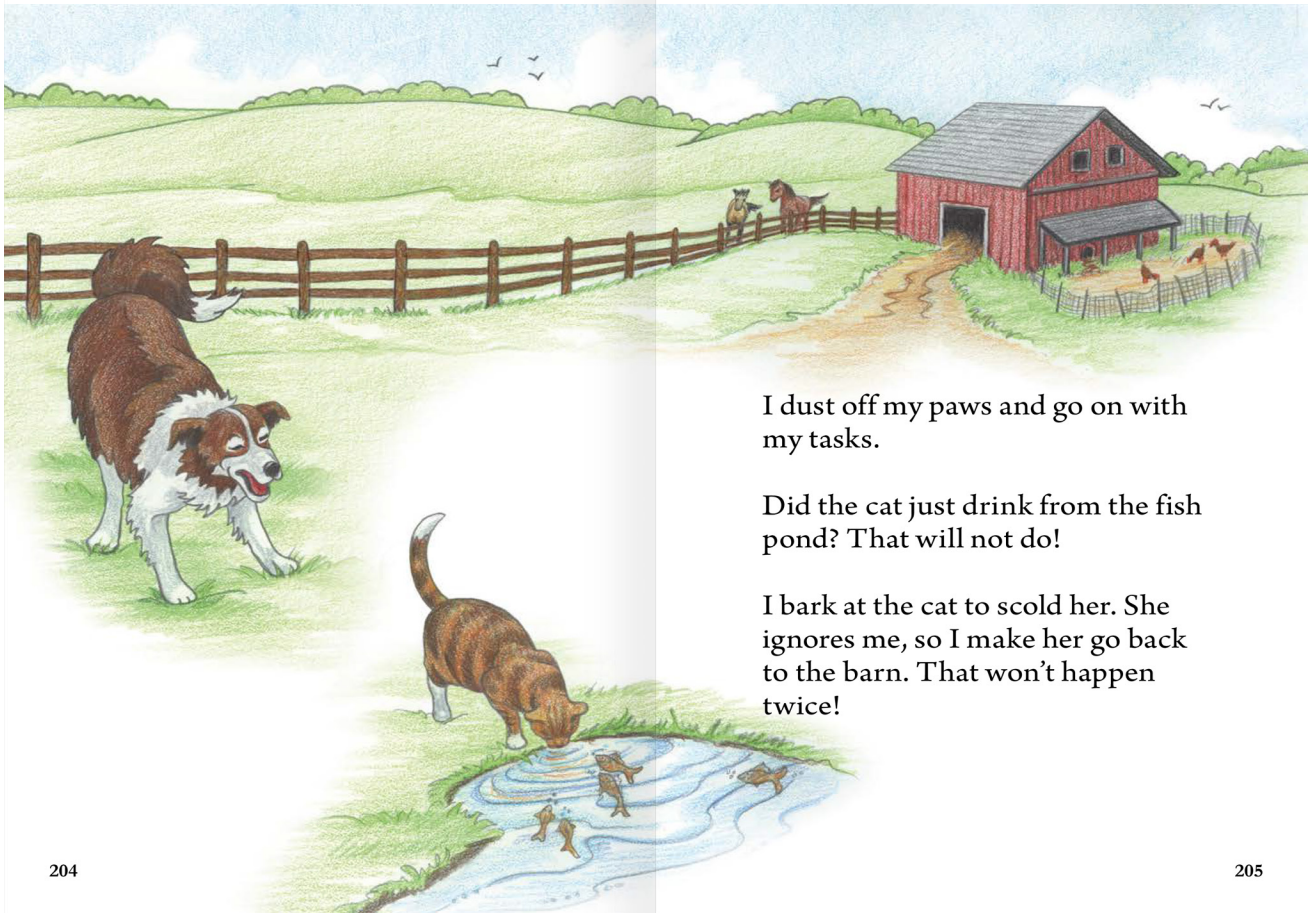
I spot a large rat by the sawmill. I
chase it over a pile of sawdust. He
won't be back while I'm on the job.



202



203



204

I dust off my paws and go on with
my tasks.

Did the cat just drink from the fish
pond? That will not do!

I bark at the cat to scold her. She
ignores me, so I make her go back
to the barn. That won't happen
twice!

205

Language Arts



206

The kids are on the lawn in bare feet. I see a huge green snake coiled up by the seesaw.



208

The ranch hand enters the chicken pen. I crawl over to spy on him. Did he just nab an egg? I'll put a stop to that!

I creep over the straw and jump at him. He drops his basket and flees.

207

I pause ... then I jump onto the wild snake and haul it off. I have saved the kids!



209

Language Arts

Just then, the truck chugs up the lane. Mr. and Mrs. August step out—but who is with them?

They call her Aunt Sue, and she has a blue shawl. Her arms are filled with boxes and bags. This upsets me!



210

I have never seen her before, but the kids seem to like her. I don't understand why!

The kids take the boxes from her. Stop! I have not checked the boxes yet to see if they are safe!



211

Aunt Sue sets a box in front of me and opens it. It smells like bacon. I love bacon!

Perhaps she isn't as bad as she seems. In fact, I love Aunt Sue!



212



We all go inside to wash up for supper. I sprawl on my bed while Mrs. August makes the sauce.

I am tired. Yawn!

I must rest up so I can start over in the morning.

213

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 2.

Before beginning All About Reading Level 3:

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

Phonograms 1-44

These are the phonograms your student should know before starting Level 3.


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/-/ī/-/ē/	yarn gym my happy
13	h	/h/	hat
14	k	/k/	kite
15	r	/r/	rake
16	i	/ī/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ō/-/ō/-/ō/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ū/-/ū/-/ō/	udder unit put
24	e	/ē/-/ē/	echo even
25	qu	/kw/	queen
26	x	/ks/	ax

Language Arts

Before beginning All About Reading Level 3:

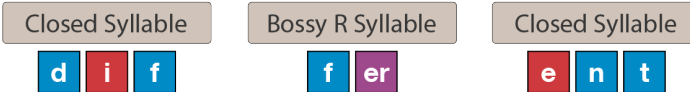
- ☐ Your student should understand how to sound out two-syllable words using the blending procedure demonstrated below.

Blending multisyllable words

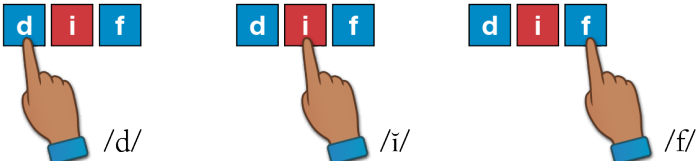
- 1 Build the word with letter tiles. 
- 2 Divide the word into syllables using the appropriate syllable division rules.



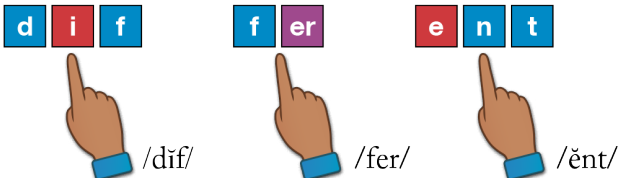
- 3 Label the syllable types.



- 4 Decode one syllable at a time, following the same procedure you would use for a one-syllable word.



- 5 Start at the beginning of the word again. Slide your finger under each syllable, saying the sound of the syllables.



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

Language Arts

Before beginning All About Reading Level 3:

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

branch swept print frost trust

- ☐ Your student should be able to read words with the Name Game (Vowel-Consonant-E) syllable type. To test, have your student read the following words.

hope dime cane flute grape

- ☐ Your student should be able to read words with Bossy R (R-controlled) vowels. To test, have your student read the following words.

over forest garden north perhaps

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

can't what's you're I'll we've

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

- ☐ Your student should be able to read words with the past tense ending ed. To test, have your student read the following words.

wanted planned danced printed mixed

- ☐ Your student should understand syllable division rules for reading multisyllable words. To test, have your student divide the following words into syllables and then read the words.

robin napkin hero admit refund

Answer key: *rob-in, nap-kin, he-ro, ad-mit, re-fund*

Language Arts

Before beginning Level 3:

- ☐
- Your student should have mastered the sounds of Phonograms 1-44. 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 ow, your student should say “/ow/-/ō/” without hesitation.

Phonograms 1-44

These are the phonograms your student should know before starting Level 3.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	
1	m	/m/	moon	
2	n	/n/ /z/	sun	fan
3	p	/p/	big	
4	a	/ā/-/ā/-/ā/-/ā/	apple	again
5	h	/h/	nest	
6	t	/t/	tent	
7	b	/b/	bat	
8	l	/l/	all	
9	u	/ū/-/ū/	glove	gun
10	d	/d/	deer	
11	o	/ō/-/ō/	cow	oil
12	r	/r/-/r/-/r/-/r/	van	gym
13	g	/g/	net	
14	e	/ē/	the	
15	s	/s/	sax	
16	i	/ī/-/ī/-/ī/	city	ivy
17	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ō/-/ō/-/ō/-/ō/	offer	open
21	l	/l/	bell	to
22	w	/w/	wave	even
23	u	/ū/-/ū/-/ū/	udder	put
24	e	/ē/-/ē/	echo	even
25	qu	/kw/	queen	
26	x	/ks/	ax	

Language Arts

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
33	wh	/hw/	while
34	ee	/ē/, double e	feed
35	er	/er/ as in <i>her</i>	her
36	ar	/ar/	car
37	or	/or/-/er/ as in <i>work</i>	corn work
38	ed	/ĕd/-/d/-/t/	wanted snowed dropped
39	oy	/oy/ that we may use at the end of English words	toy
40	oi	/oy/ that we may not use at the end of English words	oil
41	aw	/aw/ that we may use at the end of English words	saw
42	au	/aw/ that we may not use at the end of English words	haul
43	ow	/ow/-/ō/	cow low
44	ou	/ow/-/ō/-/ōō/-/ŭ/	mouse soul soup touch

How did your student do?

Were you able to mark 8 or more checkboxes?

Yes: Your student is ready for *All About Reading* Level 3! 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 or 2 to build a strong foundation for reading.

Check if your student is ready for

Wild Tales

Wild Tales provides opportunities for students to study words in the context of factual passages about animals. Students mark various letter patterns, copy passages, and produce their own compositions or drawings. They also practice writing the passages from dictation with assistance. This level is for a student who knows letter sounds and can spell many common words correctly.

Read the passage below to your student, asking them to follow along.

Some sheep are wild. Bighorn sheep live on mountains and high hills. Male sheep are called rams. The bighorn rams have huge horns. They use their horns to fight each other. Flocks of sheep eat grass in the meadows. They climb steep hills to find more food.

Ask your student to read the passage aloud by themselves.

Dictate the following list of words, one at a time, to your student, asking them to write the words on a piece of paper.

sheep	called	horns	they	fight
eat	grass	hills	find	food

If you answer “Yes” to these three questions, your student is ready to begin Wild Tales.

- ✓ Can my student write two or three sentences at a time?
- ✓ Was my student able to read the paragraph aloud without sounding words out or pausing?
Note that the paragraph is written at the minimum reading level for *Wild Tales*.
- ✓ Was my student able to spell correctly eight of the ten listed words?

If you answer “No” to any of the questions above, try the readiness guidelines for the previous level, [Jack and Jill](#), included in our 1st grade placement test packet. View a [sample lesson](#) of Spelling You See [Wild Tales](#) 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.

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 "Not Yet" to any of these questions your student would benefit from completing the Alpha level before starting Beta.

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.

Beta Content.

1. Does my student have a strong understanding of place value?

Example: Would he be able to explain that the 6 in 167 represents six tens?

2. Can my student correctly add and subtract multi-digit numbers (including those which require regrouping?)

Example: Would he be able to add 147 to 385 using only a pencil and paper without counting or using other objects?

3. Can my student explain how regrouping (a.k.a. “carrying” or “borrowing”) works using the language of place value?

Example: If he solved $147 + 385$ using only a pencil and paper, would he be able to explain why he wrote a “1” above the “4”? (i.e. “When there are more than 9 in the units or ones place, 10 of them have to be regrouped as 1 ten in the tens place.”)

4. Can my student confidently solve word problems involving multiple-digit addition and subtraction?

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

Roberto’s book has 235 pages. He has read 167 pages. How many pages does he still have to read?

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 [Beta](#). **This is a typical level for 2nd grade.**

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

If you answered “Yes” to all 4 questions in this set your student may be ready for a more advanced level of math. Please refer to the full Math-U-See [placement test online](#).

Thinking Skills

The following pages are samples of the [Building Thinking Skills Book 1](#) included in our 2nd 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.

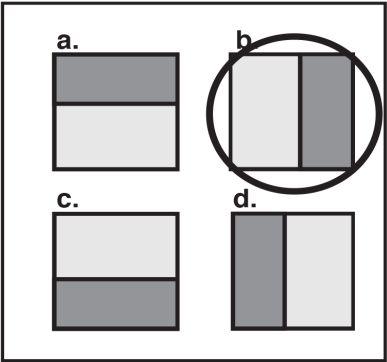

Building Thinking Skills® — Level 1

Figural Sequence

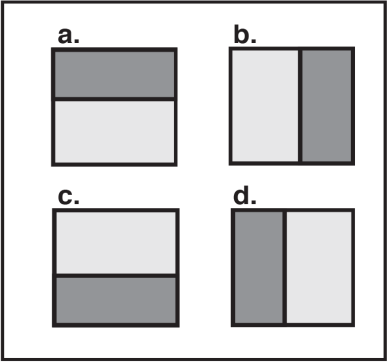
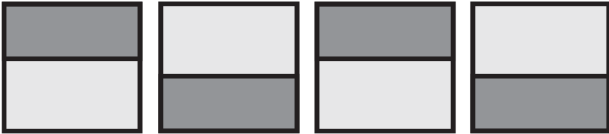
WHICH FIGURE COMES NEXT? — SELECT

DIRECTIONS: Circle the figure that comes next.

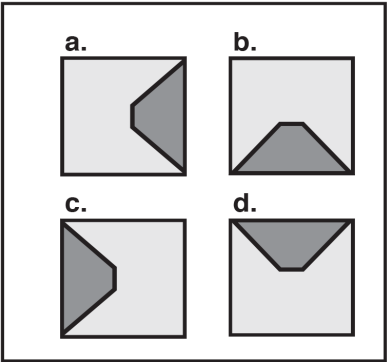
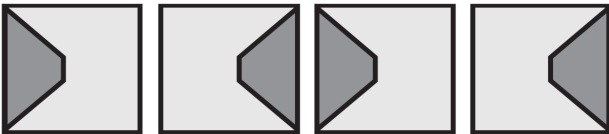
EXAMPLE



C-52



C-53



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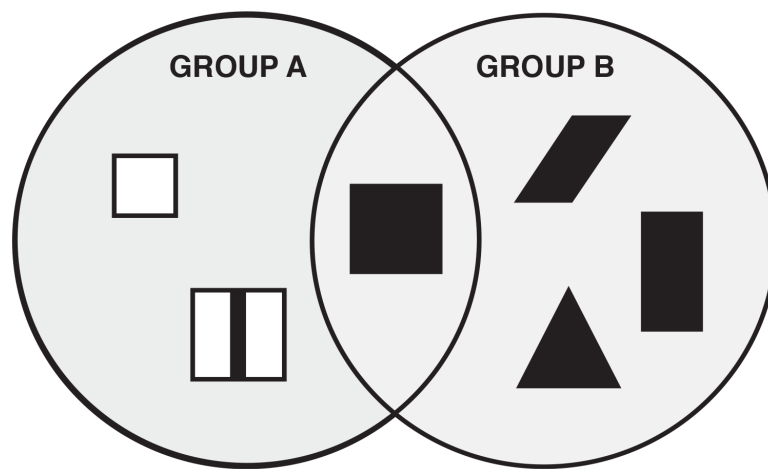
Thinking Skills

Building Thinking Skills® — Level 1

Figural Classification

OVERLAPPING CLASSES—INTERSECTION

DIRECTIONS: Read the information about the circles and complete the exercises below. In each blank, write the characteristics for the group. In each small circle's diagram, darken the part where the given shape belongs.



The part where the circles overlap is called the **INTERSECTION** of the circles. The shape in the intersection has the characteristics of both groups.

D-132

Group A contains _____.

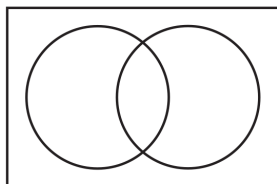
D-133

Group B contains _____.

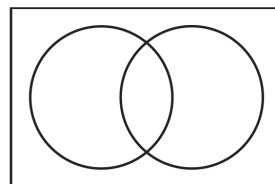
D-134

The intersection contains _____.

D-135



D-136



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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
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
3rd Grade (classic)	5-12	<i>Science in the Scientific Revolution</i>	chemistry, biology, physics, astronomy, geology
3rd Grade (nonreligious)	7-11	<i>Building Blocks of Science 3</i>	chemistry, biology, physics, astronomy, geology

History

Grade Level	Ages	Main Text	Covers
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
3rd Grade	8-11	<i>The Story of the World, Volume 3</i>	early modern world history