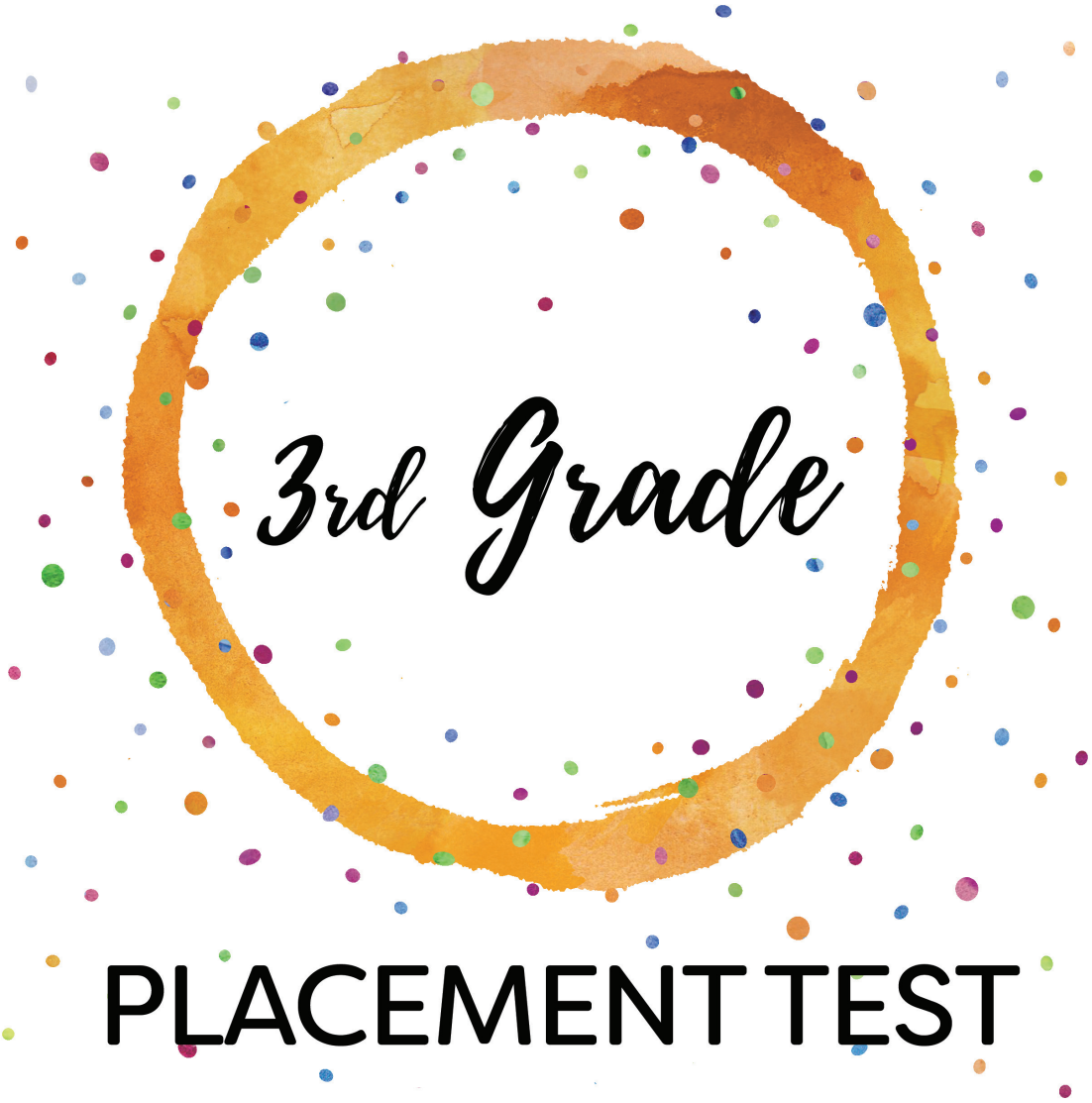


PLACEMENT TEST

timberdoodle

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.

Mosdos Literature (pages 3-6)

- ☐ A. Mosdos Opal seems too advanced
- ☐ B. Ready for Mosdos Opal
- ☐ C. More advanced than Mosdos Opal

Spelling You See (page 7)

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

Math-U-See (pages 9-11)

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

Critical & Creative (pages 12-13)

- ☐ A. *Critical & Creative Grade 3* seems too advanced
- ☐ *B. Critical & Creative Grade 3* seems about right
- ☐ *C. Critical & Creative Grade 3* seems too easy

If you checked mostly B's your student is ready for our 3rd Grade curriculum kit!

If you checked a different level in any particular subject feel free to utilize our placement tests for 2nd Grade or 4th Grade to see if a different grade level might be more appropriate for that subject.

Language Arts

Mosdos Press Literature

The following is a sample story from *Mosdos Opal*. Please have your student read the story aloud and answer the review questions orally.

The Burning of the Rice Fields

by Lafcadio Hearn

Far away in Japan, many years ago, lived good old Hamaguchi (HA-ma-GOO-chee). He was the wisest man of his village, and the people loved and honored him.

Hamaguchi was a wealthy farmer. His farmhouse stood on a hillside high above the seashore. Down by the shore, and scattered up the hill, were the houses of neighbors. Around his own house the ground was flat, like the top of a huge step in the hillside, and all about him stretched his rice fields.

It was the time of harvest. Hundreds of rice stacks lined Hamaguchi's fields. It had been a fine harvest, and tonight down in the village everyone was having a good time.

Hamaguchi sat outside his house and looked down into the village. He would have liked to join the other villagers, but he was too tired--the day had been very hot. So he stayed at home with his little grandson, Tada. They could see the flags and the paper lanterns that hung across the streets of the village, and see the people getting ready for the the dance. The low sun lighted up all the moving bits of color below.

It was still very hot, though a strong breeze was beginning to blow in from the sea. Suddenly the hillside shook--just a little, as if a wave were rolling slowly under it. The house creaked and rocked

gently for a moment. Then all became still again.

"An earthquake," thought Hamaguchi, "but not very near. The worst of it seems far away."

Hamaguchi was not frightened, for he had felt the earth quake many a time before. Yet he looked anxiously toward the village. Then, suddenly, he rose to his feet and looked out at the sea. The sea was very dark, and, strange to say, it seemed to be running away from the land.

Soon all the village had noticed how the water was rolling out. The people hurried down to the beach. Not one of them had ever seen such a thing before.

For a moment, on the hillside, Hamaguchi stood and looked. Then he called "Tada! Quick--very quick! Light me a torch!"

Tada ran into the house and picked up one of the torches that stood ready for use on stormy nights. He lighted it and ran back to his grandfather. Quickly the old man grabbed the torch and hurried to the rice fields. Tada ran with him, wondering what he was going to do.

When they reached the first row of rice stacks, Hamaguchi ran along the row, touching the torch to each stack as he passed. The rice was dry, and the fire caught quickly. The seabreeze, blowing stronger, began to drive the flames ahead. Row after row, the stacks caught fire. Soon flames and smoke towered up against the sky.

Tada ran after his grandfather, crying, "Grandfather, why? Why?"

Had his grandfather gone mad? Why was he burning the rice that was their food and all their wealth? But Hamaguchi went on

from stack to stack, till he reached the end of the field. Then he threw down his torch and waited.

The bell-ringer in the tower on the hill saw the flames and set the big bell booming. And, down on the beach, the people turned and began to climb the hill. If Hamaguchi's rice fields were afire, nothing would keep them from helping him.

First up the hill came some of the young men, who wanted to fight the fire at once. But Hamaguchi stood in front of the fields and held out his hands to stop them.

"Let it burn," he ordered. "Let it burn."

Soon the whole village was coming. Men and boys, women and girls, mothers with babies on their backs, and even little children came. Children could help pass buckets of water.

Still Hamaguchi stood in front of his burning fields and waited. Meanwhile the sun went down.

The people began to question Tada. What had happened? Why wouldn't his grandfather let them fight the fire? Was he mad?

"I don't know," cried Tada, for he was really frightened. "Grandfather set fire to the rice on purpose. I saw him do it!"

"Yes," cried Hamaguchi. "I set fire to the rice. Are all the people here now?"

The villagers looked about them. Then they answered, "All are here, but we do not understand--"

"Look!" shouted Hamaguchi, as loud as he could. He was pointing to the sea. "Look! Now do you think I have gone mad?"

All turned and looked toward the sea. Far, far out, where the sea

and sky seem to meet, stretched a cloudy line that came nearer and nearer. It was the sea coming back to the shore. But it towered like a great wall of rock. It rolled more swiftly than a kite could fly.

"The sea!" screamed the people. Hardly had they spoken, when the great wall of water struck the shore. The noise was louder than any thunder. The hillside shook. A sheet of foam was dashed far up to where the people stood.

When the sea went back, not a house was left below them on the hillside or along the shore. The whole village had been swept away.

The people stood silent, too frightened to speak. Then they heard Hamaguchi saying gently, "That is why I set fire to the rice... My house still stands, and there is room for many. The tower on the hill still stands. There is shelter there for the rest."

Then the people woke, as if from a dream, and understood. Hamaguchi had made himself poor to save them, and they realized how great a man he was.

Review Questions

1. Why was Hamaguchi a wealthy man?
2. Why were the villagers celebrating that night?
3. What did Hamaguchi see that shocked him?
4. Why did Hamaguchi set fire to the fields?

Language Arts

Assess whether this is a comfortable level for reading and comprehension. For a more in-depth assessment you may download sample pages online.

- "Sunflower" Student Edition sample
- "Daisy" Student Edition sample
- Student Activity Workbook sample
- "Sunflower" Teacher's Edition sample
- "Daisy" Teacher's Edition sample

If your student struggles with the Opal level have him try the placement test for All About Reading Level 3 included in our 2nd Grade placement test packet. If the Opal level seems pretty easy for your student, have him try the sample from Mosdo Ruby.

Other Language Arts Samples

Check out samples from the following materials online to assess whether this would be a comfortable level for your student. These materials are included in our 3rd grade curriculum kit but can be customized if needed.

- Language Smarts Level D
- Daily 6-Trait Writing Grade 3
- Beginning Word Roots

Check if your student is ready for

Americana

Americana provides opportunities for students to study words in the context of factual passages about events and people in American history. Students mark various letter patterns, copy passages, and practice writing the passages from dictation. This level is for a proficient reader with gradually improving spelling skills.

***Americana* may be appropriate for an older student who reads well at this level but whose spelling skills are not equivalent. Contact a Placement Specialist to discuss the best fit for your student.**

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

Seahorses are fish, but they are not like other fish. Seahorses swim upright. They have a curved neck. They do not have scales. Their fins are very small, so they swim poorly. A seahorse uses its tail to hold onto sea grasses. A group of seahorses is called a herd—just like a herd of horses!

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.

fish	other	neck	tail	herd
like	swim	small	group	horses

If you answer "Yes" to these three questions, your student is ready to begin Americana.

- 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 *Americana*.
- 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, *Wild Tales*, included in our 2nd grade placement test packet.

View a sample lesson of Spelling You See *Americana* on our website.

Math

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.

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

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

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

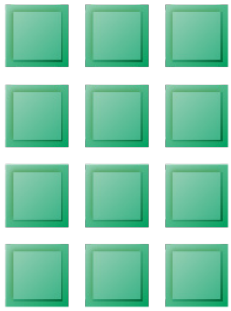
Math

Gamma Content

1. Does my student understand multiplication in terms of repeated addition and in geometric (i.e. rectangular area) terms?

    Example: Would he be able to express 3 x 4 as 3 + 3 + 3 + 3 (repeated addition)?

    Would he also be able to identify the multiplication problem this rectangle (3 x 4 geometric area) represents?



2. Can my student immediately give the correct answers to all single-digit multiplication problems?

    Example: Would he be able to immediately recall that 7 x 8 = 56 from memory without counting or using objects?

3. Can my student explain why we can break multiple-digit multiplication problems into smaller parts (partial products)?

    Example: Would he be able to explain that 13 x 12 is the same as (13 x 10) + (13 x 2)?

4. Can my student confidently solve word problems involving multiplication?

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

    Ava reads her favorite series of books for 2 hours each day for a week. How many hours did she read in the whole week?

Math

If you answered "Yes" to all the questions in the Beta Content block and "Not Yet" to any of the questions in the Gamma Content block your student is ready to begin Gamma. **This is a typical level for 3rd grade.**

Visit our website for sample video clips and pages from the Gamma level.

Important: There are skills taught in prior levels that are reviewed or assessed in Gamma that are assumed your student has mastered. Take time to review the list of these skills to see if your student may need additional practice or instruction prior to beginning Gamma.

Concepts taught in Gamma not assessed:
In addition to the skills already assessed, the following skills were taught in previous levels of Math-U-See and are assumed by review problems and/or tests in Gamma. You will want to make sure your student has mastered these skills before beginning Gamma.

- Place value through the hundreds.
- Addition of numbers with up to four digits, with and without regrouping.
- Subtraction of numbers with up to four digits, with and without regrouping.

Note: If you feel your student may have been placed in this level solely due to not having memorized multiplication facts or not having mastered some other specific math skill, please contact us. We may have specific solutions for this common situation.

If you answered "Yes" to all four 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 provide samples of the *Critical & Creative Thinking Activities Grade 3* workbook included in our 3rd 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 online.

Name _____

Spectacular September

Oh dear, it is only the first day of school, and Alex has already forgotten something important! For each clue, find the letter that is in the first boldfaced word but not in the second boldfaced word. Then write the letters in order on the lines at the bottom of this page to find out what Alex forgot.

- It is in **CATCH** but not in **CACTUS**.
- It is in **KITE** but not in **TAKE**.
- It is in **CHEST** but not in **CHEAT**.
- It is in **SLIP** but not in **PIES**.
- It is in **PLUS** but not in **SLAP**.
- It is in **NICE** but not in **CITIES**.
- It is in **RICE** but not in **RIGHT**.
- It is in **HARP** but not in **PARTY**.

What can Alex do to solve his problem?

_____

_____

_____

_____

_____

Alex forgot

___ ___ ___ ___ ___ ___ ___ ___.

Thinking Skills

Name _____

Feasting in November

The answer is **November**. What is the question?

_____

The answer is **Thanksgiving**. What is the question?

_____

A turkey needs to be cooked for 20 minutes a pound. How long should each of these turkeys be cooked?

5 pounds = _____ hours _____ minutes

8 pounds = _____ hours _____ minutes

14 pounds = _____ hours _____ minutes

17 pounds = _____ hours _____ minutes

20 pounds = _____ hours _____ minutes

What Thanksgiving Day food begins with each of these letters?

T _____

P _____

C _____

G _____

S _____

What is your favorite Thanksgiving Day food?

_____

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
2nd Grade (classic)	5-12	*Science in the Ancient World*	early scientists, geology, physics, biology, anatomy
2nd Grade (nonreligious)	6-10	*Building Blocks of Science 2*	chemistry, biology, physics, astronomy, geology
3rd Grade (classic)	5-12	*Science in the Scientific Revolution*	chemistry, biology, physics, astronomy, geology
3rd Grade (nonreligious)	7-11	*Building Blocks of Science 3*	chemistry, biology, physics, astronomy, geology
4th Grade (classic)	5-12	*Science in the Age of Reason*	chemistry, biology, physics, astronomy, geology
4th Grade (nonreligious)	8-12	*Building Blocks of Science 4*	chemistry, biology, physics, astronomy, geology

History

Grade Level	Ages	Main Text	Covers
2nd Grade	7-10	*The Story of the World, Volume 2*	medieval world history
3rd Grade	8-11	*The Story of the World, Volume 3*	early modern world history
4th Grade	9-13	*The Story of the World Volume 4*	modern world history