



4th 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.

Language Smarts E (pages 3-5)

- ☐ A. *Language Smarts E* seems too advanced
- ☐ B. Ready for *Language Smarts E*
- ☐ C. More advanced than *Language Smarts E*

Daily 6-Trait Writing (page 5)

- ☐ A. *Daily 6-Trait Writing Grade 4* seems too advanced
- ☐ B. *Daily 6-Trait Writing Grade 4* seems about right
- ☐ C. *Daily 6-Trait Writing Grade 4* seems too easy

Spelling You See (page 6)

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

Math-U-See (pages 7-9)

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

Building Thinking Skills (pages 10-11)

- ☐ A. *Building Thinking Skills Book 2* seems too advanced
- ☐ B. *Building Thinking Skills Book 2* seems about right
- ☐ C. *Building Thinking Skills Book 2* seems too easy

If you checked mostly B's your child is ready for our 4th Grade curriculum kit!

If you checked a different level in any particular subject feel free to utilize our [placement tests](#) for 3rd Grade or 5th Grade to see if a different grade level might be more appropriate for that subject.

Reading Comprehension

Reading comprehension is the ability to read something and understand its meaning.

Read the fictional story and answer the questions.

Tammy and Gina

¹Tammy and Gina were identical twins. ²They wore the exact same clothes every day. ³Sometimes, even their parents had a difficult time telling them apart.

⁴At school, the students and the fourth grade teachers frequently mixed up the two girls. ⁵Tammy's passion was reading. ⁶She always had a book in hand. ⁷Gina was a brain when it came to math. ⁸She loved working with numbers, problem solving, and any games having to do with math. ⁹When Tammy and Gina arrived at school each morning, they had to sit in a line in the grade level hallway for about fifteen minutes. ¹⁰Tammy read her book, and Gina worked on Sudoku puzzles.



¹¹Fourth grade got more complicated as the year progressed. ¹²Tammy's math grades went up and down like a roller coaster, depending on what math skill she was learning. ¹³However, Gina consistently earned A's in math throughout the year.

¹⁴Every evening, the girls completed their homework at the kitchen table. ¹⁵Working on math homework was like climbing a mountain for Tammy. ¹⁶Gina tried to help, but Tammy would get frustrated. ¹⁷She'd get angry at her sister. ¹⁸Their mom and dad tried to help, also. ¹⁹Sometimes, Tammy understood the math better, but sometimes, her parents explained the math in a way she couldn't comprehend.

²⁰One Monday morning, the girls found out they would have a math test on Friday. ²¹It would be the final grade before their next report card. ²²Tammy was anxious and worried. ²³She didn't want to get a failing grade in math.

²⁴"Gina, you have to switch places with me at school on Friday! ²⁵You can take the math test for me. ²⁶Even if I get a low grade for you, you'll still get an A on your report card."

²⁷Gina rolled her eyes and shook her head. ²⁸Gina did not like the idea one bit, but her sister kept begging her until Gina finally agreed.

²⁹When they arrived at school on Friday, Gina read a book, and Tammy did Sudoku puzzles as they sat in the hall until the bell rang. ³⁰As usual, the girls wore the same clothes. ³¹Gina sat at Tammy's desk, and Tammy sat at Gina's desk. ³²They began the math test shortly after announcements.

³³Mrs. Drake walked around the room monitoring the students as they worked.

³⁴Only ten minutes had passed when Mrs. Drake said, "Tammy and Gina, I need to speak with you." ³⁵Mrs. Drake ushered the girls to the back of the room.

³⁶"You know that I've been correcting your assignments, reading your math journals, and looking at your handwriting for months now. ³⁷Your handwriting is similar, but not the same. ³⁸What's the story here? "

³⁹Gina had to confess immediately. ⁴⁰Tammy started crying, and she explained how math was so difficult.

⁴¹"Well, cheating won't help you improve your math skills. ⁴²Your mom and I spoke a while ago, and I told her that you would benefit from attending the math tutorials after school. ⁴³When I talk to her, I think she'll agree that now is the time. ⁴⁴Also, you need to study your math facts. ⁴⁵Mastering your math facts will make math easier for you. Gina could help. I know you'll improve your grades!"

⁴⁶"One more thing," the teacher said, "I'll have to inform your parents about this situation. ⁴⁷We'll discuss the consequences."

⁴⁸"Do you have to?" both girls said.

1. How do you know this story is realistic fiction?
 - a. The characters are famous.
 - b. The story is about a family.
 - c. The events that take place could happen.
 - d. There's a beginning, a middle, and an end.
2. What does the word monitoring mean in the story?
 - a. helping
 - b. watching carefully
 - c. teaching
 - d. talking
3. What does the word comprehend mean in the story?
 - a. understand
 - b. finish
 - c. divide
 - d. count
4. How did Mrs. Drake figure out the girls had switched places?
 - a. They wore different clothes.
 - b. She overheard the girls talking.
 - c. She recognized their handwriting.
 - d. She could read their minds.

Which sentence best supports the answer? _____

Language Arts

Assess whether this is a comfortable level for reading and comprehension for your student. For a more in-depth assessment you may download [sample pages](#) of [Language Smarts Level E](#) online.

Additionally, you may download a sample of [Mosdos Press Literature, Ruby Level](#) which is also included in our 4th Grade curriculum kit.

- [Student Edition sample](#)
- [Student Activity Workbook sample](#)
- [Teacher's Edition sample](#)

If your student struggles with this reading level have him try the sample from [Mosdos Press Literature, Opal Level](#) included in our 3rd Grade placement test packet.

If this level seems pretty easy for your student, have him try the sample from [Mosdo Press Literature, Coral Level](#) included in our 5th Grade placement test packet.

Daily 6-Trait Writing

Check out [samples from Daily 6-Trait Writing Grade 4](#) online to assess whether this would be a comfortable level for your student. This writing program is included in our 4th grade curriculum kit but can be customized if needed.

Check if your student is ready for

American Spirit

American Spirit uses Spelling You See's core activities of marking various letter patterns, copywork, and writing the passages from dictation. Students will read about various people and events from American history. This level is for a student who spells many common words confidently, with an emphasis on the mastery of everyday words and experience with English's many irregular letter patterns. Remember, the reading passages should be very easy for your student. That is intentional, to allow them to focus on spelling.

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

As a young man, Johnny Appleseed learned how to grow apple trees. When settlers moved into Ohio and Indiana, he planted orchards for them. He also planted orchards of his own and sold trees. Johnny lived simply. He had no house. He walked from place to place. His clothes were ragged. He is remembered for helping many needy people.

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.

young
learned

apple
settlers

planted
simply

house
walked

clothes
people

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

- ✓ Can my student write for 10 minutes 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 *American Spirit*.
- ✓ 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, [Americana](#), included in our 3rd grade placement test packet. View a [sample lesson](#) of Spelling You See [American Spirit](#) on our website.

Math-U-See

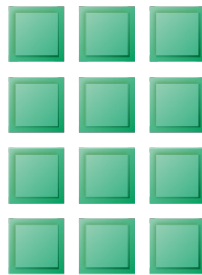
Please work through the following questions assessing your student's math abilities. Unsure what we're asking? You may refer to the [online placement test](#) for a more in-depth assessment.

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 3×4 as $3 + 3 + 3 + 3$ (repeated addition)?

Would he also be able to identify the multiplication problem this rectangle (3×4 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 $7 \times 8 = 56$ 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 13×12 is the same as $(13 \times 10) + (13 \times 2)$?

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 “Not Yet” to any of the questions in the Gamma Content block your student would benefit from completing the [Gamma](#) level before starting Delta.

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.

Delta Content

1. Can my student rewrite a division problem to make it into a question about multiplication?

Example: Would he be able to change $56 \div 7 = ?$ to $7 \times ? = 56$?

2. Can my student explain in what situations it makes sense to separate a remainder?

Example: In a word problem such as, “How many cars are needed for 10 people if 4 people fit in each car,” would he be able to explain that the remainder of 2 means a third car is needed and no car will be cut into pieces?

3. Does my student understand division in terms of how many groups of one number can be counted out of another?

Example: Would he be able to express $16 \div 4$ as how many groups of 4 can be counted out of 16?

4. Can my student divide multiple-digit numbers with remainders?

Example: Would he be able to divide 8,793 by 31 using only pencil and paper and write the answer as 283 r. 20?

5. Can my student confidently solve word problems involving division? Would he be able to solve a problem like this one?

Logan’s driveway is 363 feet long. How many yards long is the driveway?

Math

If you answered “Yes” to all the questions in the Gamma Content block and “Not Yet” to any of the questions in the Delta Content block your student is ready to begin [Delta](#). **This is a typical level for 4th grade.**

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

Important: There are skills taught in prior levels that are reviewed or assessed in Delta 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 Delta.

Concepts taught in Delta 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 Delta. You will want to make sure your student has mastered these skills before beginning Delta.

- Customary measures and conversions between units (ex., large to small, small to large such as miles to yards and ounces to pounds).
- Working with money (converting between coins and dollars, making change, etc.)
- Comparing whole numbers to the thousands (ex., which number or amount is greater or less)

If you answered “Yes” to all five 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 [Building Thinking Skills Book 2](#) included in our 4th 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 2

Verbal Classification

EXPLAIN THE EXCEPTION

DIRECTIONS: Each group of four words contains one member that is an exception to the class. Explain how the similar words are alike and how the exception is different.

EXAMPLE: candle, eye, lamp, star

Candle, lamp, and star are similar because they give off light. Eye is the exception to the class "things that give off light." The eye receives light but does not give off light.

-128 cloud, rain, snow, umbrella

-129 cabbage, corn, lettuce, spinach

-130 relax, rest, sleep, work

-131 hear, look, read, see

Thinking Skills

Building Thinking Skills® — Level 2

Verbal Classification

RELATIONSHIPS—EXPLAIN

DIRECTIONS: Each word in box A is related in the same way to the word on the same line in box B. Describe how the words in box A are related to the words in box B.

I-178

A
bird
book
dog
fruit
reptile

B
robin
novel
setter
lemon
lizard

Relationship

I-179

A
bicycle
bird
chair
river
tree

B
handlebar
feather
arm
mouth
trunk

Relationship

I-180

A
beat
degree
foot
month
watt

B
rhythm
temperature
length
time
electricity

Relationship

I-181

A
box
building
hill
mountain
room

B
lid
roof
crest
peak
ceiling

Relationship

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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
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
4th Grade (classic)	5-12	<i>Science in the Age of Reason</i>	chemistry, biology, physics, astronomy, geology
4th Grade (nonreligious)	8-12	<i>Building Blocks of Science 4</i>	chemistry, biology, physics, astronomy, geology
5th Grade (classic)	5-12	<i>Science in the Industrial Age</i>	chemistry, biology, physics, astronomy, geology
5th Grade (nonreligious)	9-13	<i>Building Blocks of Science 5</i>	chemistry, biology, physics, astronomy, geology

History

Grade Level	Ages	Main Text	Covers
3rd Grade	8-11	<i>The Story of the World, Volume 3</i>	early modern world history
4th Grade	9-13	<i>The Story of the World Volume 4</i>	modern world history
5th Grade (classic)	10-14	<i>America the Beautiful</i>	American history
5th Grade (nonreligious)	10-14	<i>A History of US, Books 1-5</i>	early American history