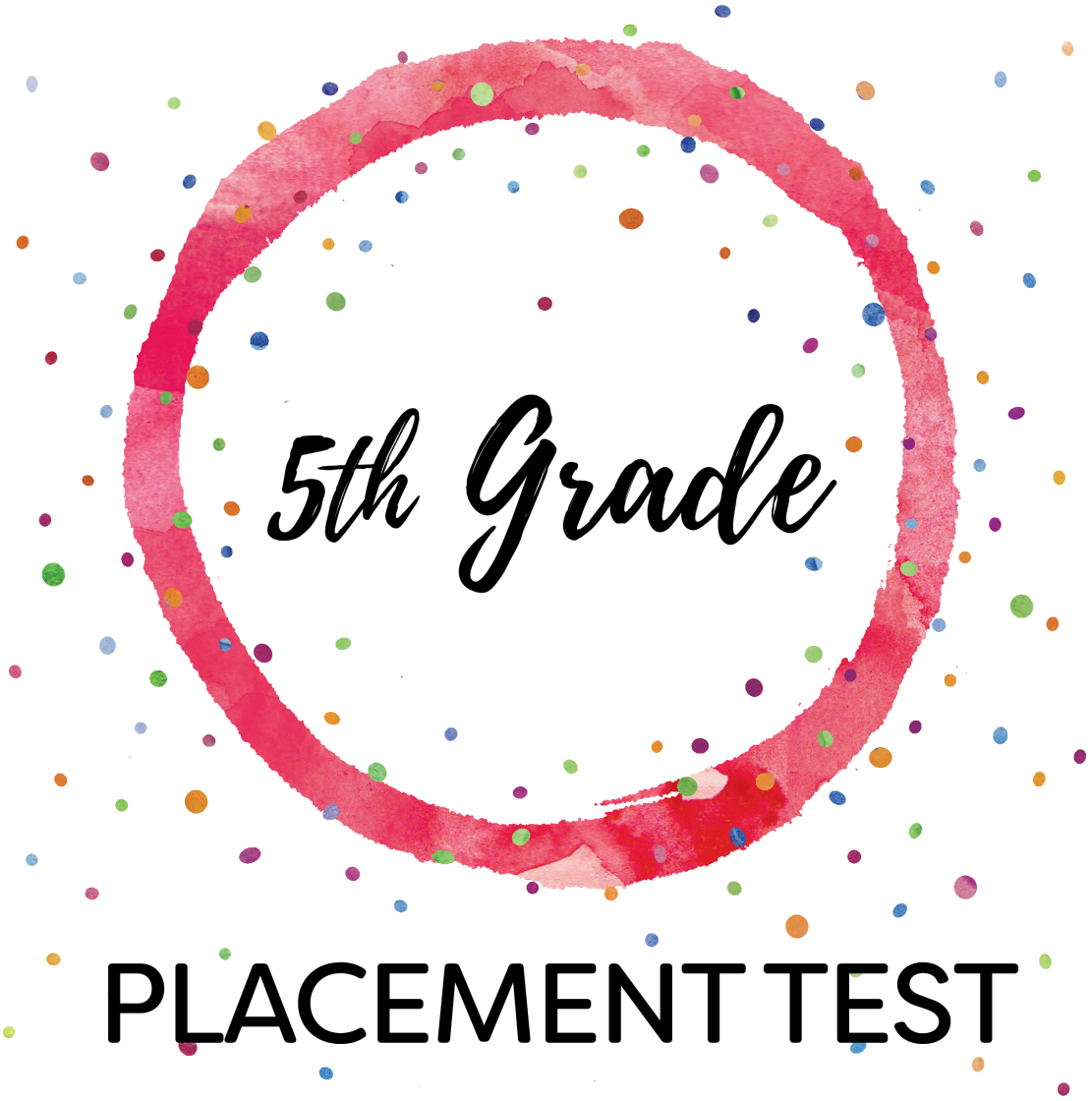


PLACEMENT TEST

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 child.

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 3-10)

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

Jump In (page 10)

- ☐ A. *Jump In* seems too advanced
- ☐ B. *Jump In* will be a good fit
- ☐ C. *Jump In* seems too easy

Spelling You See (page 11)

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

Math-U-See (pages 12-14)

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

Critical & Creative Thinking Activities (pages 15-16)

- ☐ A. *Critical & Creative Grade 5* seems too advanced
- ☐ B. *Critical & Creative Grade 5* will be a good fit
- ☐ C. *Critical & Creative Grade 5* seems too easy

If you checked mostly B's your child is ready for our 5th Grade curriculum kit!

If you checked a different level in any particular subject feel free to utilize our placement tests for 4th Grade or 6th 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 Coral*. Please have your student read the story aloud and answer the review questions orally.

How to Bring Up a Lion

by Rudyard Kipling

Once there was a mother lion that lived in a cage halfway up a mountain in Africa, behind the house where I was living, and she had two little baby lions. She bit one of them so hard that it died. But the keeper in charge of the cages pulled out the other little lion just in time and carried him down the hill. He put him in an egg box, along with a brindled bulldog puppy, called Budge, to keep him warm.

When I went to look at the little thing, the keeper said, "This baby lion is going to die. Would you like to bring up this baby lion?" And I said, "Yes," and the keeper said, "Then I will send him to your house at once, because he is certainly going to die here, and you can bring him up by hand."

Then I went home and found Daniel and Una, who were little children, playing. I said, "We are going to bring up a baby lion by hand!" and both children said, "Hurrah! He can sleep in our nursery and not go away forever and ever."

Then Daniel and Una's mother said to me, "What do you know about bringing up lions?" And I said, "Nothing whatever." And she said, "I thought so," and went into the house to give orders.

Soon the keeper came, carrying the egg box with the baby lion and Budge, the brindled bulldog pup, asleep inside. Behind the

keeper walked a man with iron bars and a roll of wire netting and some picks and shovels. The men built a den for the baby lion in the backyard, and they put the box inside and said, “Now you can bring the lion up by hand. He is quite, quite certain to die.”

The children’s mother came out of the house with a bottle, the kind that you feed very small babies from, and she filled it with milk and warm water. She said, “I am going to bring up this baby lion, and he is not going to die.”

She pulled out the baby lion (his eyes were all blue and watery and he couldn’t see), and she turned him on his back and tilted the bottle into his little mouth. He moved all his four little paws like windmills, but he never let go of the bottle, not once, until it was quite empty and he was quite full.

The children’s mother said, “Weigh him on the meat scales,” and we did. He weighed four pounds, three ounces. She said, “He will be weighed once every week, and he will be fed every three hours on warm milk and water--two parts milk and one part water. The bottle will be cleaned after each meal with boiling water.”

I said, “What do you know about bringing up lions by hand?” and she said, “Nothing whatever, except that this lion is not going to die. You must find out how to bring up lions.”

So I said, “The first thing to do is to stop Daniel and Una from hugging him and dancing around him because if they hug him too hard or step on him he will surely die.”

For ten days the baby lion ate and slept. He didn’t say anything;

he hardly opened his eyes. We made him a bed of wood shavings (they are better than straw), and we built him a real little house with a thick roof to keep the sun off. And whenever he looked at all hungry, it was time for him to be fed a bottle.

Budge tried to make him play, but the little lion wouldn't. When Budge chewed his ears too hard, he would stretch himself all over the puppy and Budge would crawl from under him, half choked.

We said, "It is an easy thing to bring up a lion," and then visitors began to call and give advice.

One man said, "Young lions all die of paralysis of the hindquarters." And another man said, "They perish of rickets, a condition that comes on just as they are cutting their first teeth."

We looked at the baby lion, and his hind legs were very weak indeed. He rolled over when he tried to walk, and his front paws doubled up under him. His eyes were dull and blind.

I went off to find someone who knew about animals' insides. "You must give him broth," I was told. "Milk isn't enough for him. Give him mutton broth at eight in the morning and four in the afternoon. You must also buy a dandy brush, same as they brush horses with, and brush him every day to make up for his own mother not being able to lick him with her tongue."

So we bought a dandy brush (a good hard one) and mutton for broth, and we gave him broth from the bottle. In two days he was a different lion. His hind legs grew stronger, and his eyes grew brighter, and his furry, woolly skin grew cleaner.

We all said, “Now we must give him a real name of his own.” We inquired into his family history and found that his parents were both Matabele lions from the far north and that the Matabele word for lion was “umlibaan.” But we called him Sullivan for short, and that very day he knocked a bit of skin off his nose trying to climb the wire fence.

He began to play with Daniel and Una--especially with Una, who walked all around the garden, hugging him till he squeaked.

One day, Una went out as usual and put her hand in Sullivan’s house to drag him out, just as usual, and Sullivan flattened his little black-tipped ears back to his thick woolly head and opened his mouth and said “Ough! Ough! Ough!” like a monkey.

Una pulled her hand back and said, “I think Sullivan has teeth. Come and look.” And we saw that he had six or eight very pretty little teeth about a quarter of an inch long, so we said, “Why should we give up our time to feeding this monarch of the jungle every few hours with a bottle? Let him feed himself.”

He weighed eight pounds, eight ounces, and he could run and jump and growl and scratch, but he did not like to fee himself.

For two days and two nights, he wouldn’t feed himself at all. He sang for his supper, like little Tommy Tucker, and he sang for his breakfast and his dinner, making noises deep in his chest, high noises and low noises and coughing noises. Una ran about saying, “Please let my lion have his bottle!”

Daniel, who didn’t speak very plainly, would go off to the lion’s den, where poor Sullivan sat looking at a plate of cold broth.

He would say, “Tullibun, Tullibun, eat up all your dinner or you’ll be hungry.”

At last Sullivan made up his mind that bottles would never come again and he put down his little nose and ate for dear life. I was told that the children’s mother had been out in the early morning and dipped her finger in the mutton broth and coaxed Sullivan to lick it off. She discovered that his tongue was as raspy as a file. Then we were sure he ought to feed himself.

So we weaned Sullivan, and he weighed ten pounds, two ounces, and the truly happy times of his life began. Every morning, Una and Daniel would let him out of the den. He was perfectly polite so long as no one put a hand into his house. He would come out at a steady, rocking-horse canter that looked slow but was quicker even than Una’s run.

He would be brushed, first on his yellow tummy and then on his yellow back, and then under his yellow chin where he dribbled mutton broth, and then on his dark yellow mane. The mane hair of a baby lion is a little thicker than the rest of his hair, and Sullivan’s was tinged with black.

After his brushing, he would go out to the garden to watch Daniel and Una swing. Or he would hoist himself up on the porch to watch their mother sew or he would go into my room and lie under the couch. If I wished to get rid of him I had to call Una, for at her voice he would solemnly trundle out with his head lifted and help her chase butterflies among the hydrangeas. He never took any notice of me.

One of the many queer things about him was the way he matched his backgrounds. He would lie down on the bare tiled porch in the full glare of the sun, and you could step on him before you saw him. He would sit in the shadow of a wall or slide into a garden border, and, till he moved, you could not tell he was there. That made him difficult to photograph.

Sudden noises, like banging doors, always annoyed him. He would go straight backward almost as fast as he ran forward, till he got his back up against a wall or a shrub. There he would lift one little broad paw and look wicked until he heard Una or Daniel call him.

If he smelled anything in the wind, he would stop quite still and lift his head high into the air, very slowly, until he had quite made up his mind. Then he would slowly steal upwind with his tail twitching a trifle at the very end.

The first time he played with a ball he struck it just as his grandfather must have struck at the big Matabele oxen in the far north--one paw above and one paw below, with a wrench and a twist--and the ball bounced over his shoulder.

He could use his paws as easily as a man could use his arms, and much more quickly. He always turned his back on you when he was examining anything. That was a signal that you were not to interfere with him.

We used to believe that little lions were only big cats, as the books say. But Sullivan taught us that lions are always lions. He would play in his own way at his own games, but he never chased his tail

or patted a cork or a string, or did any foolish, kitten tricks. He never forgot he was a lion, not a dog or a cat, but a lion.

When he lay down, he would cross his paws and look like the big carved lions on Trafalgar Square. When he rose and sniffed, he looked like a bronze lion, and when he lifted on paw and opened his mouth and wrinkled up his nose to be angry (as he did when we washed him all over with carbolic and water because of fleas), he looked like the lions the old Assyrians drew on the stone.

He never did anything funny. He was never silly or amusing (not even when he had been dipped in carbolic and water), and he never behaved as though he were trying to show off. Kittens do.

He kept to himself more and more as he grew older. One day I shall never forget, he began to see out of his eyes--really see. Up till then his eyes had been dull and stupid, just like a young baby's eyes. But that day--I saw them first under the couch--they were grown-up lion's eyes, soft and blazing at the same time, without a wink in them, eyes that seemed to look right through you and out over all Africa.

Though he had been born in captivity, as were his parents, and though the only home he had ever known was on the slopes of the big Table Mountain where Africa ended, we never saw him once look up the hill when he lay down to do his solemn, serious thinking. He always faced squarely to the north, to the great open plains and the ragged, jagged mountains beyond them--looking up and into the big, sunny, dry Africa that had once belonged to his people.

That was curious. He would think and he would sigh, exactly like a man. He was full of curious, half-human noises, grunts and groans

and mutters and rumbles.

He grew to weigh more than fifteen pounds when we had to leave him. We were very proud of this, and triumphed over the keeper and the other people who had said we could never bring him up by hand.

"You've certainly won the game," they said. "You can have this lion if you like and take him home and give him to the Zoological Gardens in London."

But we said, "No, Sullivan is one of the family, and if he were taken to a cold, wet, foggy zoo, he'd die. Let him stay here."

Review Questions

1. What is the first sentence of the story?
2. Where did the mother lion live?
3. How did the keeper carry the baby lion down the hill?
4. What did the keeper say?

Assess whether this is a comfortable level for reading and comprehension. For a more in-depth assessment please download the sample pages of the *Coral* level.

- Student Edition sample
- Student Activity Workbook sample
- Teacher's Edition sample

If *Coral* seems too difficult, *Mosdos Ruby* will probably be the best fit. If *Coral* seems easy, have your student try the sample from *Mosdos Pearl*.

Jump In

Check out samples from *Jump In* online to assess whether this would be a comfortable level for your student. This writing program is included in our 5th grade curriculum kit but can be customized if needed.

- Student Book sample chapter
- Teacher's Guide sample

SpellingYouSee

Readiness Guidelines

Check if your student is ready for

Ancient Achievements

Ancient Achievements provides continued word practice using core activities of marking letter patterns, copywork, and dictation while gradually increasing reading level. Students will read about fascinating topics from long ago, like cave paintings, Viking ships, and the travels of Marco Polo. At the same time, students are introduced to interesting facts about word roots and more advanced word patterns. It is designed as a bridge to the next stage of spelling.

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

The man's first name is pronounced Fy-lo (rhymes with high-low).

Philo was very interested in electronics. When he was a teenager, he found a stash of science magazines. He studied them carefully. He learned that scientists were trying to make a new machine. It would use electricity to send and show pictures. He thought about it. He talked with his science teachers. One day he drew a picture on the chalkboard. It showed how a television could work. Philo Farnsworth's plan was the first idea that worked.

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.

interested	magazines	electricity	thought	television
science	studied	pictures	teachers	idea

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

- 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 *Ancient Achievements*.
- 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, *American Spirit*, included in our 4th grade placement test packet.

View a sample lesson of Spelling You See *Ancient Achievements* 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.

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 ÷ 7 = ? to 7 x ? = 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 ÷ 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 "Not Yet" to any of the questions in the Delta Content block your student would benefit from completing the Delta level before starting Epsilon.

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

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

Epsilon Content

1. Does my student understand the relationship between the numerator, the denominator, and the overall value of a fraction?

    Example: Would he be able to explain that ⅔ represents 2 or 3 parts of one unit?

    Would he be able to explain that ⅔ is larger than ²⁄₄?

2. Can my student fluently add, subtract, multiply, and divide fractions with different denominators?

    Example: Would he be able to subtract ⅓ − ¼ = ¹⁄₁₂?

    Would he be able to divide ¹¹⁄₆ ÷ ¾ = ²²⁄₉?

3. Can my student confidently solve word problems involving fractions?

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

    Layla cuts a plywood square that is 11⅝ inches on each side. What is the area of the square?

Math

If you answered "Yes" to all the questions in the Delta Content block and "Not Yet" to any of the questions in the Epsilon Content block your student is ready to begin Epsilon. **This is a typical level for 5th grade.**

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

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

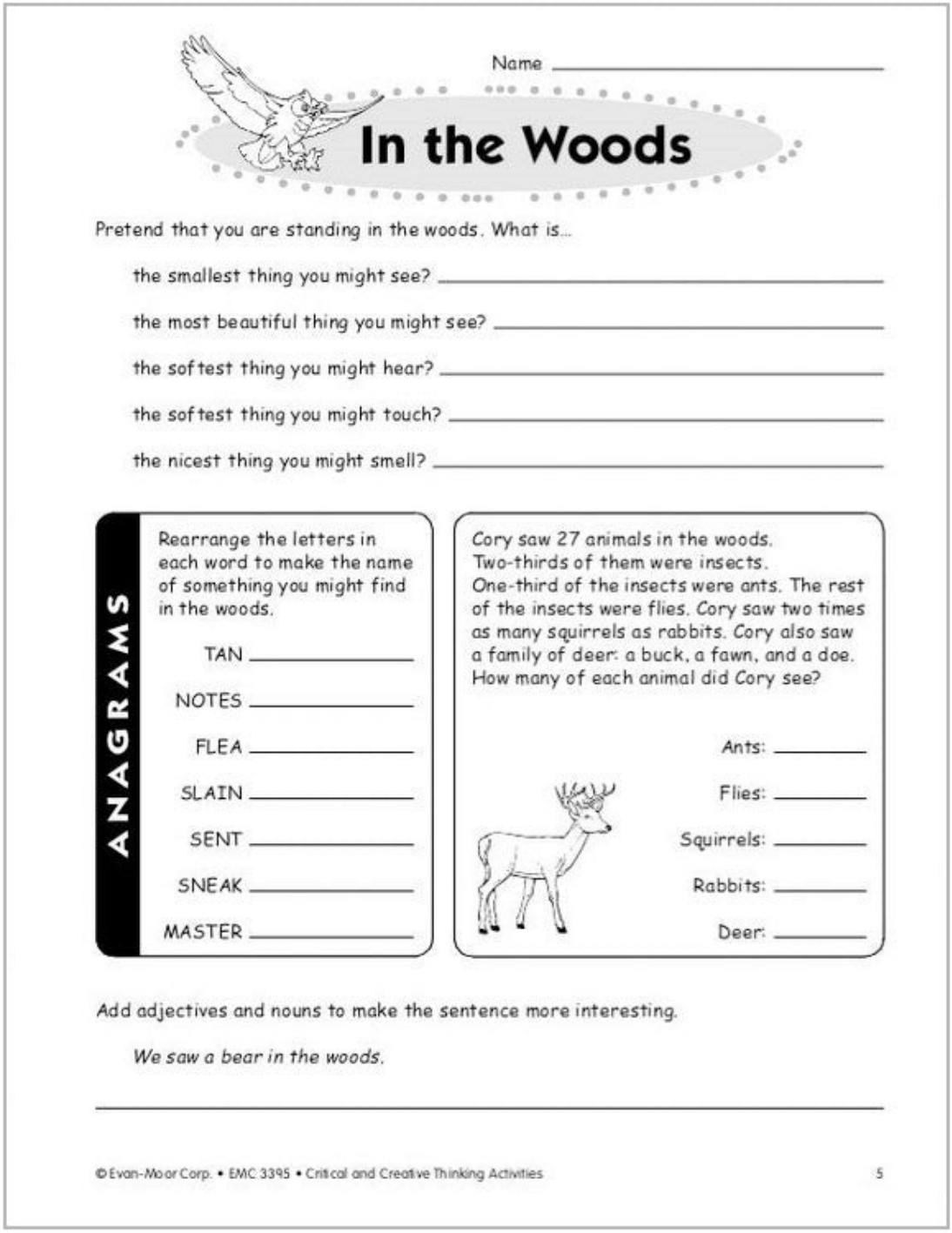
Concepts taught in Epsilon not assessed:
In addition to the skills already assessed, the following skills were taught in previous levels of Math-U-See and are assumed by review problems and/or tests in Epsilon. You will want to make sure your student has mastered these skills before beginning Epsilon.

- Customary measures and conversions between units (for example, converting miles to yards or pounds to ounces)
- Working with money (converting between coins and dollars, making change, adding amounts of money)
- Finding the volume of a rectangular solid
- Determining the area and perimeter for squares, rectangles, and triangles
- Rounding whole numbers to the nearest 10, 100, and 1,000
- Roman numerals (convert to Arabic numerals and vice versa)

If you answered "Yes" to all three 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 5* workbook included in our 5th 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 _____

In the Woods

Pretend that you are standing in the woods. What is...

the smallest thing you might see? _____

the most beautiful thing you might see? _____

the softest thing you might hear? _____

the softest thing you might touch? _____

the nicest thing you might smell? _____

ANAGRAMS

Rearrange the letters in each word to make the name of something you might find in the woods.

TAN _____

NOTES _____

FLEA _____

SLAIN _____

SENT _____

SNEAK _____

MASTER _____

Cory saw 27 animals in the woods. Two-thirds of them were insects. One-third of the insects were ants. The rest of the insects were flies. Cory saw two times as many squirrels as rabbits. Cory also saw a family of deer: a buck, a fawn, and a doe. How many of each animal did Cory see?

Ants: _____

Flies: _____

Squirrels: _____

Rabbits: _____

Deer: _____

Add adjectives and nouns to make the sentence more interesting.

We saw a bear in the woods.

_____

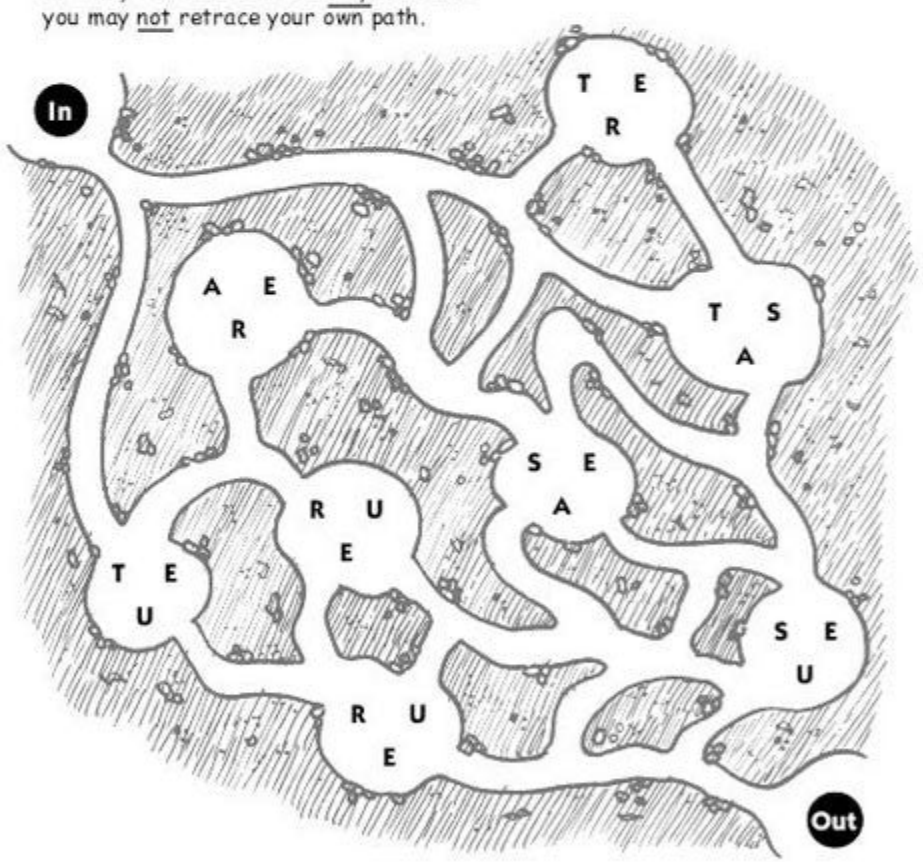
Thinking Skills

Name _____

In a Cave

Can you get to the treasure and find your way out of the cave?

- Draw your path as you take one letter from each cavern to spell the word *TREASURE*.
- Circle the letter you take each time and write it on one of the lines below.
- You must take the letters in order.
- You may visit each cavern only once and you may not retrace your own path.



_____ _____ _____ _____ _____ _____ _____ _____

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
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
5th Grade (classic)	5-12	*Science in the Industrial Age*	chemistry, biology, physics, astronomy, geology
5th Grade (nonreligious)	9-13	*Building Blocks of Science 5*	chemistry, biology, physics, astronomy, geology
6th Grade (classic)	6-12	*Exploring Creation with Human Anatomy & Physiology*	human anatomy and physiology
6th Grade (nonreligious)	10-13	*Building Blocks of Science 6*	chemistry, biology, physics, astronomy, geology

History

Grade Level	Ages	Main Text	Covers
4th Grade	9-13	*The Story of the World Volume 4*	modern world history (1850 to present)
5th Grade (classic)	10-14	*America the Beautiful*	American history
5th Grade (nonreligious)	10-14	*A History of US, Books 1-5*	Early American history
6th Grade (classic)	10-14	*Uncle Sam and You*	U.S. civics
6th Grade (nonreligious)	10-14	*A History of US, Books 6-10*	Modern American history