



7th 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.

Mosdos Literature (pages 3-10)

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

Math-U-See (pages 12-14)

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

If you checked mostly B's your child is ready for our 7th Grade curriculum kit!

If you checked a different level in any particular subject feel free to utilize our [placement tests](#) for 6th Grade or 8th Grade to see if a different grade level might be more appropriate for that subject.

The following is a sample story from [Mosdos Jade](#) which is included in our 7th Grade Curriculum Kit. Please have your student read the story and answer the review questions.

After Twenty Years by O. Henry

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely ten o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye down the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block, the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him, the man spoke up quickly.

"It's all right, Officer," he said,

reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago tonight," said the man. "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York, he thought it was the only place on earth. Well, we agreed that night that we would

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meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be.”

“It sounds pretty interesting,” said the policeman. “Rather a long time between meets, though, it seems to me. Haven’t you heard from your friend since you left?”

“Well, yes, for a time we corresponded,” said the other. “But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he’s still alive, for he always was the truest, staunchest old chap in the world. He’ll never forget. I came a thousand miles to stand in this door tonight, and it’s worth it if my old partner turns up.”

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

“Three minutes to ten,” he announced. “It was exactly ten o’clock when we parted here at the restaurant door.”

“Did pretty well out West, didn’t you?” asked the policeman.

“You bet! I hope Jimmy has done

half as well. He was a kind of plodder, though, good fellow as he was. I’ve had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him.”

The policeman twirled his club and took a step or two.

“I’ll be on my way. Hope your friend comes around all right. Going to call time on him sharp?”

“I should say not!” said the other. “I’ll give him half an hour at least. If Jimmy is alive on earth he’ll be here by that time. So long, Officer.”

“Good-night, sir,” said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with a collar turned up to ears, hurried across from the opposite side of the street. He went directly to the waiting man.

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"Is that you, Bob?" he asked doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it's given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city's departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drugstore, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

Bob:

I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plainclothesman to do the job.

Jimmy

Language Arts

Review Questions

1. Whom does the policeman find as he walks down the street? What does the man tell him?
2. Does the Westerner think Jimmy will keep the agreement?
3. According to the Westerner, how can a person's environment influence them?
4. When does the Westerner realize that the person who claims to be Jimmy Wells is really someone else?
5. In actuality, who is the man pretending to be Jimmy Wells and who is the Westerner?

Assess whether this is a comfortable level for reading and comprehension. For a more in-depth assessment please download the sample pages of the [Mosdos Jade level](#) online.

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

If Jade seems too difficult, [Pearl](#) may be a better fit. If Jade seems easy, have your student try the sample from [Gold](#).

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 7th grade curriculum kit but can be customized if needed.

- [Grammar for the Well-Trained Mind - Red](#)
- [Wordsmith](#)
- [Word Roots Level 1](#)

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.

Zeta Content

1. Can my student fluently add, subtract, multiply, and divide decimals (decimal fractions)?

Example: Would he be able to solve $16.51 \div 2.54$?

2. Can my student correctly convert between fractions, decimal fractions, and percentages?

Example: Would he be able to convert $\frac{1}{2}$ to 0.5 to 50%?

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

Example: Elijah worked 22.5 hours each week for three weeks and 15.75 hours the fourth week. How many hours did he work total?

If you answered "Not Yet" to any of the questions in the Zeta Content block your student would benefit from completing the [Zeta level](#) before starting Pre-Algebra.

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.

Pre-Algebra Content

1. Can my student describe the difference between negative and positive numbers using concrete examples?

Example: Would he be able to explain that -22.5 meters above sea level is the same as 22.5 meters below sea level?

2. Can my student fluently add, subtract, multiply, and divide both positive and negative numbers (including fractions)?

Example: Would he be able to multiply $(\frac{3}{5}) (-5\frac{4}{5})$?

Would he also be able to divide -3.48 by 0.6?

3. Can my student evaluate positive whole-number exponents, and does my student understand that the exponent represents the number of times the base is used as a factor?

Example: Would he be able to express 5^4 as $5 \times 5 \times 5 \times 5 = 625$?

4. Can my student explain the relationship between radicals (square roots) and exponents, and can they work with expressions containing radicals?

Would he be able to explain $\sqrt{25} = 5$ because $5^2 = 25$?

5. Is my student proficient in solving one-variable equations that may include applying the order of operations to expressions with multiple operations, exponents, and groupings?

Would he be able to solve $2x(-8 - 4) + 32 = -5x(23) - 7$ for x and explain each step?

Math

If you answered “Yes” to all the questions in the Zeta Content block and “Not Yet” to any of the questions in the Pre-Algebra Content block your student is ready to begin [Pre-Algebra](#). **This is a typical level for 7th grade.**

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

Important: There are skills taught in prior levels that are reviewed or assessed in Pre-Algebra 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 Pre-Algebra.

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

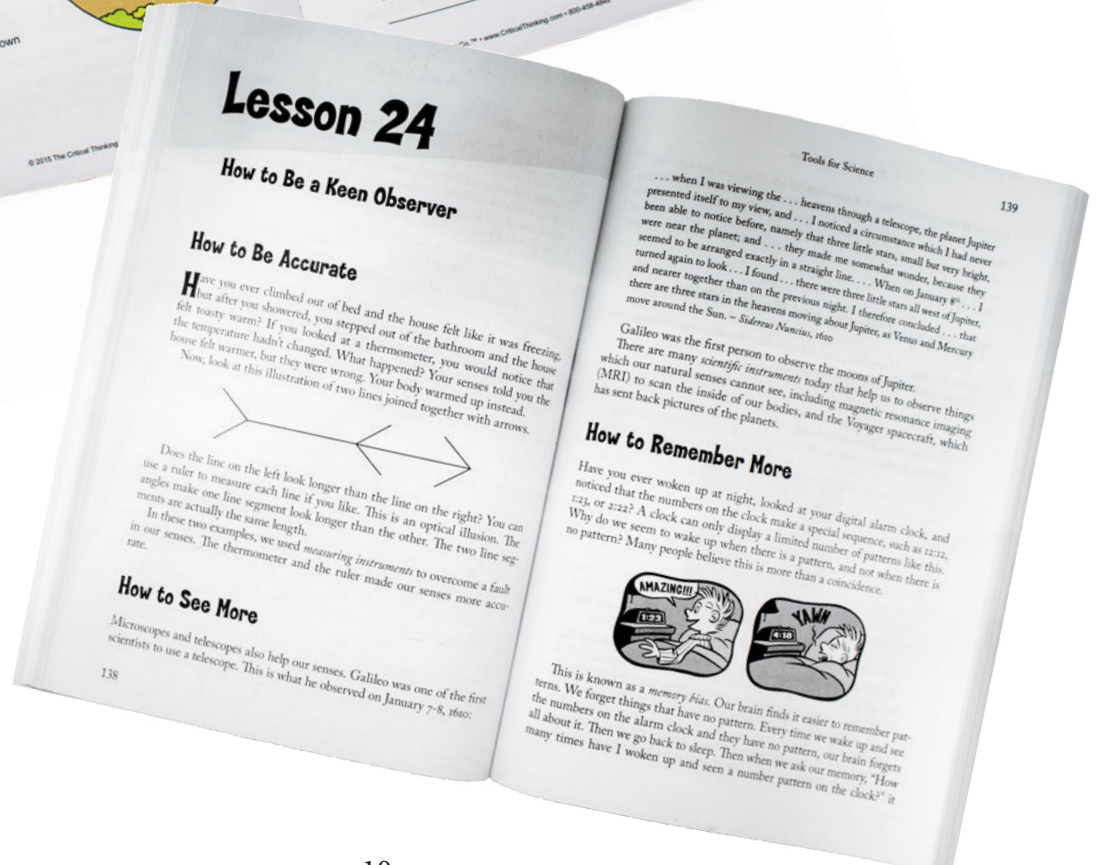
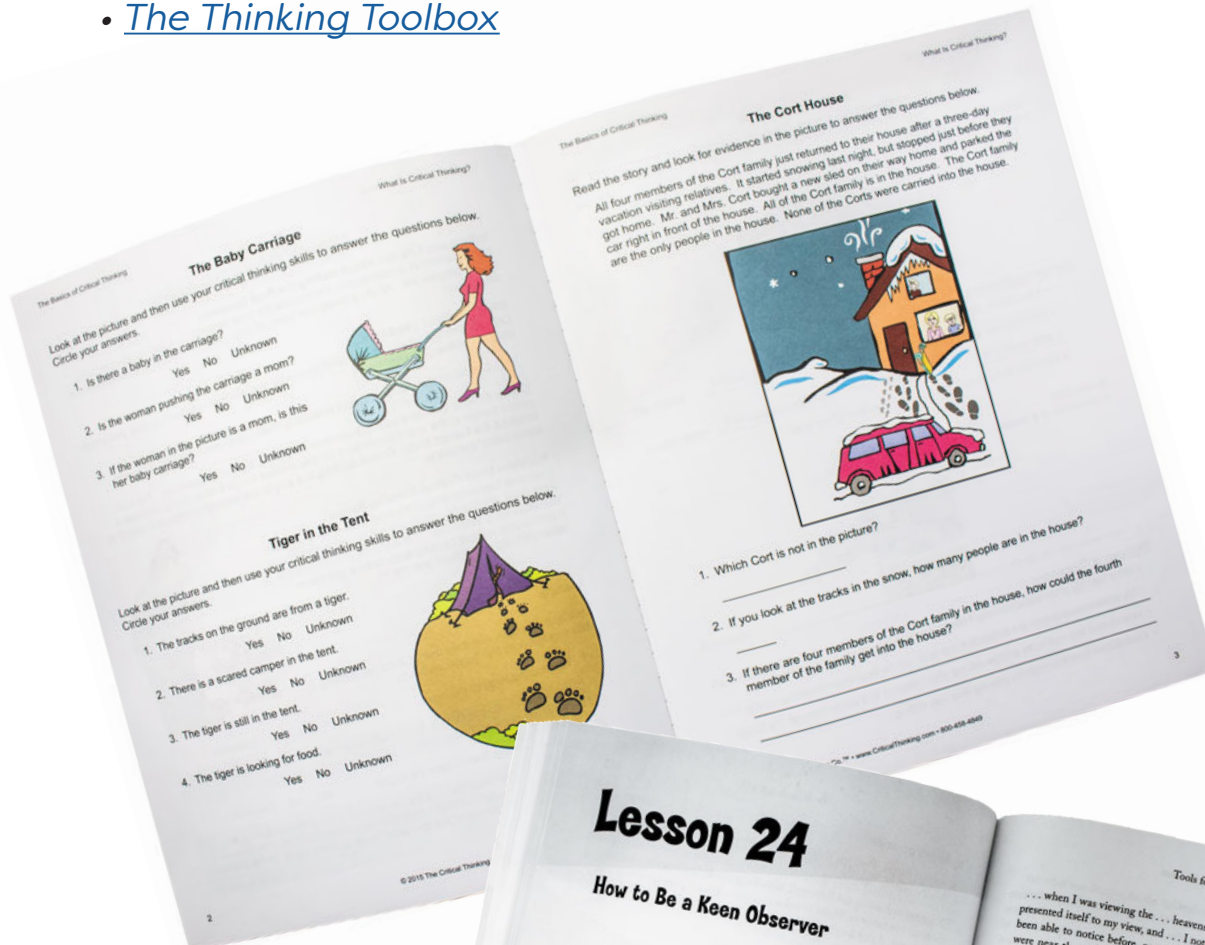
- Find the mean, median, and mode for a set of data
- Find the area and perimeter for squares, rectangles, parallelograms, and triangles
- Identify and define basic geometric terms (point, line, line segment, plane, ray, angle)
- Classify angles (right, acute, or obtuse)
- Determine the outcome to a simple probability problem
- Recall and apply the order of operations

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

Check out samples from the following thinking skills materials online to assess whether this would be a comfortable level for your student. These materials are included in our 7th grade curriculum kit but can be customized if needed.

- [The Basics of Critical Thinking](#)
- [The Thinking Toolbox](#)



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
6th Grade (classic)	6-12	<i>Exploring Creation with Human Anatomy & Physiology</i>	human anatomy and physiology
6th Grade (nonreligious)	10-13	<i>Building Blocks of Science 6</i>	chemistry, biology, physics, astronomy, geology
7th Grade (classic)	5-12	<i>Science in the Atomic Age</i>	chemistry, biology, physics, astronomy, geology
7th Grade (nonreligious)	11-14	<i>Building Blocks of Science 7</i>	chemistry, biology, physics, astronomy, geology
8th Grade	12-15	<i>Friendly Physical Science</i>	physical science

History

Grade Level	Ages	Main Text	Covers
6th Grade (classic)	10-14	<i>Uncle Sam and You</i>	U.S. civics
6th Grade (nonreligious)	10-14	<i>A History of US, Books 6-10</i>	modern American history
7th Grade (classic)	8-18	<i>The Mystery of History, Volume 1</i>	ancient history
7th Grade (nonreligious)	10-18	<i>World History Detective, Book 1</i>	ancient and medieval world history
8th Grade (classic)	10-18	<i>The Mystery of History, Volume 2</i>	early church history through the middle ages
8th Grade (nonreligious)	14-18	<i>U.S. History Detective, Book 1</i>	Colonial Era to Reconstruction Era