



8th 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 3-9)

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

Math-U-See (pages 10-12)

- ☐ A. Not ready for Algebra 1
- ☐ B. Ready for Algebra 1
- ☐ C. More advanced than Algebra 1

If you checked mostly B's your child is ready for our 8th Grade Curriculum Kit!

If you checked a different level in any particular subject feel free to utilize our other [placement tests](#) 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 Gold](#) which is included in our 8th Grade Curriculum Kit. Please have your student read the story and answer the review questions.

The Piece of String by Guy de Maupassant

Along all the roads around Goderville the peasants and their wives were coming toward the burgh because it was market day. The men were proceeding with slow steps, the whole body bent forward at each movement of their long twisted legs; deformed by their hard work, by the weight on the plow which, at the same time, raised the left shoulder and swerved the figure; by the reaping of the wheat which made the knees spread to make a firm “purchase,” by all the slow and painful labors of the country. Their blouses, blue, “stiff-starched,” shining as if varnished, ornamented with a little design in white at the neck and wrists, puffed about their bony bodies, seemed like balloons ready to carry them off. From each of them a head, two arms and two feet protruded.

Some led a cow or a calf by a cord, and their wives, walking behind the animal, whipped its haunches with a leafy branch to hasten its progress. They carried large baskets on their arms from which, in some cases, chickens and, in

others, ducks thrust out their heads. And they walked with a quicker, livelier step than their husbands. Their spare straight figures were wrapped in a scanty little pinned shawl, and their heads were enveloped in a white cloth glued to the hair and surmounted by a cap.

Then a wagon passed at the jerky trot of a nag, shaking strangely, two men seated side by side and a woman in the bottom of the vehicle, the latter holding onto the sides to lessen the hard jolts.

In the public square of Goderville there was a crowd, a throng of human beings and animals mixed together. The horns of the cattle, the tall hats, with long nap, of the rich peasant and the headgear of the peasant women rose above the surface of the assembly.

And the clamorous shrill, screaming voices made a continuous and savage din which sometimes was dominated by the robust lungs of some countryman’s laugh or the long lowing of a cow tied to the wall of a house.

All that smacked of the stable, the

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dairy and the dirt heap, hay and sweat, giving forth that unpleasant odor, human and animal, peculiar to the people of the field.

Maître Hauchecome of Breauté had just arrived at Goderville, and he was directing his steps toward the public square when he perceived upon the ground a little piece of string. Maître Hauchecome, economical like a true Norman, thought that everything useful ought to be picked up, and he bent painfully, for he suffered from rheumatism. He took the bit of thin cord from the ground and began to roll it carefully when he noticed Maître Malandain, the harness maker, on the threshold of his door, looking at him. They had heretofore had business together on the subject of a halter, and they were on bad terms, both being good haters. Maître Hauchecome was seized with a sort of shame to be seen thus by his enemy, picking a bit of string out of the dirt. He concealed his “find” quickly under his blouse, then in his trousers’ pocket; then he pretended to be still looking on the ground for something which he did not find, and he went toward the market, his head forward, bent double by his pains.

He was soon lost in the noisy and slowly moving crowd which was busy with interminable bargainings. The peasants milled, went and came,

perplexed, always in fear of being cheated, not daring to decide, watching the vender’s eye, ever trying to find the trick in the man and the flaw in the beast.

The women, having placed their great baskets at their feet, had taken out the poultry which lay upon the ground, tied together by the feet, with terrified eyes and scarlet crests.

They heard offers, stated their prices with a dry air and impassive face, or perhaps, suddenly deciding on some proposed reduction, shouted to the customer who was slowly going away: “All right, Maître Authirne, I’ll give it to you for that.”

Then little by little the square was deserted, and the ringing at noon, those who had stayed too long scattered to their shops.

At Jourdain’s the great room was full of people eating, as the big court was full of vehicles of all kinds, carts, gigs, wagons, dumpcarts, yellow with dirt, mended and patched, raising their shafts to the sky like two arms or perhaps with their shafts in the ground and their backs in the air.

Just opposite the diners seated at the table the immense fireplace, filled with bright flames, cast a lively heat on the backs of the row on the right. Three spits were turning on which were chickens, pigeons and legs of mutton,

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and an appetizing odor of roast beef and gravy dripping over the nicely browned skin rose from the hearth, increased the jovialness and made everybody's mouth water.

All the aristocracy of the plow ate there at Maître Jourdain's, tavern keeper and horse dealer, a rascal who had money.

The dishes were passed and emptied, as were the jugs of yellow cider.

Everyone told his affairs, his purchases and sales. They discussed the crops. The weather was favorable for the green things but not for the wheat.

Suddenly the drum beat in the court before the house. Everybody rose, except a few indifferent persons, and ran to the door or to the windows, their mouths still full and napkins in their hands.

After the public crier had ceased his drumbeating he called out in a jerky voice, speaking his phrases irregularly: "It is hereby made known to the inhabitants of Goderville, and in general to all persons present at the market, that there was lost this morning on the road to Benzeville, between nine and ten, a black leather pocket-book containing five hundred francs and some business papers. The finder is requested to return same with all haste to the mayor's office or to Maître Fortune Houlbrequé of Manneville; there

will be twenty francs reward."

Then the man went away. The heavy roll of the drum and the crier's voice were again heard at a distance.

Then they began to talk of the event, discussing the chances that Maître Houlbrequé had of finding or not finding his pocketbook.

And the meal concluded. They were finishing their coffee when a chief of the gendarmes appeared upon the threshold.

He inquired:

"Is Maître Hauchecome of Breauté here?"

Maître Hauchecome, seated at the other end of the table, replied:

"Here I am."

And the officer resumed:

"Maître Hauchecome, will you have the goodness to accompany me to the mayor's office? The mayor would like to talk to you."

The peasant, surprised and disturbed, swallowed at a draught his tiny glass of brandy, rose and, even more bent than in the morning, for the first steps after each rest were specially difficult, set out, repeating: "Here I am, here I am."

The mayor was awaiting him, seated on an armchair. He was the notary of the vicinity, a stout, serious man with pompous phrases.

"Maître Hauchecome," said he,

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“you were seen this morning to pick up, on the road to Benzeville, the pocketbook lost by Maître Houlbrequé of Manneville.”

The countryman, astounded, looked at the mayor, already terrified by this suspicion resting on him without his knowing why.

“Me? Me? Me pick up the pocketbook?”

“Yes, you yourself.”

“Word of honor, I never heard of it.”

“But you were seen.”

“I was seen, me? Who says he saw me?”

“Monsieur Malandain, the harness maker.”

The old man remembered, understood and flushed with anger.

“Ah, he saw me, the clodhopper, he saw me pick up this string here, M’sieu the Mayor.” And rummaging in his pocket, he drew out the little piece of string.

But the mayor, incredulous, shook his head.

“You will not make me believe, Maître Hauchecorne, that Monsieur Malandain, who is a man worthy of credence, mistook this cord for a pocketbook.”

The peasant, furious, lifted his hand, spat at one side to attest his honor, repeating:

“It is nevertheless the truth of the

good G-d, the sacred truth, M’sieu the Mayor.”

The mayor resumed:

“After picking up the object you stood like a stilt, looking a long while in the mud to see if any piece of money had fallen out.” The good old man choked with indignation and fear.

“How anyone can tell--how anyone can tell--such lies to take away an honest man’s reputation! How can anyone--”

There was no use in his protesting; nobody believed him. He was confronted with Monsieur Malandain, who repeated and maintained his affirmation. They abused each other for an hour. At his own request was searched; nothing was found on him.

Finally the mayor, very much perplexed, discharged him with the warning that he would consult the public prosecutor and ask for further orders.

The news had spread. As he left the mayor’s office the old man was surrounded and questioned with a serious or bantering curiosity in which there was no indignation. He began to tell the story of the string. No one believed him. They laughed at him.

He went along, stopping his friends, beginning endlessly his statement and his protestations, showing his pockets

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turned inside out to prove that he had nothing.

They said:

“Old rascal, get out!”

And he grew angry, becoming exasperated, hot and distressed at not being believed, not knowing what to do and always repeating himself.

Night came. He must depart. He started on his way with three neighbors to whom he pointed out the place where he had picked up the bit of string, and all along the road he spoke of his adventure.

In the evening he took a turn in the village of Breaute in order to tell it to everybody. He only met with incredulity.

It made him ill at night.

The next day about one o'clock in the afternoon Marius Paumelle, a hired man in the employ of Maître Breton, husbandman at Ymanville, returned the pocketbook and its contents to Maître Houlbrequé of Manneville.

The man claimed to have found the object in the road, but not knowing how to read, he had carried it to the house and given it to his employer.

The news spread through the neighborhood. Maître Hauchecome was informed of it. He immediately went the circuit and began to recount his story completed by the happy climax. He was in triumph.

“What grieved me so much was not the thing itself as the lying. There is nothing so shameful as to be placed under a cloud on account of a lie.”

He talked of his adventure all day long; he told it on the highway to people who were passing by, and in the wineshop to people who were drinking there. He stopped strangers to tell them about it. He was calm now, and yet something disturbed him without his knowing exactly what it was. People had the air of joking while they listened. They did not seem convinced. He seemed to feel that remarks were being made behind his back.

On Tuesday of the next week he went to the market at Goderville, urged solely by the necessity he felt of discussing the case.

Malandain, standing at his door, began to laugh on seeing him pass. Why?

He approached a farmer from Crequetot who did not let him finish and, giving him a thump in the stomach, said to his face:

“You big rascal.”

Then he turned his back on him.

Maître Hauchecome was confused; why was he called a big rascal?

When he was seated at the table in Jourdain's tavern he commenced to explain “the affair.”

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A horse dealer from Montvilliers called to him:

“Come, come, old sharper, that’s an old trick; I know all about your piece of string!”

Hauchecome stammered:

“But since the pocketbook was found.”

But the other man replied:

“Quiet, papa, there is one that finds and there is one that reports. At any rate you are mixed with it.”

The peasant stood choking. He understood. They accused him of having had the pocketbook returned by a confederate, by an accomplice.

He tried to protest. All the table began to laugh. He could not finish his dinner and went away in the midst of jeers.

He went home ashamed and indignant, choking with anger and confusion. He was dejected by the thought that they considered him capable, with his Norman cunning, of doing what they had accused him of and even boasting about it. His innocence to him, in a confused way, was impossible to prove, as his sharpness was known. And he was stricken in the heart by the injustice of

the suspicion.

Then he began to recount the adventures again, prolonging his history every day, adding each time new reasons, more energetic protestations, which he imagined and prepared in his hours of solitude, his whole mind given up to the story of the string. He was believed so much the less as his defense was more complicated and his arguing more subtle.

“Those are lying excuses,” they said behind his back.

He felt it, consumed his heart over it and wore himself out with useless efforts. He wasted away before their very eyes.

The wags now made him tell about the string to amuse them, as they make a soldier who has been on a campaign tell about his battles. His mind, touched to the depth, began to weaken.

Toward the end of December he took to his bed.

He died in the first days of January, and in the delirium of his death struggles he kept claiming his innocence, reiterating:

“A piece of string, a piece of string-- look--here it is, M’sieu the Mayor.”

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Review Questions

1. Is the market scene calm and orderly? Note specific descriptive passages.
2. Why, according to the narrator, does Maître Hauchecome pretend to look around for something he has lost?
3. Is Maître Hauchecome effective in protesting his innocence to the mayor? What are some of the phrases used?
4. What finally “consumes [Maître Hauchecome’s] heart” and causes him to waste away and die?

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 Gold level](#).

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

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 8th grade curriculum kit but can be customized if needed.

- [Grammar for the Well-Trained Mind - Purple](#)
- [Word Roots Level 2](#)

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.

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?

If you answered “Not Yet” to any of the questions in the Pre-Algebra Content block your student would benefit from completing the [Pre-Algebra](#) level before starting Algebra 1.

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.

Algebra 1 Content

1. Can my student represent linear equations on a graph?

Example: Would he be able to accurately graph the linear equation $2x - y = -8$?

2. Can my student identify the slope and intercept of a linear equation?

Example: Given the linear equation $2x - y = -8$, would he be able to identify the slope as 2 and the y-intercept as 8?

3. Can my student write the linear equation represented by a line on a graph?

Example: Given this graph, would he be able to identify the slope as -3, the y-intercept as 2, and generate the equation $y = -3x + 2$?

4. Can my student solve two-variable systems of equations (simultaneous equations)?

Example: Would he be able to accurately solve $x - y = 5$ and $2x + y = 7$ for both x and y by graphing, substitution, and elimination?

5. Can my student solve quadratic equations with rational roots by factoring?

Example: Would he be able to solve $2x^2 + 9x + 20 = 16$ for x?

6. Can my student perform basic arithmetic with binomial and quadratic expressions?

Example: Would he be able to divide $(4x^2 - 4x - 3)$ by $(2x + 1)$ and find $2x - 3$?

Math

If you answered “Yes” to all the questions in the Pre-Algebra Content block and “Not Yet” to any of the questions in the Algebra 1 Content block your student is ready to begin [Algebra 1](#). **This is a typical level for 8th grade.**

Visit [our website for sample video clips and pages](#) from the Algebra 1 level.

Important: There are skills taught in prior levels that are reviewed or assessed in Algebra 1 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 Algebra 1.

Concepts taught in Algebra 1 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 Algebra 1. You will want to make sure your student has mastered these skills before beginning Algebra 1.

- Compute unit rates (ex., 45 miles in 3 hours equals 15 miles per hour)
- Find the prime factors of a number
- Determine the Greatest Common Factor (GCF) and Least Common Multiple (LCM) of two or more numbers

If you answered “Yes” to all six 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

Building Thinking Skills

Check out [sample pages](#) of [Building Thinking Skills Book 3 Figural](#) online to assess whether this would be a comfortable level for your student. This thinking skills workbook is included in our 8th grade curriculum kit but can be customized if needed.

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 |
|--------------------------|-------|---|---|
| 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 |
| 9th Grade | 12-15 | <i>Friendly Biology</i> | biology |

History

| Grade Level | Ages | Main Text | Covers |
|--------------------------|-------|---|--|
| 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 |
| 9th Grade (classic) | 12-18 | <i>The Mystery of History, Volume 3</i> | Renaissance, Reformation, growth of nations |
| 9th Grade (nonreligious) | 14-18 | <i>U.S. History Detective, Book 2</i> | late 1800s to the 21st century |