

# Sixth Grade Placement Guidelines



CALVERT  
EDUCATION

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We offer the following guidelines to help you assess your child's readiness for this Calvert course. For students who may be below or above grade level in math or grammar and composition, use the other grade level guidelines, located on the [Free Placement Test](#) section of our website, to help determine the best placement in these areas. Calvert has developed a three-part placement that allows children to access their grade level core content in Literature, Science, and Social Studies while being placed at their instructional level for Grammar/Composition/Spelling, and Math. Transcripts will list the Grammar/Composition level the same as the student's core grade. If after reviewing

the following information, you are still uncertain of the appropriate grade level for your child, please contact an Education Counselor at 888-487-4652, option 2, or email [edcounselors@calvertservices.org](mailto:edcounselors@calvertservices.org).

You may also download the [Placement Test](#) and submit it for evaluation. There is no cost or obligation to have our Placement Evaluators review your child's placement test. After the evaluation is complete, you will receive a phone call from our Placement Department to discuss our recommendation. Specific details will be given to you about your child's academic strengths and any skill areas where further development may be necessary.

## Upon Entering Calvert Sixth Grade

*Sample problems for example purposes only. This is not the actual placement test.*

**Download the actual placement test** by following this link to our placement tests [www.calverteducation.com/placement](http://www.calverteducation.com/placement)

**Age:** The child should be about 11 years old and be able to focus on course work for approximately five to seven hours. Once given guidance, the child should be able to work independently for an extended period of time.

**Reading:** The child should be able to read with ease, expression, and with few mistakes a selection like the following in approximately one minute. The child should be able to correctly answer questions about the passage after reading it.

*At the base of the ancient crater, long ridges of lava descended to the valley. All of a sudden Mafatu remembered an old tale out of his childhood: he had been told how the youths of Tahiti slid down the lava slide on sleds of giant leaves! The thought had scarcely struck him before he was wrenching off half a dozen great leaves from a near-by banana tree. Even as he did so he stopped, suddenly alert. They were splendid trees, three times his own height, with broad leaves that waved in the wind like tattered banners. (Taken from *Call it Courage*)*

*Who remembered an old tale from his childhood?*

*What was used to slide down the lava slide?*

*From what kind of tree did Mafatu remove leaves?*

*What does Mafatu mean when he uses the word splendid to describe the tree?*

**Composition:** Over the course of several guided lessons, the child should be able to write an original composition of about 300–500 words on a subject such as *My Hometown* or a subject based on a history or geography lesson such as *Central Africa: The Rain Forest*. The composition should be organized into four to five paragraphs, begin with a good topic sentence, include detailed supporting sentences, and have a conclusion. A combination of simple sentences and complex sentences should be used and punctuated correctly. An example of a complex sentence is: *While standing in the long line at the grocery store with my single item, the man in front of me allowed me to go ahead of him*. Basic vocabulary words should be spelled correctly without aid. The child should be practicing the use of a more complex vocabulary, spelling most of those words correctly.

**Grammar:** The child should be able to identify various parts of speech such as nouns, verbs, adjectives, adverbs, and verb phrases, and the subject and predicate parts in a sentence. The child should be able to distinguish between a complete sentence and sentence fragment.

**Spelling:** When words such as the following are dictated to the child, he or she should be able to spell them correctly: *museum, caught, nourish, reindeer, prairie, oyster, signature, disapprove, responsible, and joyous*.

**Mathematics:** The child should be able to independently work through math problems similar to the following and be able to work out two and three-step word problems easily to show readiness for **Calvert Math** Grade 6.

$$\begin{array}{r} 5 \frac{11}{12} \\ - 4 \frac{8}{12} \\ \hline \end{array} \qquad \begin{array}{r} 11 \frac{3}{4} \\ - 2 \frac{7}{7} \\ \hline \end{array} \qquad \begin{array}{r} \frac{1}{2} \\ \frac{5}{12} \\ + \frac{1}{6} \\ \hline \end{array} \qquad \begin{array}{r} \frac{3}{8} \\ - \frac{1}{2} \\ \hline \end{array}$$

$$38.6 - 23.15 =$$

$$94 \overline{)72,850}$$

$$42 \overline{)63,889}$$

The child should be able to to independently work through the all problems above as well as the following to show readiness for **Math in Focus** Grade 6.

$$2 \frac{1}{3} \times 2 =$$

$$42.3 \div 3 =$$

$$\frac{8}{17} \div \frac{4}{17} =$$

$$19 - 5 + 2 \times 3 =$$