

# Eighth Grade Placement Guidelines



CALVERT  
EDUCATION

888.487.4652 | 410.785.3400 | [CalvertEducation.com](http://CalvertEducation.com)  
10713 Gilroy Road, Hunt Valley, MD 21031

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 Eighth 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 13 years old and be able to focus on course work for approximately six 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.

*Later that evening the boys and I sat at the study table in Mama and Papa's room attempting to concentrate on our lessons; but none of us could succeed for more than a few minutes without letting out a triumphant giggle. More than once Mama scolded us, telling us to get down to business. Each time she did, we set our faces into looks of great seriousness, resolved that we would be adult about the matter and not gloat in our hour of victory. Yet just one glance at each other and we were lost, slumping on the table in helpless, contagious laughter. (Taken from *Roll of Thunder, Hear My Cry*)*

The child should be able to correctly answer essay questions in written form about a book such as *Around the World in Eighty Days*. The following is a sample question: *In a couple of paragraphs, discuss what Phileas Fogg gained by making the trip around the world. In your opinion, was the trip worth the effort? Why or why not?*

**Composition:** The child should have experience writing descriptive, persuasive, and compare/contrast essays. The child should be familiar with the process of writing a research report (compiling facts, writing an outline, and constructing, editing, and proofreading the report) complete with a bibliography. Over the course of several guided lessons, the child should be able to write an original composition of about 700 words or more on a subject such as *Why Can't We Live on Mars?* or a subject based on a history or geography lesson such as *The Roman Empire*. The composition should be organized into six to eight paragraphs, include a good topic sentence, detailed supporting sentences, and have a conclusion. The sentences should be mostly complex sentences and punctuated correctly. An example of a complex sentence is: *While standing in the long, slow-moving line at the grocery store with my single item, the patron in front of me graciously allowed me to go ahead of him.* Basic vocabulary words should be spelled correctly without aid. The child should be using 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: *souvenir, continuous, bicentennial, volcano, pharmacist, chronological, mandatory, paradise, especially, and astronaut.*

**Mathematics:** The child should be able to independently work through math problems similar to the following and be able to work out multiple-step word problems easily to show readiness for **Calvert Math** Grade 8.

$$2 \times [7 - (9 - 5)] = \underline{\hspace{2cm}} \qquad [(82 - 4)] - 6 + 6 = \underline{\hspace{2cm}}$$

$$\frac{k}{6} = 4 \qquad k = \underline{\hspace{2cm}} \qquad 185 = 5c \qquad c = \underline{\hspace{2cm}}$$

$$6\frac{1}{2} \times (5 - 1\frac{1}{2}) = \underline{\hspace{2cm}} \qquad \text{What number is 75\% of 36? } \underline{\hspace{2cm}}$$

$$\text{What percent of 180 is 75? } \underline{\hspace{2cm}}$$

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 8.

Simplify the following expressions:

$$17c - 3 + 5 - 5c \quad \underline{\hspace{2cm}} \qquad 8b - 12b + 10b \quad \underline{\hspace{2cm}}$$

Solve.

$$16m - 0.2 = 3 \quad \underline{\hspace{2cm}} \qquad \sqrt{625} \times s = 100 \quad \underline{\hspace{2cm}}$$