

Primary Assessment

First Grade

To prepare for this assessment, please fill in this form completely and review the instructions on the next page.

Please Fill This Form Completely

Full Year Enrollment

Mid-Year Enrollment
(For second half of grade level)

Name of child

Boy/Girl

Age

_____/_____/_____
Month Day Year of Birth

Name of parent/guardian

SUBMITTING THE ASSESSMENT: Mail or e-mail the completed assessment using the directions below.

MAIL: Calvert Education • 10713 Gilroy Road, Suite B • Hunt Valley, MD 21031

E-MAIL: Please scan all pages of the assessment as a single PDF file. Be sure that the writing is clear and dark enough to produce a clearly scanned document. Attach this to your e-mail and type "Calvert Primary Assessment" in the subject line of the message. Send your e-mail to placement@calvertservices.org.

IMPORTANT: DO NOT FAX THE ASSESSMENT.



Calvert Education • 10713 Gilroy Road, Suite B • Hunt Valley, Maryland 21031

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Primary Assessment

(for First Grade)

Calvert Education believes that a key component to any child's success with our curriculum is his or her placement in the appropriate grade level. Our free placement testing services are designed to allow parents to obtain valuable information so they can properly choose a grade level for their child.

This Primary Assessment is designed to help uncover the information necessary for families to make an informed and appropriate placement of their child. Parents are encouraged to become familiar with the questions before administering them to a child. This helps speed the process and assures truer results. Furthermore, if parents are making a decision of placement for more than one child, they are encouraged to assess each child separately.

Please note that if you wish to evaluate your child's math ability, we encourage you to administer the Primary Math Placement Test, which is available separately and which must be submitted to our Placement Counselor. Neither the Primary Math Placement Test nor this assessment is necessary unless you are uncertain about your child's instructional level. Please remember to take into consideration, as you work through this assessment, not only your child's ability to read simple words and his previous instruction in reading, but also his attention span, frustration level, and ability to follow directions.

This assessment is divided into four separate sections. **Part A** may be used to determine if your child is ready for a **Pre-Kindergarten** or **Kindergarten** course. Use **Part B** to determine readiness for **First Grade**. **Part C** will assess readiness for **Second Grade** and you should begin with **Part D** if you feel your child may be ready for **Third Grade**.

This assessment is only a tool and will not be sent to the school. Your child will not be required to "pass" at a certain level in order to enroll with the Advisory Teaching Service in Kindergarten through Third Grade.

If after your child has completed the assessment you remain uncertain about the appropriate placement, you are encouraged to call one of our Education Counselors at 888-487-4652 or 410-785-3400 on weekdays between 8 A.M. and 5 P.M. EST. At no cost or obligation to you, Calvert's Education Counselors can assist you by looking more closely at the assessment with Calvert's curriculum in mind.

Readiness for First Grade

The First Grade course has been planned for a child who will be six before starting First Grade. It is an academic course consisting of reading and phonics, writing, mathematics, poetry, and science. Time is scheduled for discussing general information as well as taking part in planned games and activities. A child should be able to sit and work for an extended period of time. The average Calvert First Grade day is two-and-one-half to three hours long. Since a cursive script will be introduced in the second half of this course, the child should have sufficient fine motor control to use a pencil properly.

A student who has completed our Kindergarten course will have been exposed to the sounds of the consonants as the beginning and ending sounds of words. All of the short vowel sounds will have been introduced so that by combining the consonant sounds and the short vowels, a student will have a vocabulary of about one hundred words. These words will all be short-vowel words such as those in word families like *bed, red, Ted, or fin, bin, and tin*. The following key words also are introduced in our Kindergarten course so that the student is able to form and read sentences: *I, can, run, it, come, the, and, yes, no, not, you, will, do, go, out, in, and is*.

The student will have read twenty phonics readers in the second half of the Kindergarten course. He will have been introduced to the fact that stories have characters, and a beginning, middle, and an end.

These skills from our Kindergarten course will be reviewed in the first twenty lessons of the first grade; however, these skills are not presented in the comprehensive way they are in the Kindergarten course.

The following exercises, arranged in order of difficulty, are an example of what children do in our Kindergarten course. We hope that these exercises will help to guide you in determining the readiness of your child for our First Grade course. While the inability to complete all of these exercises would not prevent a child from beginning our First Grade course, it is advised that to be most successful in our First Grade course, your child be able to complete or recognize most of these skills. If you still have questions or concerns about placement, we encourage you to call and speak with an Education Counselor.

Alphabet Recognition

Direct the child to say the name of each letter, reading across each row from left to right.

F T J A M E

B C S R O D

h i n a j y

g k s p z m

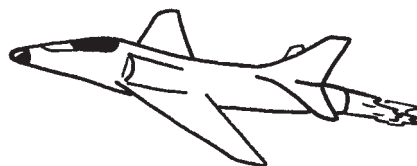
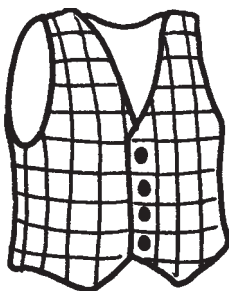
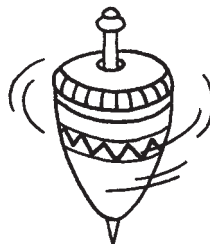
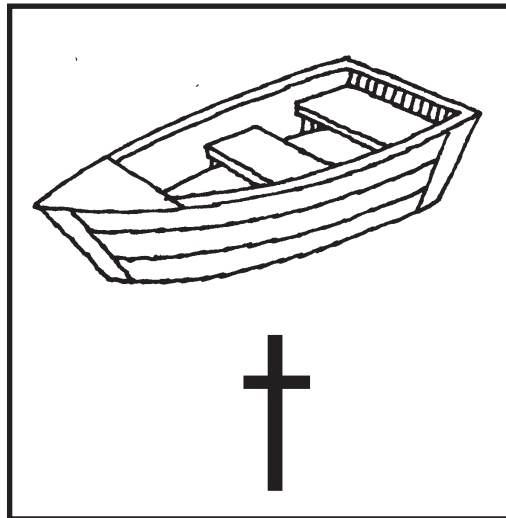
Beginning Sounds

In each row, have the student name each picture and then read the letters that follow. Have him circle the letter that makes the same beginning sound as the picture names.

		<p>c</p>	<p>r</p>
		<p>r</p>	<p>s</p>
		<p>m</p>	<p>s</p>
		<p>b</p>	<p>h</p>

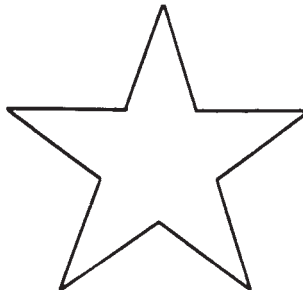
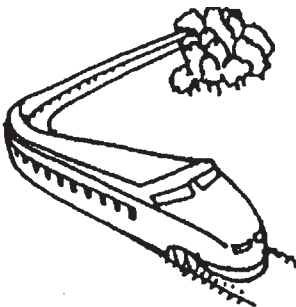
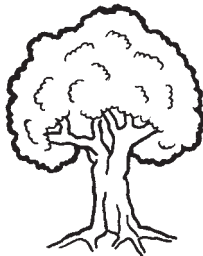
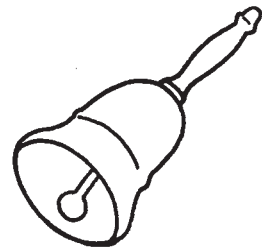
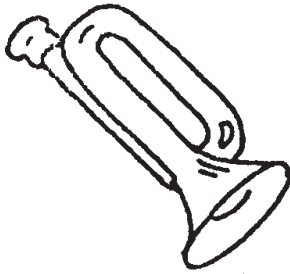
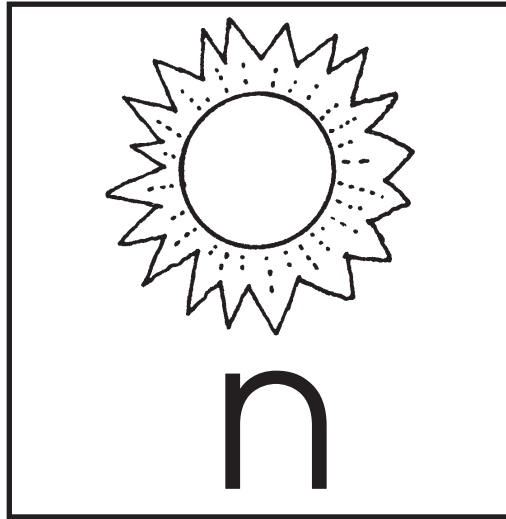
Ending Sounds

Have the student name the picture in the box, and tell the ending sound he hears. Have him read the letter in the box naming that ending sound. Name the other pictures. Have him color the pictures that end with the same sound as *boat*.



Ending Sounds (continued)

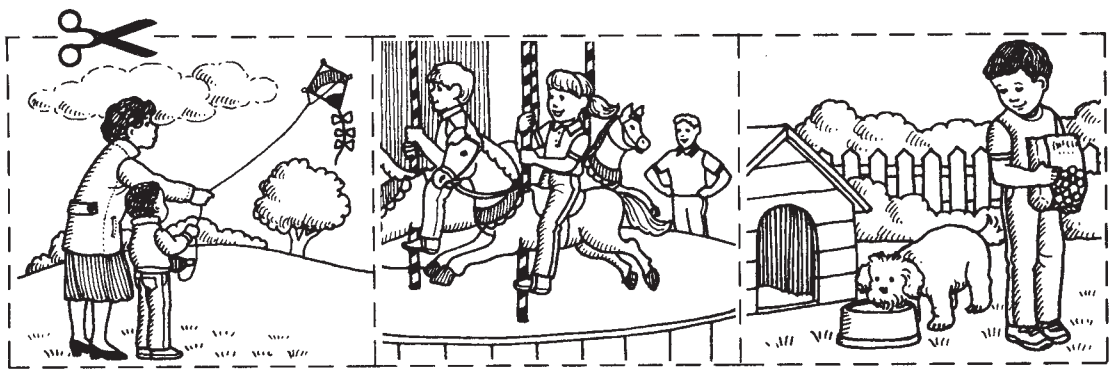
Have the student name the picture in the box, and tell the ending sound he hears. Have him read the letter in the box naming that ending sound. Name the other pictures. Have him color the pictures that end with the same sound as *sun*.



Predicting

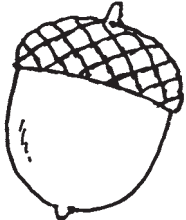



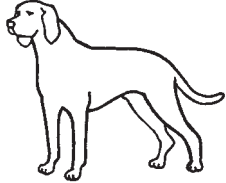
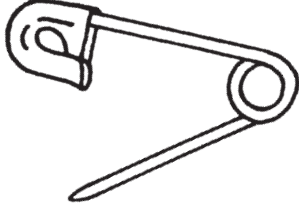
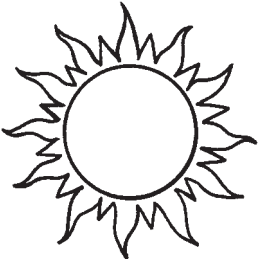
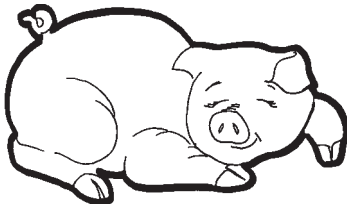
Have the student cut out the pictures at the bottom of the page. Direct him to look at the picture in the first box with the star and decide what will happen next. Have him place in the space a picture that shows what will happen next. He should continue in the same manner with the other rows. Now have him paste the pictures.

<p>2.</p>	
<p>3.</p>	



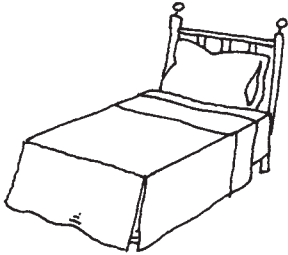
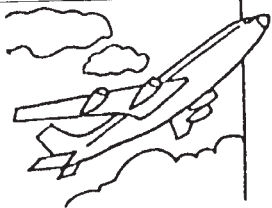
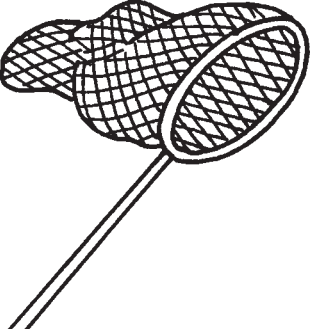
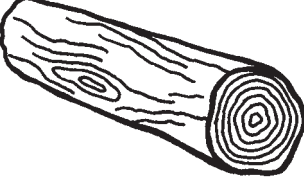
Short Vowels

Have the student name each picture. Tell him to print the missing letter to make the picture name. The missing letters are short *a*, *i*, *o*, *u*, and *e*.

 <p>n _ _ t</p>	 <p>t _ _ p</p>
 <p>h _ _ t</p>	 <p>b _ _ g</p>
 <p>d _ _ g</p>	 <p>p _ _ n</p>
 <p>s _ _ n</p>	 <p>p _ _ g</p>

Rhyming Words

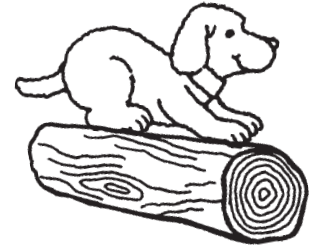
Have the student name each picture. Then have him read the words in the box. Tell him to circle the word that rhymes with the picture name.

	<p>rug</p> <p>red</p>
	<p>met</p> <p>mat</p>
	<p>pit</p> <p>pet</p>
	<p>leg</p> <p>dog</p>

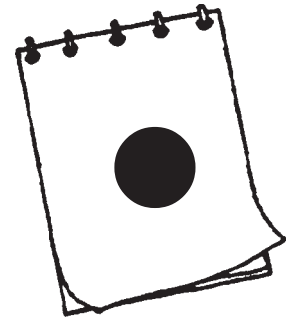
Word Recognition

Read the sentences. Look at the picture. Draw a line under the sentence that tells about the picture.

The log is on the dog.
The dog is on the log.



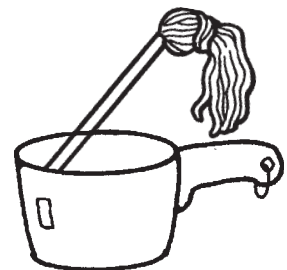
The dot is in a can.
The dot is on a pad.



The man is on a mat.
The man has a hat.



The mop is in the fog.
The mop is in the pot.



This test is NOT to be sent in to the school for evaluation.

If you still have questions or concerns about placement, we encourage you to call to speak with an Education Counselor at 888-487-4652 or 410-785-3400.

When you have completed the assessment...

Now that you and your child have completed this assessment, we hope that you are better able to determine where he or she might best fit into the Calvert program. ***Remember: this assessment is only a tool for you to use to evaluate your child and should not be sent to the school.***

If after your child has completed the assessment, you remain uncertain about the appropriate placement, you are encouraged to call one of our Education Counselors at 888-487-4652 or 410-785-3400 on weekdays between 8 A.M. and 5 P.M. EST. At no cost or obligation to you, Calvert's Education Counselors can assist you by looking more closely at the assessment with Calvert's curriculum in mind.

Once you have determined the right grade level for your child, we hope you will contact us either by phone at 888-487-4652 or 410-785-3400, or on the Internet at www.calvertschool.org to place your Calvert curriculum order.