

Assessment of Second Grade

If you feel that your child is ready to enter the Second Grade, he should be able to complete each of the activities in Part C with about 80% accuracy (5/6, 6/8, or 8/10 correct). When reading the passage in that section, the child may use his finger or marker to track the words correctly. Although a second grader may not read with expression, he or she should be aware of punctuation marks. (stopping for periods and pausing for commas)

For the written assessment for the Second Grade, the child should be able to write at least as many simple sentences as directed. The sentences should relate directly to the picture shown and contain a subject and a predicate. Sentences should begin with a capital letter and end with appropriate punctuation. The child may ask for help with spelling.

Students who are enrolled with Calvert in the First Grade are introduced to the Calvert Script, and the instruction continues through the Second Grade. Children who may be joining at the Second Grade level are not expected to immediately master the Calvert Script but are encouraged to practice a consistent form of cursive writing.



Part C

If you think your child is ready to enter Second Grade, have him complete the following exercises, then assess the results using the information on the last page of this assessment.

Ask your child to look at the words below and have him read the list aloud. How many words was he able to pronounce immediately and correctly?

near

clean

stand

where

clothes

these

made

because

soon

many

Score: _____ out of 10



Part C

Allow your child a few minutes to preview the following list of words. Have him draw a line to match the word in column A with its rhyming word in column B.

A	B
skate	chain
sink	late
drain	glue
beak	drink
toad	cheek
blue	rode

Score: _____ out of 6

Part C

Give your child a few minutes to read the story, “Sally the Spider,” on the following pages silently, but do not allow him to preview the questions below. Next, have him read the story aloud to you. Take note of any words he has trouble pronouncing. After he has read the story, have him answer the questions that follow orally without going back into the story to find the answers. You may want to record the responses on a separate sheet of paper.

Have your child answer the following questions aloud.

1. Who are the characters in this story?
2. What did Sally do for the older spiders?
3. Why do you think this made her feel good?
4. Name three things that Sally and Sammy packed for the beach.
5. Do you think Sally was looking forward to her trip to the beach? Give at least one good reason to support your answer.



Sally the Spider

On sunny days, Sally the spider liked to go for walks. Often she visited her friends who lived down the street. Sometimes she and her friends baked fly cookies. They took their cookies to the older spiders they knew nearby. Helping these spiders made Sally and her friends feel good.

One day Sally stopped in to see Mr. Sammy Spider. She saw that he was getting ready to go on a trip.

“Where are you going?” Sally asked.

“I am taking a trip to the beach. Would you like to come?” said Sammy.

“I have never been to the beach! What should I take?” she asked.

“Well,” said Sammy, “ you will need a hat to keep the sun out of your eyes and some sun screen, you know. You may want to take a pail and some shovels to use when you dig in the sand. Books are always nice to read. You will also need something to sit upon.”

“Boy, do you think I can carry all of that in my hands?” Sally asked Mr. Sammy.

Part C

“Sally, if you can’t carry all of your things, I will help you.” Sammy Spider said.

Sally went home to pack her things. The next day, she and Mr. Sammy Spider left for the beach with their hats, sunscreen, pails, shovels, books, chairs, and fly cookies.



On a separate piece of paper, have your child write three sentences about the picture below. Help him spell words when asked, but underline all such words.



Then, after reviewing your child's sentences, answer the following yes or no questions. For your child to be prepared for the **Second Grade** course, you should be able to answer yes to each of the three questions.

1. Does your child have appropriate spacing between his letters and words?
2. Does each sentence begin with a capital letter and end with a period?
3. Does each sentence contain a subject (noun) and a predicate (verb)?

On a separate piece of paper, have your child write the following sentences from dictation. Independently, your child should include correct spelling, punctuation, and capitalization.

1. I can see my cat.
2. See Bill ride.

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.

