

## **Assessment of Third Grade**

Third grade applicants should be able to complete the activities with 80% accuracy (5/6, 6/8, or 8/10 correct) and be able to read with some expression when completing Part D. Students ready to enter Third Grade should **definitely** be aware of most punctuation marks.

For the written assessment for Third 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 Third Grade level are not expected to immediately master the Calvert Script but are encouraged to practice a consistent form of cursive writing.



## Part D

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If you feel your child may be ready to enter Third 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?

laugh

discover

eight

cream

myself

only

done

together

brother

kind

Score: \_\_\_\_\_ out of 10



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**Part D**

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

<b>A</b>	<b>B</b>
ouch	crumb
flower	which
city	bland
thumb	better
grand	slouch
dime	pretty
sweater	power
pitch	climb

Score: \_\_\_\_\_ out of 8



## Part D

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Give your child a few minutes to silently read the story, “Out for a Walk,” on the following pages, 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 his responses on a separate sheet of paper.

Have your child answer the following questions aloud.

1. What is the setting of the story?
2. The group found three different kinds of footprints. Do you remember the animals that made the prints?
3. How do you think the children felt (what was the children’s mood) as they walked through the woods? Provide a sentence to support your answer.
4. Where did the children go after they finished their walk in the woods? What did they have?
5. At the end of the story, what did the children use to make tracks of their own?



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## Out for a Walk

Seven buddies went out for a walk one morning. It had snowed a number of inches the night before, but this morning the sky was sunny and blue. These friends lived close to a park that included a wooded area and a stream. They took a walk along a path and saw all sorts of interesting things.

Marvin called out, "Hey, take a look at these tracks! What do you think made these? It almost looks like someone took a big glass and made a mark in the snow, but the front part is deeper."

Jamie looked and thought, "I think it's a horse print. Someone must have been out early this morning taking a ride."

Meg also made a discovery. "Check these out! These tracks are smaller, but the print has a dent in it, like this animal has two toes. Who knows what these belong to?"

Ellen bent down to take a better look. "I think," she said, "that they belong to a deer! I saw a whole herd in the field over there when we came here to hike last month."

"Wow!" Timmy and Tony shouted together. "We bet you can't figure out what made this set of funny tracks."

The group scampered over to see the light little prints in the snow. They hardly made a dent in the surface. They looked like a "y," but they had an extra mark right in the middle.

Jack started to laugh as a beautiful red cardinal swooped past them. "Those tracks belong to that fellow!"



## Part D

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I guess we weren't expecting to find a bird's tracks on the ground."

The group walked along the path a little farther finding all kinds of tracks. Pretty soon though, they thought about making some tracks of their own. They weren't too far from Timmy and Tony's house, so, after a snack of cookies and cocoa, they dragged out their sleds and made some tracks of their own. Do you think the animals looked at them later and wondered where they came from?



On a separate piece of paper, have your child write a four to five sentence paragraph about the picture below. Help him spell words when asked, but underline all such words.



Then, after reviewing your child's story, answer the following yes or no questions. For your child to be prepared for the **Third Grade** course, you should be able to answer yes to each question. (The last two questions are not related to your child's paragraph.)

1. Did your child include a topic sentence?
2. Are your child's thoughts organized around one subject?
3. If fictional, did your child write a four to five sentence story that includes a beginning, middle, and end?
4. If factual, did your child write a topic sentence, followed by two or three supporting details?
5. Can your child write a friendly letter that includes a greeting, closing, and signature?
6. Can your child choose original titles for his stories?



## Part D

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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 will pick some yellow flowers for Mother.
2. Our trip will take an hour.
3. This is a fine day for fishing.
4. What a big, big animal!

**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.

