

Please Fill This Form in Completely

_____ / _____ / _____ / _____ / _____
 Name of child Boy/Girl Age Month Day Year of birth





_____ / _____ / _____
 Current grade Date student will finish Grade level requesting (*grades 3-8*)

_____ / _____ / _____ / _____
 Street address City State Zip/Postal Code

 Name of parent/guardian

(____) _____ - _____ _____
 Daytime phone E-mail address

Verticy Course Enrollment

- I am enrolling in Verticy Learning's Complete Program, which includes all subjects (Complete all Parts).
- I am enrolling in  **Reading** which includes Phonics/Spelling & Grammar/Composition (Complete Parts I, II, III).
- I am enrolling in  **Math**, which includes Math & the Verticy Math Companion (Complete Parts I and V).
- I am enrolling in  **Reading** and  **Math**, which includes Phonics/Spelling, Grammar/Composition, Math, and the Verticy Math Companion (Complete Parts I, II, III, V).

Directions for Submitting Placement Materials

Before submitting your Verticy Placement Evaluation please check which components your student has completed. Refer to the section above for required components. The Placement Evaluations and Family Questionnaire can be sent to Verticy Learning by mail or via e-mail; please do not fax any materials. Placement decisions will be made within three to five business days after Verticy receives the required pieces.

- Part I. Family Questionnaire Part III. Grammar Part V. Mathematics
- Part II. Composition Part IV. Reading Comprehension

E-mail Submissions

Please scan the test and questionnaire pages 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 "Verticy Learning Academy Placement" in the subject line of the message. Send your e-mail to placement@calvertservices.org.

Mail Submissions

Before mailing materials, we suggest that you make a copy of your placement answers and questionnaire so you will have a backup copy if they get lost in the mail. Send your completed materials to the following address.

Calvert Education Services, Verticy Learning Academy Placement Evaluation
10713 Gilroy Road, Suite B, Hunt Valley, MD 21031

IMPORTANT: DO NOT FAX THE TEST.

Part I. Family Questionnaire

Thank you for your interest in Verticy Learning's program for students with language-based learning differences. Due to the individualized nature of this program, please answer the following questions so our education specialists can gain a better understanding of your child's needs in order to offer appropriate support that can contribute to more effective teaching and communication.

NAME(S) OF PARENT(S)/GUARDIAN(S)

ADDRESS

HOME PHONE

CELL PHONE

E-MAIL

NAME OF STUDENT

STUDENT'S PREFERRED NAME

DATE OF BIRTH

WILL YOU BE ENROLLING THROUGH A COOPERATION, GOVERNMENT AGENCY, CHURCH, SCHOOL DISTRICT OR OTHER GROUP?

YES NO IF YES, PLEASE SPECIFY:

ABOUT YOUR CHILD

Please list your child's hobbies, interests, pets, and/or extra-curricular activities:

Describe what you observe or know about your child that motivated you to enroll in the Verticy Learning program:



Please rate your child's level of ability from 1 through 5 in the following areas:

(1 – extremely low; 5 – extremely high)

- Understands spoken language
- Expresses self orally
- Works independently
- Seeks help appropriately
- Is able to solve problems
- Has a strong attention span
- Is able to focus on work for a lengthy duration of time, 3–4 hours
- Demonstrates motivation
- Has a strong memory
- Has good listening comprehension skills

In what areas of study does your child struggle? Please select all that apply:

- Math concepts
- Spelling
- Reading
- Writing

Does anyone else in your family experience learning differences in math, spelling, reading, or writing, or has anyone been diagnosed with a learning difference?

- Yes No

If yes, please list the family member(s) by name, their relationship to this child, and describe their learning difference(s):

How did your child receive his/her education this past year?

- Home school Virtual school
- Public school Charter school
- Private school

If your child had a number of educational settings, please list them and provide the duration of each:



Has your child ever received special education services or academic tutoring?

Yes No

If yes, please describe:

What is the primary language spoken in the child's home?

List the child's siblings and ages:

Name of Learning Guide (adult guiding lessons):

Relationship of Learning Guide to student:

How much time can the Learning Guide give daily?

How many children will be working with the Learning Guide?



SUBJECTS

Reading

Does your child enjoy having books read to him/her?

- Yes No Sometimes

Does your child comprehend what is being read to him/her?

- Yes No Sometimes

At what age did your child learn to read?

Does your child read for pleasure independently?

- Yes No Sometimes

If yes or sometimes, what type of books or magazines does your child prefer?

Does your child comprehend what he/she is reading independently?

- Yes No Sometimes

Writing

Is your child...?

- Right-handed
 Left-handed
 Mixed

Does your child write in...?

- manuscript
 cursive
 Combination of both

Is your child's handwriting...?

- Neat and easy to read
 Legible but not very neat
 Illegible — difficult to read



Does your child have keyboarding skills?

Yes No

If yes, how often and for what purpose does your child use the computer to communicate with words? (i.e. composition writing, letter writing, online chatting, instant messaging) Please explain:

If no, is your child capable of typing a short paragraph on a computer?

Does your child have experience in writing a paragraph or composition?

Yes No

If yes, does your child...? (Please check all that apply.)

- Enjoy writing
- Write in complete sentences
- Follow basic punctuation rules
- Struggle through writing assignments

If your child cannot write independently, is he/she capable of verbalizing his/her ideas?

Yes No

Math

Do new mathematical concepts come easily to your child?

Yes No

Does your child have difficulty remembering basic math facts?

Yes No

If yes, please identify with which facts he/she experiences difficulty. Please check all that apply:

- Addition
- Subtraction
- Multiplication
- Division

Thank you for completing this Family Questionnaire. Please e-mail or mail this form with the completed placement evaluation to one of the addresses below.

E-mail: mdunn@calvertservices.org

Mailing address: Calvert Education Services
Verticy Learning Academy Placement Evaluation
10713 Gilroy Road, Suite B
Hunt Valley, MD 21031



Part II. Composition

1. Write your composition on lined paper using a pencil and an eraser.
2. Write on one of the subjects listed below or about the picture shown.
3. Whenever possible, handwrite your composition.
4. You should use punctuation marks and capital letters where they belong.
5. Do not ask for help spelling words. Use your best thinking.
6. If you use a pre-writing organizer, please include this with the composition.
7. It is not necessary for you to have your composition edited or to write a final draft. If, however, you wish to write a final draft, remember to submit the rough draft with the final draft.
8. If you have a severe fear of writing, you may write a letter to a friend or family member, or you may send in previously written rough drafts as long as the sample reflects your current composition skills.

TOPICS INCLUDE:

My Pets

My Family

An Exciting Day

My Friend

An Interesting Trip

Fun on the Weekend

THE TIME REQUIRED TO WRITE THIS
COMPOSITION WAS _____ MINUTES.



Part III. Grammar

I. Carefully read each of the following groups of words. Fill in the circle next to the group of words that make a complete sentence. Watch out! Punctuation marks do not necessarily mean complete sentences.

- 1. The children on the baseball team.
- 2. The playful kittens are fun to watch.
- 3. Each of the children.
- 4. Teddy is a good swimmer.
- 5. The boys climbed up the tree house quickly.

II. Draw a line between the subject and predicate.

Example: Yesterday, the mouse I ran up the old clock.

- 1. The three little kittens lost their mittens.
- 2. Many pretty flowers grow in May.
- 3. The package arrived on time.
- 4. Most children enjoy games.
- 5. Several students attended the game.

III. Underline each verb phrase.

Example: Yesterday, the mouse was running up the old clock.

- 1. The wind has been blowing fiercely.
- 2. Motorcycles were racing down the highway.
- 3. The bees have gathered the nectar.
- 4. Our class will study minerals.

IV. Underline all the adjectives in each sentence. Do not underline the articles *a*, *an*, or *the*.

Example: Yesterday, the gray mouse ran up the old clock.

- 1. The tall, thin girl brought an empty basket.
- 2. It was a beautiful, bright light.
- 3. The spotted dog ran to greet the little boy.
- 4. Six friends ate delicious hamburgers at the picnic.

V. Underline the adverbs in each sentence.

Example: Yesterday, the mouse ran up the old clock.

- 1. The instructor arrived late.
- 2. The driver drove the bus cautiously.
- 3. Today was not a sunny day.
- 4. That story seems very realistic.
- 5. The children played quietly in the yard.



Part IV. Reading Comprehension

The material within the Reading Comprehension section will progressively become more difficult; therefore, younger children should understand that they are not expected to complete each section, as these sections contain material that evaluate skills for readiness up to our Grade 8 level.

After your child has either read or listened to each passage, please check the appropriate box identifying whether the student read the selection independently or listened to the selection. Then have the student fill in the circle to indicate the appropriate answer for each question.

SECTION A

Warthogs may look like cartoon creatures, but they are real animals that live in Africa. Warthogs got their name from the many warts on their faces. The males have more warts than the females. These warts help protect the animals' faces during fights.

A warthog sleeps in a burrow, or a small hole dug in the ground. Whenever it goes into the burrow, the warthog backs in. This allows it to look outside for hungry lions and other animals that might eat it. When a warthog leaves its burrow, it runs out as fast as it can. That way, it is ready for any animal waiting to attack.

© Houghton Mifflin Company

Read Selection Independently Listened to Selection

1. What is another name for a small hole dug in the ground?
 - tunnel
 - den
 - burrow
 - cave
2. According to this passage, where do warthogs live?
 - Australia
 - Africa
 - Alaska
 - Asia
3. Why do warthogs back into their burrows?
 - to rid themselves of pests
 - to search for food
 - to find a new home
 - to look out for hungry animals
4. According to the passage, who has the most warts?
 - baby warthogs
 - adult warthogs
 - female warthogs
 - male warthogs



5. Warthogs run out of their burrows as fast as they can because _____ .
- they need to be ready in case of attack
 - another animal is chasing them
 - they want to get a start at digging up dirt
 - they are always hungry

Rosa's family went on vacation to the beach. After a long trip, Rosa's dad stopped the car in front of their motel room. "Our room has a view of the sea," he said. The family took their things into the room. It was too late for a swim, but they went to see the beach anyway.

Rosa and her family walked along the shore, looking for seashells. Cool waves washed over their feet. "When are we going for our boat ride?" Rosa asked.

"On the last day we're here," answered Rosa's dad. "Look at this sand dollar."

For the next two days, Rosa and her family had fun at the beach, swimming in the sea and building sandcastles. They also went fishing from the boat dock. But Rosa kept thinking about the boat ride to come.

On the last day, the family went back to the boat dock. "Sorry, folks! The boat isn't running today," the man said. Rosa looked as if she might cry.

"That's too bad," said Rosa's dad. "But I have an idea! Instead of crossing the bridge on the way home, we can take a ferryboat across the water. That way, you'll still get your boat ride, Rosa!"

Rosa's face got brighter. "Thanks, Dad," she said.

© Houghton Mifflin Company

- Read Selection Independently Listened to Selection

1. Which of these happens at the **beginning** of the story?
 - Rosa's family goes on a boat ride.
 - Rosa's family goes fishing.
 - Rosa's family builds a sandcastle.
 - Rosa's family gets to their motel.
2. What is the **first** thing the family does at the beach?
 - The family builds a sandcastle.
 - The family looks for seashells.
 - The family goes fishing.
 - The family goes on a boat ride.
3. Which of these happens at the **middle** of the story?
 - The family swims in the sea.
 - The family goes to the ferryboat.
 - The family goes home.
 - The family takes their things to their room.



4. Which of these happens at the **end** of the story?
- Rosa's dad tells her to look at a sand dollar.
 - Rosa's dad says their room has a view of the sea.
 - Rosa's dad tells her she must learn how to swim.
 - Rosa's dad says they can ride a ferryboat.
5. What did Rosa learn at the **end** of the story?
- Never pick up a sand dollar.
 - It is important to be a good friend.
 - There can be more than one way to do something.
 - It can be fun to try to do something that has never been done before.



SECTION B

Scott smiled as he headed downstairs. It was his mother's special day, and he had hidden her gift in a box behind some bags in the basement. Scott had saved his allowance for six weeks. Then he had gone to his mother's favorite department store and asked the clerk to help him pick out a necklace. He even paid to have the necklace gift-wrapped. He couldn't wait to see his mother's face when she opened the beautiful present.

Scott went to the corner where the gift was hidden. But where were all the bags of old clothes? Scott looked all around. He was very worried and upset.

"Mom!" he called up the stairs. "Where are the bags of clothes that were down here?"

"Oh, that old junk? I had your father take them to the thrift store," she answered. "There are some rags in the laundry room if you're cleaning your bike."

Scott ran to the garage and hopped on his bike. He rode as fast as he could toward the thrift store. He was only halfway there when he saw his father driving toward home. It was too late. Scott felt like crying.

Scott's father pulled over and called, "Hey, Scott! Do you know anything about this?" He held up a long, thin, velvet box.

Scott grinned with relief. "I sure do, Dad. I sure do."

© Houghton Mifflin Company

Read Selection Independently Listened to Selection

1. On what day does this story most likely take place?
 - Mother's Day
 - Fourth of July
 - Thanksgiving
 - Valentine's Day
2. What detail leads you to conclude what day it is?
 - Scott bought a necklace.
 - It was his mother's special day.
 - Scott's father had the box.
 - Scott was worried when he could not find the box.
3. Why does Scott feel like crying when he sees his father driving home?
 - Scott was lost.
 - He was relieved when he found his father.
 - He thought the necklace had been given away.
 - His dad did not stop.
4. Why does Scott smile when his father shows him the box?
 - He realizes the necklace is safe.
 - Scott thinks the box has a gift for him in it.
 - It is his father's gift to his mother.
 - It is a pretty box.



5. How does Scott get the money to pay for his mother's gift?

- He used his birthday money.
- He borrowed the money from his father.
- He used the allowance he had saved.
- He earned the money babysitting his cousin.

How do plants protect themselves from animals or people? The plants don't have to pull up their roots and run away—nature gave them special ways to protect themselves.

In a dry desert, the cactus stores water in its stem. To protect the water from animals, the cactus has needles on its waxy skin. If an animal gets too close, the needles may stick in its nose, paws, or mouth!

A rose has thorns. They may stick a person trying to pick the plant or an animal trying to eat it. Some other bushes have thorns or brambles that stick anyone who gets too close.

Some plants produce harmful substances to protect themselves. The oil on poison ivy leaves can give anyone who touches it an itchy rash. The poison hemlock has such a strong poison, it can kill anyone who eats it!

© McGraw-Hill

Read Selection Independently Listened to Selection

1. What would happen to an animal that tried to get water out of a cactus?

- The animal would be poisoned.
- The animal would be stuck by the plant's needles.
- The animal would eat the plant and become sick.
- The animal would lose its fur or feathers.

2. Why does poison ivy have harmful oil on its leaves?

- The oil gives the plant a nice scent.
- The oil helps the leaves soak up raindrops.
- The oil helps the plant protect itself.
- The oil gives the leaves a green color.

3. According to this passage, with what might a rose protect itself?

- thorns
- size and shape
- height
- color and smell



4. What is the best title for this passage?
- How to Grow Plants
 - Plants in the Desert
 - All Plants Have a Nice Scent
 - How a Plant Stays Safe
5. What is the meaning of the word *stores* as it is used in this passage?
- places where people shop
 - to gather and keep for use at a later time
 - windy, rainy weather
 - large pebbles or rocks



SECTION C

Each lord and noble built a castle on the land that he was given, and there he lived like a little king with all his workpeople about him. The castle was not only his home, but it had to be a fort as well to protect him from other lords who might try to take his castle away from him. He usually placed it on the top of a hill or a cliff, so that the enemy could not reach it easily, if at all. It had great stone walls often ten feet or more thick. Surrounding the walls there was usually a ditch called a moat filled with water to make it more difficult for an enemy to get into the castle.

In times of peace, when there was no fighting, the men farmed the land outside the castle; but when there was war between lords, all the people went inside the castle walls, carrying all the food and cattle and everything else they had, so that they could live there for months or even years while the fighting was going on. A castle, therefore, had to be very large to hold so many people and animals for so long a time, and often it was really like a walled town.

© A Child's History of the World, Virgil M. Hillyer

- Read Selection Independently Listened to Selection

1. Why were castles often built on a hill or cliff?
 - The lords and nobles liked living close to the sky.
 - It was often the only land available.
 - It kept them safer from enemy attacks.
 - It kept them safe from flood waters.
2. Castles were large in size because _____ .
 - dragons lived in them
 - all the townspeople could live inside the castles' walls during war time
 - the lords' children needed large spaces to play
 - the lords hosted large parties
3. What is a moat?
 - water that surrounds a castle
 - a very strong fence
 - a garden with vegetables and flowers
 - a type of boat
4. What is the best title for this passage?
 - Castles and Dragons
 - Kings Live in a Castle
 - Knights and Their Horses
 - A Castle is a Home and a Fortress
5. Which statement is correct?
 - A castle had great stone walls often ten feet or more thick.
 - A castle was very small in size.
 - Lords and nobles did not live in the castles they built.
 - Only kings and queens lived in castles.



From the time Jane Goodall was very small, she was fascinated by animals. By the age of eight or nine, she was dreaming of going to Africa.

At 23 she traveled to Africa. Soon she began a study of wild chimpanzees there. She thought that her research might take three years. However, it has lasted more than three decades. It has become the world's longest study of animals in the wild.

Goodall's work depends on careful observation. She watches the chimps for hours, recording everything she sees. She stays as quiet as she can. "It's important not to disturb what the chimpanzees are doing," she explains, "because then you won't see them as they really are."

Goodall has discovered many things about chimps that no one knew before. For example, she discovered that chimps use tools. Goodall still has many questions about chimps, so her research is likely to go on and on!

© McGraw-Hill

- Read Selection Independently Listened to Selection

1. When did Jane first become fascinated with animals?
 - when she was studying animals in college
 - when she was 23
 - when she traveled to Africa
 - when she was very small

2. What is the best definition of the word *observation* as it is used in this passage?
 - to watch with careful attention
 - a type of camp for chimpanzees
 - an area in Africa
 - to listen to music

3. Which statement is true about the way Jane studies chimpanzees?
 - Jane plays with chimpanzees.
 - Jane likes to be very loud while she is with the chimpanzees.
 - Jane watches the chimpanzees for hours.
 - Jane never writes about what she sees the chimpanzees doing.

4. Jane learns about the behavior of chimps by _____ .
 - using a remote control camera
 - talking to other people about chimps
 - reading books about chimps
 - watching the chimps in their environment

5. In the statement: "it has lasted more than three decades," what does the word *decade* mean?
 - ten days
 - ten weeks
 - ten years
 - ten months



SECTION D

The little red-roofed farmhouse was very old, its chimney crooked and even the small, shuttered windows tilted at angles. A bird's nest, wispy with straw, was half hidden in the corner where the roof met the wall above a bedroom window. Nearby, a gnarled tree was still speckled with a few apples now long past ripe.

Mama and Kirsti had gone inside, but Annemarie and Ellen ran across the high-grassed meadow, through the late wildflowers. From nowhere, a gray kitten appeared and ran beside them, pouncing here and there upon imagined mice, pausing to lick its paws, and then darting off again. It pretended to ignore the girls, but looked back often to be certain that they were still there, apparently pleased to have playmates.

The meadow ended at the sea, and the gray water licked there at damp brown grass flattened by the wind and bordered by smooth heavy stones.

"I have never been this close to the sea," Ellen said.

"Of course you have. You've been to the harbor in Copenhagen a million times."

Ellen laughed. "I mean the real sea, the way it is here. Open like this – a whole world of water."

© *Number The Stars*, by Lois Lowry

Read Selection Independently Listened to Selection

1. The words "licked there at damp brown grass" mean _____ .
 - the sea was slowly flooding the area
 - the grass was dead and needed water
 - the sea water gently reached the meadow
 - the grass was dead because it had too much water
2. How is the word *speckled* used in the passage to describe the apple tree?
 - A large number of apples were hanging on the tree.
 - A small number of apples were spread over the tree.
 - The apples in the tree had a disease.
 - The apples in the tree were rotten.
3. Based on references in the story, what season is it?
 - winter
 - spring
 - summer
 - fall



4. According to the story, who saw the kitten?
- Mamma and Kirsti
 - Ellen, Kirsti, Mamma, and Annemarie
 - Annemarie and Kirsti
 - Ellen and Annemarie
5. Why does Ellen laugh?
- She is happy being so close to the sea.
 - She is confused about the difference between a harbor and the sea.
 - She sees humor in the fact that a harbor was compared to the sea.
 - She is embarrassed because she has not before seen the sea.

In 1598, Don Juan de Oñate (oh NYAH teh), a wealthy Spaniard, went out to settle new lands. He marched north from Central Mexico with a band of colonists, armed troops, and friars. The friars were members of a religious order who wanted to convert Native Americans to Christianity.

Over 16,000 Pueblo Indians lived in the area de Oñate claimed. The Pueblo were agricultural people with strong religious beliefs. The Spanish, however, believed the greatest kindness they could do for the Pueblo was to convert them to Christianity. To do this, the friars built **missions**, or church settlements, all over New Mexico. To protect the friars and their converts from the Apache and the Navajo, the Spanish built presidios, or forts. By 1680 a thin chain of missions and presidios stretched across the Southwest.

Many Pueblo continued to practice their religion in secret. When they were discovered, Spanish officials punished them. One of those punished was a spiritual leader named Popé (poh PEH). He believed the Spanish attempt to convert the Pueblo was harmful. Popé planned a revolt against the Spanish and got others to join him.

On August 10, 1680, Popé's followers rose up, burning churches and attacking haciendas. The Spanish fled south to El Paso. The Pueblo had driven the Spanish out of their land at least for a short time.

© Houghton Mifflin Company

Read Selection Independently Listened to Selection

1. Why did de Oñate travel north from Central Mexico?
- He was visiting Popé.
 - He wanted to settle new lands.
 - He was planning a revolt against the Spanish.
 - He wanted to stop the practice of Christianity.
2. Why did de Oñate want to convert the Pueblo to Christianity?
- He thought that the Pueblo religion was incorrect.
 - He thought that the Pueblo wanted to be converted.
 - He thought that he was being kind.
 - The friars told him that he had to convert the Pueblo.



3. Why do you think the Pueblo practiced their religion in secret?
- They feared what would happen if the Spanish found out.
 - Their religion required them to practice in secret.
 - They thought that practicing their religion in secret would protect the Spanish from Popé.
 - The Spanish wanted them to only practice their religion in secret.
4. What is the best title for this passage?
- Native Americans Settle New Lands
 - The Spanish Try to Convert the Pueblo
 - Popé Attacks the Pueblo
 - The Friars Revolt Against the Spanish
5. What is the best definition of *mission* as it is used in this passage?
- the business with which such a group is charged
 - an operational task, usually assigned by a higher headquarters
 - missionary duty or work
 - a church settlement



SECTION E

Minnie May, aged three, was really very sick. She lay on the kitchen sofa, feverish and restless, while her hoarse breathing could be heard all over the house. Young Mary Joe, whom Mrs. Barry had engaged to stay with the children during her absence, was helpless and bewildered, quite incapable of thinking what to do, or doing it if she thought of it.

Anne went to work with skill and promptness.

“Minnie May has croup all right; she’s pretty bad, but I’ve seen them worse. First we must have lots of hot water. I declare, Diana, there isn’t more than a cupful in the kettle! There, I’ve filled it up, and, Mary Joe, you may put some wood in the stove. I don’t want to hurt your feelings, but it seems to me you might have thought of this before if you’d any imagination. Now, I’ll undress Minnie May and put her to bed, and you try to find some soft flannel cloths, Diana. I’m going to give her a dose of ipecac first of all.”

Minnie May did not take kindly to the ipecac, but Anne had not brought up three pairs of twins for nothing. Down that ipecac went, not only once, but many times during the long, anxious night when the two little girls worked patiently over the suffering Minnie May, and Young Mary Joe, honestly anxious to do all she could, kept on a roaring fire and heated more water than would have been needed for a hospital of croupy babies.

It was three o’clock when Matthew came with the doctor, for he had been obliged to go all the way to Spencervale for one. But the pressing need for assistance was past. Minnie May was much better and was sleeping soundly.

© Anne of Green Gables, L.M. Montgomery

Read Selection Independently

Listened to Selection

1. Based upon what is stated in the passage, which words might best describe Anne?

- knowledgeable and attentive
- slothful and uninspiring
- erratic and fickle
- helpless and bewildered

2. Based on the passage, *ipecac* is probably a type of _____ .

- food
- clothing
- medicine
- water

3. How did Anne know what to do to treat Minnie May’s croup?

- Anne read a book describing how to cure illnesses in children.
- Matthew and the doctor gave her detailed instructions.
- Anne had croup as a child and remembered how she had been cured.
- Anne helped raise three sets of twins, giving her experience in treating croup.



4. Which of the following is not an example of how other characters in the story assisted Anne in saving Minnie May's life?
- Matthew went to Spencervale to fetch the doctor.
 - Mrs. Barry cooked a pot of chicken soup.
 - Mary Joe tended to the fire and kept a supply of hot water on hand.
 - Diana helped dress Minnie May in soft flannel clothes.
5. By the time the doctor arrived from Spencervale, Anne and the other girls probably felt _____.
- relief
 - disgust
 - frustrated
 - amused

In the early 1960's people in Sweden noticed something very wrong. There were no more trout in the lakes that were once full of them! In fact there were no living organisms in the water at all! The lakes were "dead."

By the 1970's the dead-lake problem spread to mountain lakes and ponds of southeastern Canada. Even waters of the Adirondacks in the United States became abiotic, or without life.

Why did this happen? Scientists tested the water. It was very acidic, sometimes as acidic as vinegar! Small organisms and fish couldn't live in it. Scientists concluded that the acid dropped from the sky, so they measured rainwater, snow, fog, and even windblown dust. Each showed high levels of sulfuric and nitric acids. All airborne acid was labeled "acid rain."

Scientists began to study how the acid got into the rain. Research proved that smoke from coal-burning electric power plants contained sulfur dioxide. If it mixes with mist in the air, it produces sulfuric acid! Truck and auto exhausts contain nitrogen oxide that, when mixed with moisture, creates nitric acid!

In 1990 the United States Congress passed clean air laws to gradually reduce acid rain. The Clean Air Act encouraged plants to reduce sulfur in smoke and required cars to use antipollution devices to control harmful gases in emissions.

© McGraw-Hill

- Read Selection Independently Listened to Selection

1. What is the main idea of this article?
- Sweden was the first country to discover the existence of acid rain.
 - Acid rain, originating from air pollution, has a negative effect on organisms.
 - Coal-burning power plants were the cause of acid rain.
 - The Clean Air Act helped to solve problems associated with acid rain.
2. An *organism* is a(n) _____.
- acid found in polluted air
 - fish found in the lakes of Canada
 - harmful gas resulting from automobile emissions
 - living thing, such as a plant or animal



3. Why does the author refer to the lakes affected by acid rain as “dead”?
- The plants around the lakes were dying.
 - It was dangerous for humans to drink water from the lakes.
 - Small organisms and fish could not live in the lakes.
 - Fog and windblown dust around the lakes made them seem scary.
4. Which of the following is not a cause of acid rain?
- smoke from coal-burning electric power plants
 - truck and auto exhausts
 - sulfur dioxide mixed with mist in the air
 - vinegar mixed with water in lakes and streams
5. The article states, “The Clean Air Act encouraged plants to reduce sulfur in smoke and required cars to use antipollution devices to control harmful gases in emissions.” What did the United States Congress hope to reduce by passing the Clean Air Act?
- reduce the amount of pollution released into the air to prevent acid rain
 - reduce the amount of fish populating lakes in Sweden
 - reduce the amount of mist in the air to prevent acid rain
 - reduce the amount of trucks on the road that contribute to air pollution



SECTION F

During the American Revolutionary War, under relentless British pursuit, the Continental (American) army kept retreating. British general John Burgoyne came up with a plan he hoped would quickly end the rebellion. However, at the village of Saratoga, New York, the Americans surrounded the British. After suffering heavy casualties, Burgoyne surrendered on October 17, 1777.

The Battle of Saratoga marked a major turning point in the war. The American victory ended the British threat to New England and destroyed British hopes of an easy victory. It also lifted Patriot spirits at a time when General Washington's army was suffering defeats. Perhaps most important, the Battle of Saratoga helped convince Europeans that the Americans had a sound chance of winning.

Soon after Saratoga, France agreed to openly support American independence. In February 1778, France officially formed an alliance with the United States. France was eager to weaken Britain. Even before Saratoga, the French had secretly supplied money and arms to the Americans. But the French did not want to take an open stand until it seemed the Americans might win. In February 1778, France became the first nation to sign a treaty with the United States.

France and its allies in the Netherlands and Spain also went to war with Britain. By carrying the fight to Europe and the Caribbean, the allies forced Britain to wage war on many fronts. This helped the American cause, because the British could spare fewer troops to fight in North America.

© Prentice Hall

- Read Selection Independently Listened to Selection

1. What were three important results of the American victory at Saratoga?
 - raised the Patriot spirits; convinced Europeans that Americans could win the war; and opened up trading routes to the Caribbean
 - opened up trading routes to the Caribbean; France formed an alliance with the United States; ended British threat to New England
 - lifted Patriot spirits; ended British threat to New England; and convinced Europeans that Americans could win the war
 - France signed a treaty with America; ended British threat to New England; increased the money available to fight the war
2. How did France aid the Patriot cause?
 - France loaned the Americans money to buy arms, food, and uniforms for the soldiers.
 - France provided money and arms to the Patriots, and fought Britain in Europe.
 - French soldiers fought the British alongside the Patriot troops in America.
 - France did not want to help the Americans because they were not sure that the Americans could win the war.



3. The word *relentless* in the sentence “During the American Revolutionary War, under relentless British pursuit...” means _____ .
- unending and intense
 - constantly moving
 - extremely well planned
 - without focus
4. Pick the best title for this passage.
- The Patriot Cause
 - Saratoga: A Turning Point
 - British Alliance with France
 - A Treaty with France
5. What could have happened if the Americans lost the Battle of Saratoga?
- America might have become part of France.
 - The British might have won the American Revolutionary War.
 - The British might have left New England.
 - The Americans might have convinced the Europeans to support them.



The Daffodils
By William Wordsworth

I wandered lonely as a cloud (1)
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine (7)
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they (13)
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie (19)
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Read Selection Independently

Listened to Selection

1. What is the meaning of the word *pensive* in line 20?
 - deeply thoughtful
 - confused
 - extremely joyful
 - sad
2. Line 1 is an example of _____ .
 - a metaphor
 - rhyme scheme
 - a simile
 - alliteration



3. What is the meaning of *inward* eye in line 21?
- a camera lens
 - personal memory
 - the lens of the eye
 - feelings
4. Which line is an example of personification?
- Ten thousand saw I at a glance
 - Tossing their heads in sprightly dance
 - What wealth the show to me had brought
 - And then my heart with pleasure fills
5. Which statement best describes the message of the poem?
- Daffodils are beautiful and admired by many people.
 - Flowers dance in the spring breezes.
 - It can be lonely among a field of flowers.
 - Upon reflection, the beauty of the daffodils brings happiness.



Part V. Mathematics

The material within the Mathematics section will progressively become more difficult; therefore, younger children should understand that they are not expected to complete each section, as these sections contain material that evaluate skills for readiness up to our Grade 8 level.

DIRECTIONS: You may skip any problems that you cannot complete. Please feel free to stop the test when you can no longer complete any problems. Problems can be read to you, but you must write the answers yourself. Please show all computations on this paper when you can. If you need more room, please use additional paper but be sure to identify the problem number. Calculators are not permitted.

1. Add.

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ 1 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ 2 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 21 \\ + 52 \\ \hline \end{array} \quad \begin{array}{r} 63 \\ + 47 \\ \hline \end{array} \quad \begin{array}{r} 45 \\ + 38 \\ \hline \end{array}$$

2. Subtract.

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

3. Draw an **X** through $\frac{3}{4}$ of the set.



Remember to show your work.



4. Marvin had 8 pieces of candy. He gave 5 of them to his friends. We want to find out how many pieces of candy he had left.

a. Will you add or subtract to solve this problem? _____

b. What is the answer? _____

5. Solve these problems.

$$\begin{array}{r} 158 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 692 \\ + 405 \\ \hline \end{array}$$

$$\begin{array}{r} 142 \\ + 783 \\ \hline \end{array}$$

$$\begin{array}{r} 463 \\ - 147 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ 25 \\ + 88 \\ \hline \end{array}$$

$$2 \overline{) 48}$$

$$3 \overline{) 69}$$

Remember to show your work.



6. Find the answers.

$9 - 5 = \underline{\hspace{2cm}}$

$54 \div 6 = \underline{\hspace{2cm}}$

$8 \times 5 = \underline{\hspace{2cm}}$

$49 \div 7 = \underline{\hspace{2cm}}$

$16 + 9 = \underline{\hspace{2cm}}$

$12 - \underline{\hspace{2cm}} = 8$

$3 \times 9 = \underline{\hspace{2cm}}$

$48 \div 4 = \underline{\hspace{2cm}}$

$6 \times 7 = \underline{\hspace{2cm}}$

$6 \times 0 = \underline{\hspace{2cm}}$

$14 \div 2 = \underline{\hspace{2cm}}$

$4 \times 4 = \underline{\hspace{2cm}}$

Remember to show your work.



7. Find the answer.

On a table there were 4 sacks. In each sack there were 24 oranges. How many oranges were there altogether?

Equation: _____

Answer: _____

8. Solve these problems.

$$\begin{array}{r} 128 \\ 416 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 6593 \\ - 905 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 227 \\ \times 95 \\ \hline \end{array}$$

$$\begin{array}{r} 804 \\ \times 219 \\ \hline \end{array}$$

$$6 \overline{) 255}$$

$$5 \overline{) 6792}$$

$$\begin{array}{r} 3674 \\ \times 89 \\ \hline \end{array}$$

Remember to show your work.



9. Solve for n .

$$65 + 44 = n$$

$$n = \underline{\hspace{2cm}}$$

$$5 \times 810 = n$$

$$n = \underline{\hspace{2cm}}$$

$$3224 \div 8 = n$$

$$n = \underline{\hspace{2cm}}$$

$$\frac{1}{8} + \frac{6}{8} = n$$

$$n = \underline{\hspace{2cm}}$$

$$17\frac{11}{13} - 9\frac{7}{13} = n$$

$$n = \underline{\hspace{2cm}}$$

Remember to show your work.



10. Write an equation for each problem. Then solve it.

- a. There are 19 marigolds in Wendell's garden. How many more must Wendell plant if he wants to have 40 marigolds altogether?

Equation: _____

Answer: _____

- b. In 3 weeks Don saved \$6.75, \$5.90, and \$11.20. How much more does he need to save to buy a savings bond for \$37.50?

Equation: _____

Answer: _____



- c. There are 168 guests at a wedding party. Each table seats 8 guests. How many tables are needed at the wedding party?

Equation: _____

Answer: _____

(Note: From this point forward, any answers given as fractions should be in simplest form.)

11. Find the answers.

$$\begin{array}{r} \frac{2}{3} \\ \frac{3}{4} \\ + \frac{5}{6} \\ \hline \end{array}$$

$$\begin{array}{r} \$306.20 \\ 147.54 \\ 51.36 \\ + 493.15 \\ \hline \end{array}$$

$$\begin{array}{r} 11\frac{2}{3} \\ - \frac{2}{7} \\ \hline \end{array}$$

$$\begin{array}{r} 3796.30 \\ - 357.47 \\ \hline \end{array}$$

$$\begin{array}{r} \frac{4}{7} \\ - \frac{3}{8} \\ \hline \end{array}$$

Remember to show your work.



12. Solve for n .

$$(125 \div 5) - (2 \times 8) = n \quad n = \underline{\hspace{2cm}}$$

$$4 \times (23 - 7) = n \quad n = \underline{\hspace{2cm}}$$

$$4\frac{1}{5} - 3\frac{2}{5} = n \quad n = \underline{\hspace{2cm}}$$

$$6\frac{2}{3} + 1\frac{1}{6} = n \quad n = \underline{\hspace{2cm}}$$

Remember to show your work.



13. Order these distances from least to greatest.

On three different days, Rhonda ran $\frac{1}{2}$ of a mile, $\frac{5}{8}$ of a mile, and $\frac{3}{4}$ of a mile.

_____ < _____ < _____

14. Find the quotients.

$$52,576 \div 21 = n$$

$$93 \overline{)71,331}$$

$n =$ _____

15. Write an equation for each problem. Then solve it.

- a. Jason sold 6 boxes of greeting cards with 18 cards in each box, and 12 boxes with 24 cards in each box. How many greeting cards in all did he sell?

Equation: _____

Answer: _____

Remember to show your work.



- b. Ralph spent $\frac{5}{9}$ of an hour mixing paints and $\frac{7}{9}$ of an hour painting. How much time in all did Ralph spend on his project?

Equation: _____

Answer: _____

16. Solve for n .

$$\frac{5}{7} \times 4 = n$$

$$n = \underline{\hspace{2cm}}$$

$$\frac{2}{3} \times \frac{5}{6} = n$$

$$n = \underline{\hspace{2cm}}$$

$$1\frac{2}{3} \div \frac{2}{3} = n$$

$$n = \underline{\hspace{2cm}}$$

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

$$n = \underline{\hspace{2cm}}$$

$$18\frac{1}{2} \times 3\frac{1}{3} = n$$

$$n = \underline{\hspace{2cm}}$$

Remember to show your work.



17. Find the greatest common factor.

16 and 48 _____

18. Find the least common multiple.

8 and 4 _____

19. Express $\frac{1}{4}$ as a percent and as a decimal.

Percent: _____ Decimal: _____

Remember to show your work.



20. Write these percents as decimals.

118% _____

20% _____

9% _____

9,825% _____

21. Find the circumference of a circle with a diameter of 12 m.
(Remember $\pi = 3.14$.)

Answer: _____

Remember to show your work.



22. Solve for n .

$$\frac{n}{6} = \frac{20}{24}$$

$$n = \underline{\hspace{2cm}}$$

23. Solve.

$$\begin{array}{r} 13,278 \\ \times 326 \\ \hline \end{array}$$

$$0.124 \overline{)6.20}$$

$$2.1 \overline{)7282}$$

24. Multiply and solve for n .

$$23.89 \times 16.99 = n$$

$$n = \underline{\hspace{2cm}}$$

$$35.5 \times 24.16 = n$$

$$n = \underline{\hspace{2cm}}$$

Remember to show your work.



25. Solve each word problem and label your answers.

- a. Bob was taking a 500-mile round trip. After driving for $5\frac{1}{2}$ hours at an average speed of 42 miles per hour, how many miles did he have left to drive?

Answer: _____

- b. In the first week, Lois jogged 1 mile. In the second week, she jogged 3 miles. In the third week, she jogged 5 miles. In the fourth week, she jogged 7 miles. If Lois continues to increase the distance she jogs in this way, how many miles will she jog in the twentieth week?

Answer: _____

- c. A bus stops at every third corner. Another bus stops at every eighth corner. If both buses start at the same place, how many blocks from the starting point will the buses be when they both stop at the same corner?

Answer: _____

Remember to show your work.



26. Solve these problems.

$$5\frac{1}{2} \times (7 - 3\frac{1}{2}) \underline{\hspace{2cm}}$$

$$[35 \div (30 - 5^2)] + 6 \times 7 \underline{\hspace{2cm}}$$

$$67.8 - (3 \times 6) \underline{\hspace{2cm}}$$

$$6\frac{1}{2} \times (7 - 1\frac{1}{2}) \underline{\hspace{2cm}}$$

Remember to show your work.



27. Solve for n .

$$5 \div 3\frac{1}{8} = n$$

$$n = \underline{\hspace{2cm}}$$

$$428 \times 7.1 = n$$

$$n = \underline{\hspace{2cm}}$$

$$3.4408 \div .092 = n$$

$$n = \underline{\hspace{2cm}}$$

$$-12 + 18 = n$$

$$n = \underline{\hspace{2cm}}$$

$$-18 \div 9 = n$$

$$n = \underline{\hspace{2cm}}$$

Remember to show your work.



28. Find the answers.

a. The number 17 is what percent of 68? _____

b. The number 84 is 20% of what number? _____

c. What number is 35% of 264.8? _____

29. Write each percent as a fraction in simplest form.

89% _____

40% _____

5% _____

Remember to show your work.



30. Write each fraction as a percent.

$$\frac{1}{8} \quad \underline{\hspace{2cm}}$$

$$\frac{5}{6} \quad \underline{\hspace{2cm}}$$

31. Solve the following equations.

$$7x = 28$$

$$x = \underline{\hspace{2cm}}$$

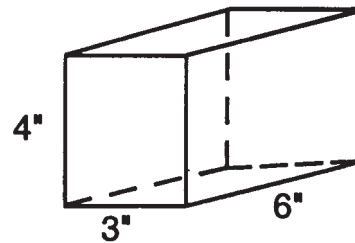
$$2t + 5 = 53$$

$$t = \underline{\hspace{2cm}}$$

32. Find the surface area and volume of this figure.

Surface area: $\underline{\hspace{2cm}}$

Volume: $\underline{\hspace{2cm}}$



Remember to show your work.



33. Solve these problems.

- a. Louis has 4 dimes, 6 quarters, and a penny. What is the ratio of quarters to dimes in simplest form?

Answer: _____

- b. Sharon mowed 4 lawns in 3 hours. At that rate, how long would it take her to mow 2 lawns?

Answer: _____

- c. Eleanor has 2 jobs. She works 20 hours per week in the supermarket for \$5.30 an hour. She also works 10 hours per week for her mother's employment agency for \$6.25 an hour. How much does Eleanor earn in a week?

Answer: _____

Remember to show your work.

