

Submit this test only if you are requesting a higher math level for your first or second grade child.

Please Fill This Form in Completely

Name of child

Boy/Girl

Age

_____/_____
Month Day

_____/_____
Year of birth

Street address

_____/_____
Current grade and date student will finish

_____/_____
City State

_____/_____
Zip/Postal Code

Name of parent/guardian

(_____) _____ - _____
Daytime phone Email address

Note: The purpose of this test is to determine if your first-grade or second-grade child is prepared for second-grade or third-grade Calvert Math.

I am requesting custom math grade level: 2 3 *(Please circle one.)*

Comments, Additional Information

The parent is invited to add any comments below that may be helpful in enrolling the student in the proper course. It is helpful to know if the child has special needs, talents, health problems, etc. *(Use an extra page if needed.)*

SEND THE COMPLETED TEST TO:

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

IMPORTANT: DO NOT FAX THE TEST.

General Directions

Before giving this test, you, the Home Teacher, should become familiar with the test and the script. Read through the script once with the test in hand before you begin with the student.

The student will need a sharp pencil and an eraser. A cover sheet (a blank sheet of paper) will help him keep his place on the page. If two or more children are taking the test, seat them so they cannot see each other's work.

During the test, stay near the student to make sure he is following the sequence of the questions correctly and to point to specific words or places, if needed.

Follow the test directions, written in italics. Read aloud to the student **only** the *exact wording* in the boxes. Read all boxed directions slowly and distinctly in a clear and natural voice. Pauses are noted with this sign: °. If necessary, any direction may be read a second time, but not more than twice. Give no additional help.

Although this is not a timed test, most questions should be answered in ten to fifteen seconds. If after one minute the student cannot answer a problem, he should move to the next question. Not every student will be able to answer every question. The test should be completed in one session.

Each time the student turns a page, ask him to fold it back so he is looking at only one page.



Test Instruction Script

Directions for the Home Teacher are in *italics*.
Directions to be read aloud to the student are boxed.

Pauses are shown by this sign: °

Provide a sharp pencil, an eraser, and a cover page for the student. Show him how to place the cover sheet below the problem he is working on, and as the test continues, to move it down to the next problem to keep his place. Say:

Today you are going to show how much you have learned about numbers. Some questions you may not be able to answer because you haven't learned that skill yet. It is all right to skip any question you don't know. Just work carefully and try to answer as many questions as you can.

If you make a mistake and want to change your answer, be sure to erase your first choice completely, then mark your new answer. If you see words you don't recognize, don't worry, because I will read all the words you will need to know. I cannot answer any question about the test after we start. Listen carefully to my directions for each question.

Distribute the test materials and begin with two practice problems for Part 1. Say:

A.

We will begin with the first test page, the one with the ball at the top.

Put your finger on the capital **A** in the left hand margin. This is a practice problem to show you how to answer the questions.

Look at the numbers in row A. Draw a ring around the number that comes after the number 8. °

Check the answer to make sure the student has circled 9. Have him correct the answer if it is incorrect. Say:

B.

Now we will try another practice problem. Move down to the next row, which has capital letter **B** in the left margin. In the row next to this **B** you see three boxes with nails. Mark an **X** on the box that has two nails. °

The correct answer is the third box. Remember: If you marked the wrong box, **erase it and mark the correct answer.**

If the student has no questions, begin the test. Say:

The rest of these problems you will need to solve by yourself. I will read each question to you. If there are words in the problem you do not know, I will read those to you, also. If you want me to read a question for the second time, please ask, and I will read it one more time.



Say:

1.

Just below the thick line, put your finger on number 1 in the left hand margin. Look at the row of leaves. This is the row where we will begin.

Question number 1: Circle the fifth leaf in this row. °

Say:

2.

Now move below to the next question. Put your finger on number 2 and look at the numbers and spaces in this row. If you are counting by ones, write the numbers that belong in the empty spaces. °

Say:

3.

Move down to question number 3. Look at the three shapes in this row. Circle the shape that has one fourth shaded. °

Say:

4.

Now turn to the next page—the one with the bird at the top—and find question number 4. In the space next to number 4 there are three boxes. In each box there is a number sentence that tells something about the numbers 7 and 12. Only one shows a true or correct number sentence. Circle the one box that is true.

Say:

5.

Move down to question number 5. How many tens are in 54? In the space write how many tens are in 54. °

Say:

6.

Now find number 6 in the left hand margin. There are three sets of tens and ones.

Point to set **A**, set **B**, and set **C**.

In the space below set A write the number that tells how many are shown in this set. Do the same with set B and set C. °



Say:

7. Turn to the next page, the one with the boat at the top. Find number 7. You are counting from 1 to 9. Write the even numbers between 1 and 9. ° The first one has been done for you. °

Say:

8. Move down to question number 8.
This is a calendar showing the month of September.

If necessary, read the names of the weekdays.

Point to the question below the calendar and say:

How many Tuesdays are in September? Write your answer on the line. °

Say:

9. Move down to question number 9, the last question on this page. What is the time? Write the correct time in the space at the right of the clock. °

Say:

Turn to the next page, the one with the barn at the top.
Below the barn is a pictograph showing the animals that live on John's farm. The name of each kind of animal is written at the bottom of each column.

Point out and read each name.

10. Now put your finger on number 10 in the left hand margin. Circle the name of the animal that has the greatest number. °

Say:

11. To answer the next question you will need to look at the pictograph again. Listen while I tell you the problem. John wants to have an equal amount of rabbits and pigs. How many more rabbits will he need in order to have the same number of rabbits as pigs? Find question number 11 and circle the number that tells how many more rabbits John will need to make the number of rabbits and pigs equal. °



Say:

12.

Find question number 12 and look at the pictograph. John wants to know how many animals live on his farm. Circle the number that tells how many animals live on John's farm. °

Say:

13.

Move down to question number 13, and this time look at the column of ducks on the pictograph. Listen carefully. Two of John's ducks flew away. How many ducks are left now? Circle the box that tells how you would find the number of ducks that are left if two flew away.

Say:

14.

Turn to the next page, the one with the apple at the top. Find question number 14 in the left hand margin. Here is a calendar for October.

Point to and read the month. As you read the rest of the question, point to each month as you read.

Below it are the names of three months: November, April, September. Circle the month that comes AFTER October. °

Say:

15.

Move down to number 15.

Point to the coins as you identify them.

In this row there is one quarter, two nickels, and one penny. In the space next to the cent mark write how much money these coins are worth.

Point again.

One quarter, two nickels, and one penny. °



Say:

16.

Move down to number 16. You are skip-counting. Write the next three numbers.

Say:

17.

Turn to the next page, the one with the telephone at the top. Find question number 17. You will be asked to solve a word problem for this question. Look at the problem as I read it aloud.

Read the problem.

I will read it a second time, and then you may solve the problem in the space. °

After you have read the problem a second time and the student has had sufficient time to solve, remind him to write his answer on the line provided. Then say:

18.

Find number 18 in the left hand margin. Here is another word problem to solve. Look at the problem as I read it aloud. °

Read the problem aloud.

I will read it a second time, and then you may solve the problem in the space. °

Say:

19.

Move down to number 19.

Point to the coins as you say:

Box A contains 3 dimes, Box B contains 1 quarter and 1 cent.

Circle the box that shows the **least** amount. °



Say:

20. Move down to number 20. There are three clocks in this row. Listen carefully. Sondra rides the bus home after school. She leaves school at 2:00. The bus ride takes one hour. Circle the clock that shows the time when Sondra reaches home. °

Say:

21. Turn to the next page, the one with the umbrella at the top. Find number 21. In each box there are two numbers. Circle the number that is **greater** in each box. °

Say:

22. Move to number 22. Put an **X** on the number that is **less** in each box.

Say:

23. Move down to question number 23. Look at the problem as I read it aloud.

Read the problem.

As I read the problem again, look for information you will not need to find the answer.

Read the problem again.

Find the information you don't need and cross it out. °
Now find the answer, using the rest of the information.

Remind the student to write his answer on the line provided. Then say:

24. Turn to the last page, the one with a wagon at the top. Now find question number 24. In a box you see a 5, an 8, and a 13. They are called the 5, 8, 13 fact family. They go together to make two true addition and two true subtraction facts.
Look at the first addition fact: $5 + 8 = 13$. Write the second true addition fact on the lines below. °
Now look at the subtraction fact, $13 - 8 = 5$. Write the second true subtraction fact on the lines below. °

Allow 10-15 seconds per problem in this section. Say:



Allow 10-15 seconds per problem in this section. Say:

25.

Move down to number 25. There are six problems in this last section. You are to solve each one. °

Read the next directions carefully, so you know what you are to do. Say:

26.

Now you are beginning a new section. You will need to solve these problems yourself. I will not be giving you instructions before you do each problem. Instead, I'm telling you some things to remember as you work:

- Do not spend too much time on one problem. If you cannot answer a problem after you have thought about it, go on to the next question.
- If you make a mistake and want to change your answer, erase your first choice completely and then write your new answer.
- If you see a word you don't know, I will say the word, but I cannot tell you what it means.
- Read the words at the top of each problem for yourself. They tell you how to answer that question. Read carefully and follow the directions.
- Are you ready? Each time you turn a page, fold it under so only one page shows.

When the student has finished, gather the papers to send to the school.





A.

3

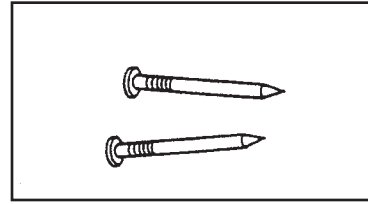
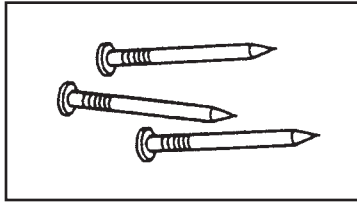
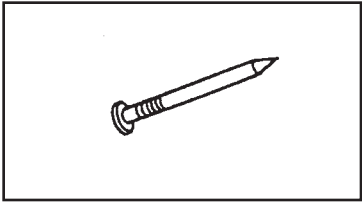
4

7

9

2

B.



1.

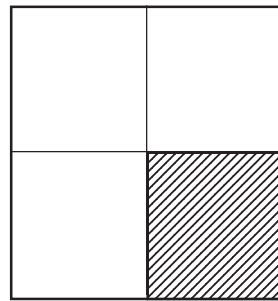
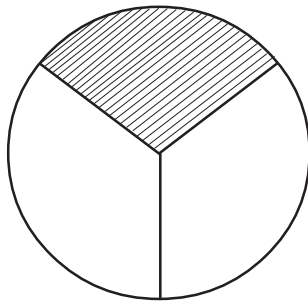


2.

30

32

3.





4.

$$7 > 12$$

$$7 < 12$$

$$7 = 12$$

5.

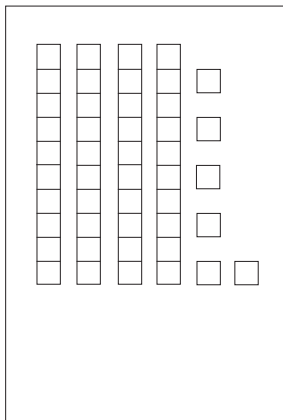
How many tens are in **54**?

_____ tens

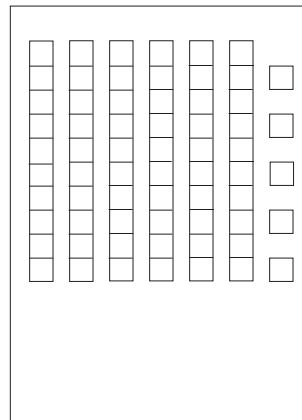
6.

Write the numeral.

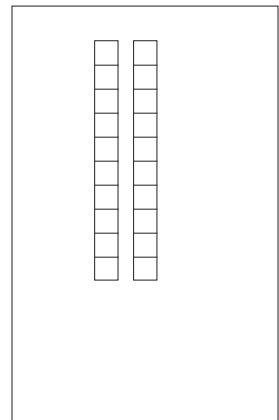
A.

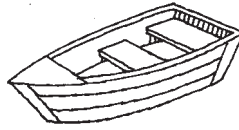


B.



C.





7.

You are counting from 1 to 9.

Write the even numbers between 1 and 9.

2 _____ _____ _____

8.

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

How many Tuesdays are in September?

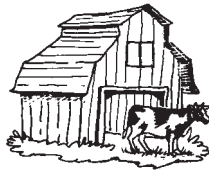
9.

What is the time?



_____ : _____





John's Farm Animals



10.

ducks

calves

pigs

horses

rabbits

11.

2

0

3

1

12.

16

19

25

20

13.

$$6 - 2 = 4$$

$$5 + 2 = 3$$

$$6 + 2 = 8$$





14.

October

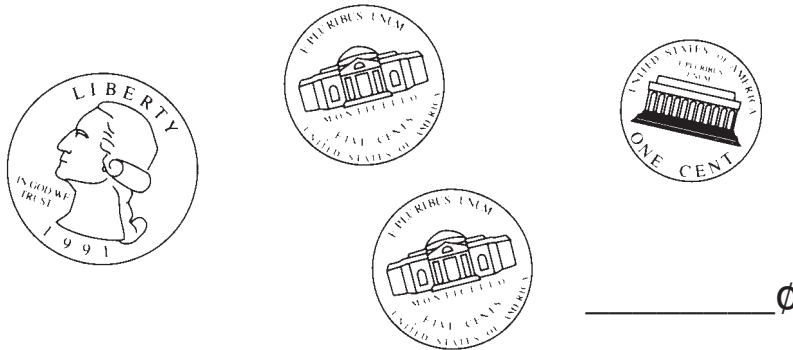
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

April

September

15.



16.

35, 40, 45, _____, _____, _____

12, 14, 16, _____, _____, _____





17. The team has 26 bats and 15 balls.
How many more bats than balls do they have?

Answer: _____ bats

18. There are 23 fish in a pond. Soon there are 12 more.
How many fish are in the pond now?

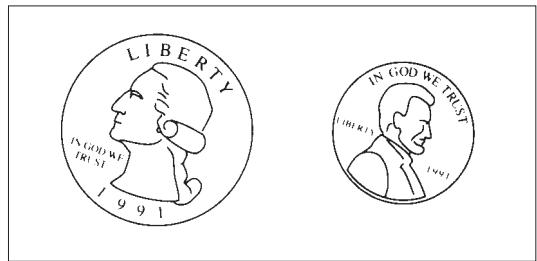
Answer: _____ fish

19.

A.



B.



20.





21.

Circle the number that is **greater** in each box.

51

15

60

90

66

63

22.

Put an **X** on the number that is **less** in each box.

25

35

20

21

41

14

23.

Cross out the fact you do **not** need to solve this problem.

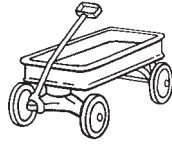
Then solve the problem.

Tod went for a walk and saw 9 trees, 4 cats, and 12 dogs.

How many cats and dogs did he see?

Answer: _____ cats and dogs





24.

5, 8, 13

$$\underline{\mathbf{5}} + \underline{\mathbf{8}} = \underline{\mathbf{13}} \quad \underline{\mathbf{13}} - \underline{\mathbf{8}} = \underline{\mathbf{5}}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

25. Solve.

$$\begin{array}{r} 4 \\ 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 26 \\ \hline \end{array}$$

$$7 + 6 = \underline{\quad}$$

$$17 - \square = 9$$

$$\square + 6 = 14$$



26. Compare. Write $<$ or $>$.

$17 \square 16$

$401 \square 410$

$589 \square 591$

27. Circle the eleventh (11th) nail.



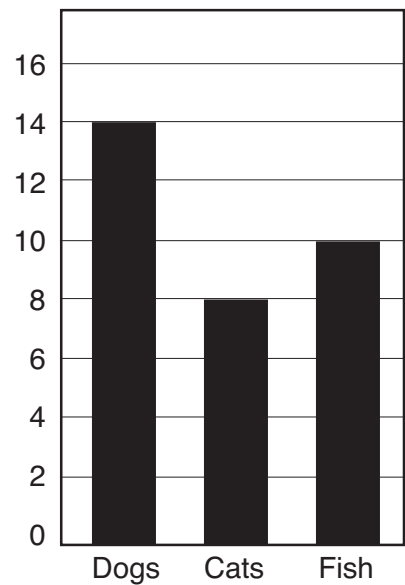
28. Use the bar graph to answer a–c.

a. How many people like dogs best?

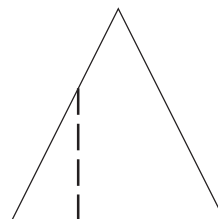
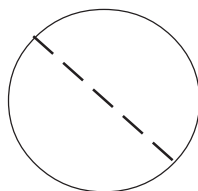
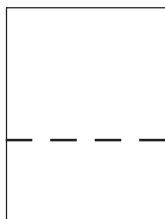
b. Which pet is liked best by the fewest people? _____

c. How many more people like dogs than cats? _____

FAVORITE PETS



29. Circle the shape that shows a line of symmetry.



30.

Cross out the fact that is not needed. Then solve.

Maria planted 47 seeds on Monday and 159 seeds on Tuesday. This took a total of 55 minutes. How many seeds did Maria plant?

Answer: _____ seeds

31.

Use these four digits to make new numbers.

7 **5** **3** **9**

Write the highest number you can make, using each digit once.

Answer: _____

Write the lowest number you can make, using each digit once.

Answer: _____

32.

Check one box. A fishbowl holds about:

3 meters

3 kilograms

3 liters

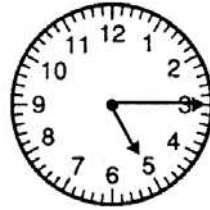


33. Circle $\frac{3}{7}$ of the set.



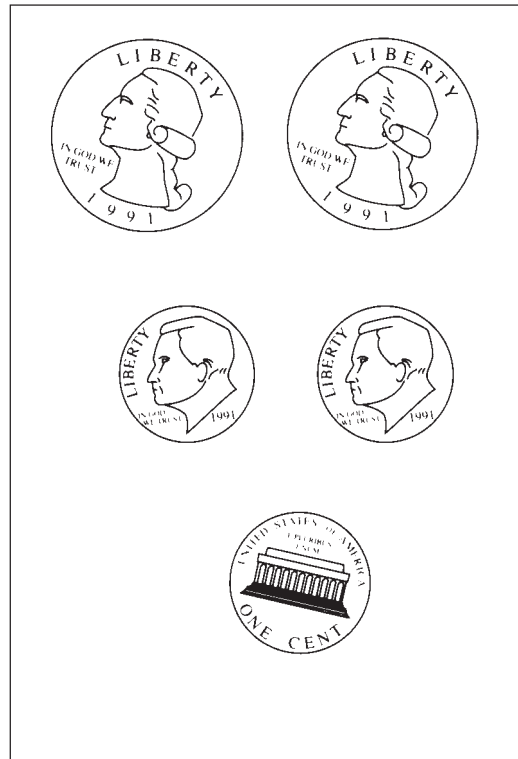
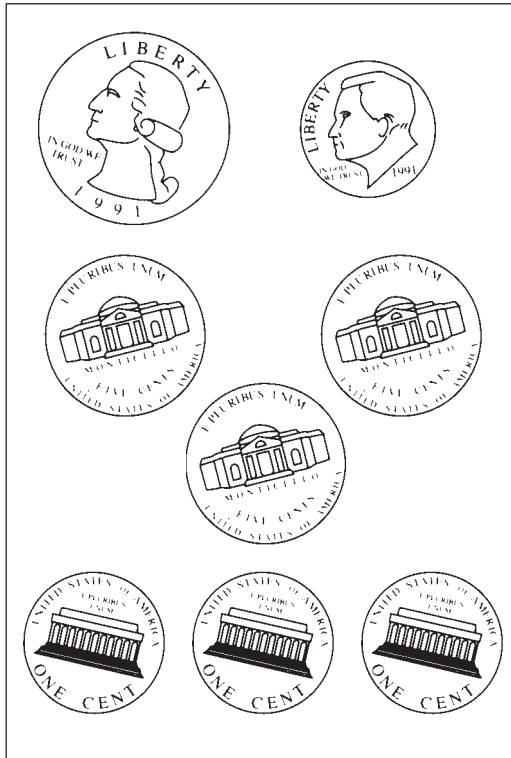
34. Write the time.





35. Mark X on the box with the highest value.

35.



36.

Complete the fact family.

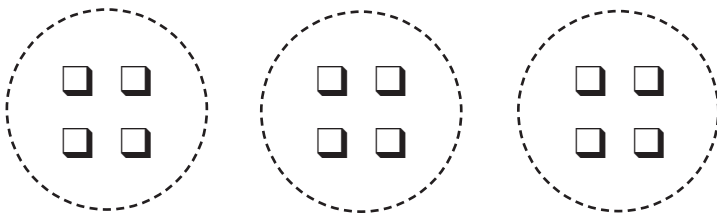


$$9 + 7 = 16 \quad 16 - 9 = 7$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

37.

Circle the number fact that shows the picture.



$$3 \times 4 = 12$$

$$12 - 3 = 4$$

$$4 \times 3 = 12$$

38.

Sally bought 5 bags of oranges.

Each bag had 5 oranges.

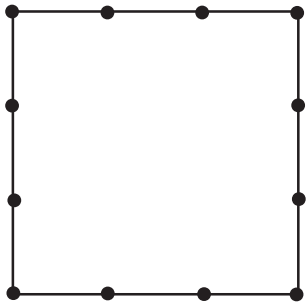
How many oranges did Sally buy?

Answer: _____ oranges

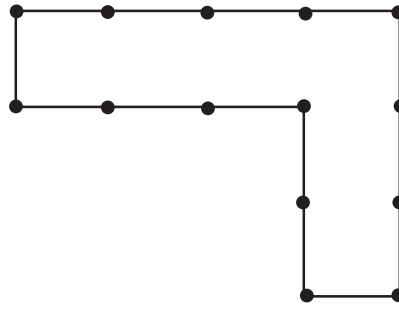


39.

Find the distance around the shape.



_____ units around



_____ units around

40.

Alonso has 98¢.

He bought a kite for 27¢.

Then he bought a soda for 33¢.

How much money does he have left?

Answer: _____ ¢



41. Use the chart to answer the questions.

BASEBALL HITS

	Bob	Katy
Singles	21	15
Doubles	3	7
Triples	2	1
Home runs	5	7

- a. How many hits in all did Bob make? _____
- b. How many more singles did Bob hit than Katy? _____
- c. Who hit the most home runs? _____

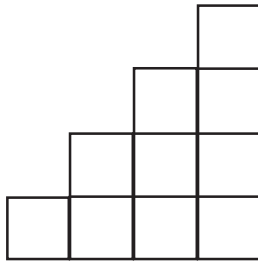
42. Calvert School has 384 students.
166 students are girls.
How many are boys?

Answer: _____ boys

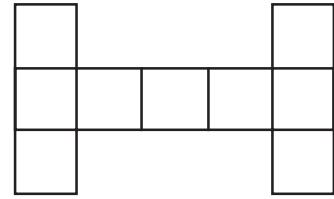


43.

Write how many square units.



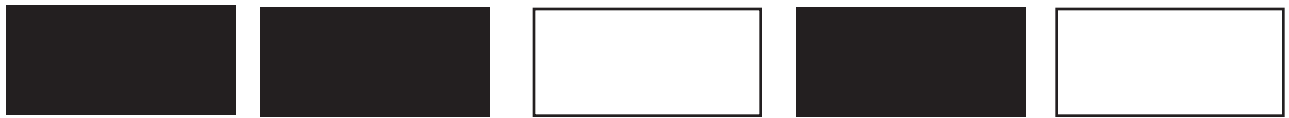
_____ square units



_____ square units

44.

Use a fraction to tell what part of the set is shaded.



Answer: _____

45.

Solve.

A.
$$\begin{array}{r} 35 \\ 12 \\ + 42 \\ \hline \end{array}$$

B.
$$\begin{array}{r} \$9.36 \\ - .74 \\ \hline \end{array}$$

C.
$$\begin{array}{r} 78 \\ + 634 \\ \hline \end{array}$$

D.
$$\begin{array}{r} 328 \\ + 291 \\ \hline \end{array}$$

E. $20 - \square = 4$

F. $\square \times 3 = 12$

