



Language Arts Placement Evaluation for Elementary Grades

Consider the level at which your student is working in their language arts and answer the following questions. Put a check mark next to those that are true for your student. Please read all of the questions, even if they appear to be beyond your student's level. PLEASE NOTE that "proficiency" as used below indicates that the student is quite familiar with the concept, can reproduce the desired result accurately when working on the concept, and can produce the "right" answer when asked to think it through in other settings. It does NOT indicate complete mastery, as this often takes repetition of key concepts.

Choose as many as apply, then read the corresponding answers on the score sheet.

1. ___ My student is reading sentences fairly well with guidance, and is starting to be able to spell words aloud that he has encountered before in his reading.
2. ___ My student reads short paragraphs with some guidance, and remembers quite a bit of what he reads. He could use some more work on comprehension, I think.
3. ___ My student is not very comfortable with how to decode words that include some of these phonograms: sh, ch, th, wh, ar, or, er, ir, ur, air, oo, oi, oy, ou, ow, ew, ea, aw, au and y used as a vowel.
4. ___ My student can decode words that include advanced phonograms, but needs practice working with them and learning their spelling patterns so he can reproduce the word on his own. These include the phonograms: ng, nk, oo, ou, oi, ou, ear, ar, ei, ey, ie and y as a vowel.
5. ___ My student shows readiness to begin spelling four-letter words on his own.
6. ___ My student hasn't really worked on these grammar concepts: capitalization, punctuation rules, complete sentences, forming plurals, prefixes & suffixes, working with syllables, using apostrophes & contractions, synonyms, antonyms, homonyms, and compound words.
7. ___ My student has worked a little on these grammar concepts: capitalization, punctuation rules, complete sentences, forming plurals, prefixes & suffixes, working with syllables, using apostrophes & contractions, synonyms, antonyms, homonyms, and compound words, but I'm not comfortable that he's really able to use that knowledge yet.
8. ___ My student is ready to read short chapter books such as the "Magic Tree House" series.
9. ___ My student has gained proficiency with basic grammar concepts such as those listed in #7, and I feel he is ready to move on to more advanced grammar work, including learning the eight parts of speech.
10. ___ My student is ready to regular books and could read most books designed for the 8-12 year old age group.
11. ___ My student is ready in their creative writing to be introduced briefly to the following concepts: creating sentences with correct form and proper punctuation, combining sentences, learning what is a complete and well-written paragraph, creating supporting sentences, planning a story, creating characters and dialogue, sharing feelings and senses in written form and doing their own editing.
12. ___ My student learned the eight parts of speech already, but I don't feel he is proficient with using what he was taught.
13. ___ My student learned the eight parts of speech already, and I think he's ready to move on with using what he's learned, and adding to what he already knows.
14. ___ My student has been introduced to some of the concepts mentioned in #11, and I really feel he is ready to learn about different types of writing, such as narrative writing and story elements, descriptive writing and adding details, expository writing and the step-by-step process, and persuasive writing, including knowing about facts and opinions.

- 15.____ My student has been introduced to various writing concepts and writing styles, such as those skills listed in #1 and #14, but he really needs to get down to the “nitty-gritty” and get to completely mastering putting together a good paragraph. I want him to have practice formulating and editing paragraphs.
- 16.____ My student has really mastered the basics of the eight parts of speech and is ready to go more in-depth into grammar studies so that he uses these eight parts of speech with greater proficiency in his own writing, recognizes mistakes in usage in other written work, and eliminates run-on sentences and sentence fragments.
- 17.____ My student has worked on a lot of new grammar concepts already that you mentioned in #16, and is doing well, but I think he needs time to practice and use what he learned to gain more mastery before moving on.
- 18.____ My student needs work in using a variety of words and eliminating repetitive words/phrases in his writing.
- 19.____ My student is very advanced in their grammar study, although he is a 5th/6th grader, and I’m concerned that either of these grades might be too easy for him. I think I need input on where to place for this issue.
- 20.____ My student is advanced in their reading, and is reading at the high school level despite being under 7th grade.





Scoring the LA Evaluation for Elementary Grades



REMEMBER that “proficiency” as used in the questions indicates that the student is quite familiar with the concept, can reproduce the desired result accurately when working on the concept, and can produce the “right” answer when asked to think it through in other settings. It does NOT indicate complete mastery, as this often takes repetition of key concepts.

DECIDING BETWEEN 1ST, 2ND & 3RD GRADES	
IF YOU CHECKED:	CONSIDER THIS:
1 OR 2 OR 3	Your student should move well into our “Stories to Short Chapters” program. In this program students will be expected to read 2-4 pages containing 1-2 paragraphs each with guidance. If you feel your student needs to work more on comprehension that is fine, as a large part of the Write-In Readers focus on this. Additionally, students will have a lot of practice decoding words using the phonograms mentioned in question #3 in various resources in this program.
4	Your student is most likely ready to begin “Readers to Real Books,” based upon their phonics ability. Use the answers to questions #5 through 8 to ascertain whether or not he is ready to move into “Readers to Real Books” program based upon proficiency in other skills.
5	Your student is ready to begin “Readers to Real Books,” based upon his spelling level. Look at the answers to questions #4 and 6-8 to ascertain whether or not he is ready to move into “Readers to Real Books” based upon proficiency in other skills. It may help to see a couple of sample word lists. Here’s a list of spelling words in the beginning of the “Readers to Real Books” program: can’t, fix, flag, glad, map, skip, van, win, have. By the end, students are asked to spell: able, apple, bottle, eagle, handle, little, table, done, gone.
6 OR 7	All of these grammar concepts listed in #6 are covered in “Readers to Real Books,” and therefore, even if your student hasn’t worked on these skills, he’ll be successful in “Readers to Real Books” and is ready for this program as pertains to grammar study. If you feel your student has had just a little experience with these concepts, as listed in question #7, your student would be more likely to do better with this program than to move on to LA 3. However, IF your student is an older student, and you really feel he needs to move on to LA 3, we’d recommend that you invest some extra work either before you start the school year, or add it on to the work in LA 3. We’d recommend you purchase and use the final Write-In Reader: Laughter at the Lodge from “Readers to Real Books” with your student to help him add the skills you feel he might be missing. Use the answers to questions #4-5 and 8 to ascertain whether or not he is ready to move into “Readers to Real Books” based upon proficiency in other skills.
8	Your student is most likely ready to begin “Readers to Real Books,” based upon their reading ability. The reading from “Readers to Real Books” are around the length of short chapter books. Use the answers to questions #4 through 7 to ascertain whether or not he is ready to move into “Readers to Real Books” based upon proficiency in other skills.

DECIDING BETWEEN 1ST, 2ND & 3RD GRADES	
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9	Your student should move well into our “Stories to Short Chapters” program. In this program students will be expected to read 2-4 pages containing 1-2 paragraphs each with guidance. If you feel your student needs to work more on comprehension that is fine, as a large part of the Write-In Readers focus on this. Additionally, students will have a lot of practice decoding words using the phonograms mentioned in question #3 in various resources in this program.
4	Your student is most likely ready to begin “Readers to Real Books,” based upon their phonics ability. Use the answers to questions #5 through 8 to ascertain whether or not he is ready to move into “Readers to Real Books” program based upon proficiency in other skills.
5	Your student is ready to begin “Readers to Real Books,” based upon his spelling level. Look at the answers to questions #4 and 6-8 to ascertain whether or not he is ready to move into “Readers to Real Books” based upon proficiency in other skills. It may help to see a couple of sample word lists. Here’s a list of spelling words in the beginning of the “Readers to Real Books” program: can’t, fix, flag, glad, map, skip, van, win, have. By the end, students are asked to spell: able, apple, bottle, eagle, handle, little, table, done, gone.
6 OR 7	All of these grammar concepts listed in #6 are covered in “Readers to Real Books,” and therefore, even if your student hasn’t worked on these skills, he’ll be successful in “Readers to Real Books” and is ready for this program as pertains to grammar study. If you feel your student has had just a little experience with these concepts, as listed in question #7, your student would be more likely to do better with this program than to move on to LA 3. However, IF your student is an older student, and you really feel he needs to move on to LA 3, we’d recommend that you invest some extra work either before you start the school year, or add it on to the work in LA 3. We’d recommend you purchase and use the final Write-In Reader: Laughter at the Lodge from “Readers to Real Books” with your student to help him add the skills you feel he might be missing. Use the answers to questions #4-5 and 8 to ascertain whether or not he is ready to move into “Readers to Real Books” based upon proficiency in other skills.
8	Your student is most likely ready to begin “Readers to Real Books,” based upon their reading ability. The reading from “Readers to Real Books” are around the length of short chapter books. Use the answers to questions #4 through 7 to ascertain whether or not he is ready to move into “Readers to Real Books” based upon proficiency in other skills.
DECIDING BETWEEN 3RD, 4TH, 5TH & 6TH GRADES	
9	Your student is most likely ready to begin LA 3, based upon their experience with grammar instruction. Your student will go in-depth into the eight parts of speech and be able to use what he learns about each part of speech. Use the answers to questions #10 through 12 to ascertain whether or not he is ready to move into LA 3 based upon proficiency in other skills.
10	Your student is most likely ready to begin LA 3 or above, based upon their reading ability. Books for 3rd graders are usually a mixture of reading levels, as they are shared with 4th or even 5th graders. Of the reader sets we offer, the sets for American Story 1 and Animals & Their Worlds are going to be the “easiest” overall sets to read , as they are offered resepctively up to 4th and 5th grades, while the other sets are offered for students up to 6th grade. Use the answers to questions #9, 11 and 12 to ascertain whether or not he is ready to move into LA 3 based upon proficiency in other skills. For 4th through 6th grade readers, the “fit” in using the readers in the 8-12 year-old age group is usually perfect.

DECIDING BETWEEN 3RD, 4TH, 5TH & 6TH GRADES - CONTINUED...

IF YOU CHECKED:	CONSIDER THIS:
11	If you feel your student is ready to move into learning these creative writing skills, they will be covered in LA 3, and thus this indicates a good placement for your student if he meets many of the other LA 3 skills criteria laid out in questions #9-10 and 12.
12	If your student has been taught the eight parts of speech, but you don't feel he is firmly grounded in being able to use that knowledge, you'd probably be best off putting him into LA 3. If you are working with a student who "ought" to be in LA 4 grade-wise, it will help to know that LA 4 is largely review of what is learned and presented in LA 3. Therefore, it would be better for your student to take one of two paths: either work through LA 3 and LA 4 at an accelerated pace, or complete LA 3 this year and work on key resources from LA 4 in a brief time, such as a summer break, to get ready to move directly on to LA 5. This works well for parents in this situation, because much of what is learned in LA 3 and LA 4 is practiced again in LA 5, and thus this is a way to "catch up" to grade level.
13	Your student is demonstrating readiness to begin LA 4, based upon their grammar skills.
14	Your student is demonstrating readiness to begin LA 4, based upon their grammar skills.
15	Your student is demonstrating readiness to begin LA 5, based upon their grammar skills.
16	Your student is demonstrating readiness to begin LA 5, based upon their grammar skills. In LA 5, the Student Worktext takes your student the next step in their grammar study so that they gain proficiency in actually using what he knows.
17	Your student is demonstrating readiness to begin LA 6, based upon their grammar skills. In LA 6, the grammar work is taken from LA 6 Worktext, which repeats and reinforces much of what was introduced in LA 5. If your student has worked on these concepts in another program, this year of instruction will still provide them with a year of reinforcement to help them in "cementing" what they've learned and gain mastery in grammar usage.
18	Your student will benefit from LA 6 writing instruction, if he is ready in other skill areas, so check answers to #16-17 to determine if you feel he is really ready for LA 6 overall.

DECIDING BETWEEN 3RD, 4TH, 5TH & 6TH GRADES - CONTINUED...

IF YOU CHECKED:	CONSIDER THIS:
19	<p>Some students progress quickly in grammar, whether it be because they are in a program that has stressed it, or they are gifted in grammar study. Either way, it is important to look at all the language arts skills before making a decision to move a student ahead of his chronological grade level. Be sure to evaluate your student's skills in vocabulary, spelling, word usage, paragraph building and word choice before you move them into a higher grade level. It may also help you to know that the LA 6 Worktext does a good job fine-tuning grammar topics and it may still be an excellent practice for your student. In fact, if the grammar portion comes easily to your student, that will give them more time and energy to focus on the writing aspects of each of these programs. Here's another option: if you feel your student could use work in the paragraph building or word choice skills included in the creative writing portion of LA 5 or 6 respectively, you may want to consider going with most of the resources in LA 5 or 6, and adding a grammar program from one of our upper programs.</p>
20	<p>Some students are naturally gifted readers, and their reading and comprehension (and oftentimes vocabulary) skills run ahead of their other language arts skills. Sometimes these skills are as much as several years ahead. Still, it is very important that the student advance in all the language arts skills. Be sure to evaluate your student's skills in vocabulary, spelling, word usage, paragraph building and word choice and make a decision based upon all your student's skills. It is helpful also to remember that in order to develop many of these skills, a student shouldn't really be doing much reading at the top of their ability level, but at a comfortable reading level for them. This may mean that your student places best in 5th or 6th grade, yet you'd want to challenge their reading a little by adding some more challenging titles to their reading load. Try to pick a few titles from one of our literature sets designed for 7th-12th grades, or get extra titles from the library with the input of your student.</p>

