

PLACEMENT TEST FOR GRADES 7–12

TO THE TEACHER:

“Typically, I suggest placement at the age-appropriate grade level. However, you may choose to place students at a higher level.

This assessment should help you determine if such placement is advisable. Please keep in mind that these are expectations I had for my own students and may not reflect another person’s or company’s philosophy regarding mastery learning.”

— Dr. Wanda Phillips

SCORING:

Remember when grading this assessment that *all* items within a number must be correct for a student to earn a point. If a student has all assessment answers correct, he or she will score 10 points. Remember that this assessment is to be used only as a tool in determining if advanced placement is appropriate.

If the student scores 8-10 correct, consider placing the student in the next-higher grade level of the *Easy Grammar Ultimate Series*. **Do not be concerned if the student earns a low score.**

If the student scores 7 or below, consider placing the student at the age-appropriate grade level in the *Easy Grammar Ultimate Series*. **You do not need to place the student in a lower-level text.** However, if the student has special learning needs or does not grasp the basics of grammar, you may want to spend a year in *Easy Grammar Plus*, a non-grade-level text, before progressing to the appropriate grade level. Adding *Daily GRAMS: Grade 7*, which contains ten-minute daily reviews, should enhance mastery learning.

ASSESSMENT TEST:

1. **Underline the subject once and the verb twice. Label a direct object—DO.**

During the afternoon or early evening, a friend of the girls (takes, take) coffee to patients.

2. **Underline the subject once, circle the helping verb, and underline the verb phrase twice.**

My uncles or my brother (has, have) decided to leave.

3. **Write the past participle form for the following verbs:**

- | | |
|--------------------------|---------------------------|
| a. to swim – (had) _____ | e. to drink – (had) _____ |
| b. to eat – (had) _____ | f. to bring – (had) _____ |
| c. to see – (had) _____ | g. to run – (had) _____ |
| d. to lie* – (had) _____ | h. to break – (had) _____ |

*meaning *to rest*

4. **Underline the subject once and the verb or verb phrase twice. Label the possessive pronoun—P; label the antecedent—A.**

Each of the team members needs (his, their) mitts.

- 5-9. **Circle the correct answer:**

5. a. I don't feel (good, well).
b. Her dad doesn't dance (real, really) (good, well).
6. a. My nieces are Carla and (her, she). b. The winner was (I, me).
7. Stop acting (weird, weirdly).
8. a. One dog was (lying, laying) by the back door.
b. I had (laid, lain) in the sun for an hour.
9. (Who, Whom) did you ask?

10. **Punctuate this sentence:**

Yes my song is entitled Look at Me however the boys choir wont sing it Carlo

ASSESSMENT ANSWERS:

Remember when grading this assessment that *all* items within a number must be correct for a student to earn a point. Remember that you are merely trying to determine if the student needs advanced placement.

1. Underline the subject once and the verb twice. Label a direct object—DO.

DO

During the afternoon or early evening, a friend of the girls (takes, take) coffee to patients.

2. Underline the subject once, circle the helping verb, and underline the verb phrase twice.

My uncles or my brother (has, have) decided to leave. (*Has* should be circled.)

3. Write the past participle form for the following verbs:

- | | |
|--------------------------------|------------------------------------|
| a. to swim – (had) <u>swum</u> | e. to drink – (had) <u>drunk</u> |
| b. to eat – (had) <u>eaten</u> | f. to bring – (had) <u>brought</u> |
| c. to see – (had) <u>seen</u> | g. to run – (had) <u>run</u> |
| d. to lie – (had) <u>lain</u> | h. to break – (had) <u>broken</u> |

4. Underline the subject once and the verb or verb phrase twice. Label the possessive pronoun—P; label the antecedent—A.

A

P

Each of the team members needs (his, their) mitt.

- 5-9. Circle the correct answer:

5. a. I don't feel (good, **well**).
b. Her dad doesn't dance (real, **really**)(good, **well**).
6. a. My nieces are Carla and (her, **she**). b. The winner was (**I**, me).
7. Stop acting (weird, **weirdly**).
8. a. One dog was (**lying**, laying) by the back door.
b. I had (laid, **lain**) in the sun for an hour.
9. (Who, **Whom**) did you ask?

10. Punctuate this sentence:

Yes, my song is entitled "Look at Me"; however, the boys' choir won't sing it, Carlo.

Note: This assessment serves as only one component for determining placement. Feel free to use other avenues or to judge placement by your own standards.