

Fourth Grade Placement Guidelines



CALVERT
SCHOOL

888.487.4652 | 410.785.3400 | www.calvertschool.org
10713 Gilroy Road, Hunt Valley, MD 21031

We offer the following guidelines to help you assess your child's readiness for this Calvert course. If after reviewing the following information, you are still uncertain if our Fourth Grade is the appropriate grade level for your child, you may download the **Placement Test** and submit it for evaluation. The Placement Test is our best tool for evaluating your child's performance level. Because our evaluators know the curriculum so thoroughly, they are able to determine the most appropriate Calvert grade level for your child.

After the evaluation is complete, you will receive a phone call from our Placement Department to discuss our placement recommendation. Specific details will be given to you about your child's academic strengths and any skill areas where further development may be necessary. The Placement Test will also determine if the **Academic course** or the **Scholastic course** is best for your child.

Students must submit a **Placement Test** prior to enrolling in the Advisory Teaching Service for Fourth Grade and above.

Upon Entering Calvert Fourth Grade

Sample problems for example purposes only. This is not the actual placement test. Download the actual test at www.calvertschool.org.

Age: The child should be about 9 years old and be able to focus on course work for approximately two to three hours. Once given guidance, the child should be able to work independently for a short period of time.

Reading: The child should be able to independently read a passage like the following in about one minute with no more than two or three mistakes. The child should be able to correctly answer questions about the passage after reading it.

*At last it was time for dinner. There were two long tables in the big dining room of the red-brick house, and there were other tables out in the yard for the children. The women had laid white cloths on the tables, and there were bowls of flowers at each end and in the middle. Most of the women had brought baskets of food. All the food was laid out on one table; and each person was to fill a plate and then take a chair at another table. (Taken from *Smiling Hill Farm*)*

How many tables were in the big dining room?

Where were the children's tables located?

What was placed in bowls in the middle and at each end of the tables?

Composition: Over the course of several guided lessons, the child should be able to write an original composition of about 100-150 words on a subject such as *A Happy Time* or *When I Grow Up*. The composition should be made up of at least one paragraph of simple sentences with correct beginning and ending punctuation for each sentence. Most of the basic sight words such as color words (*blue, white, orange, green*), number words (*one, two, three, four*), and words such as *where, when, they, and that*, should be spelled correctly without aid from the Home Teacher.

Grammar: The child should be able to identify the noun and verb in sentences and be able to distinguish between a sentence fragment and a complete sentence.

Spelling: When words such as the following are dictated to the child, he or she should be able to spell them correctly: *travel, squirrel, dollar, sailor, chocolate, turkey, beautiful, special, laugh, and earth*

Mathematics: The child should be able to independently work through math problems similar to the following and should know all multiplication and division tables up through the 9s.

$$\begin{array}{r} 492 \\ + 645 \\ \hline \end{array}$$
$$\begin{array}{r} 553 \\ - 147 \\ \hline \end{array}$$
$$\begin{array}{r} 36 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 23 \\ 89 \\ + 17 \\ \hline \end{array}$$
$$2 \overline{)864}$$