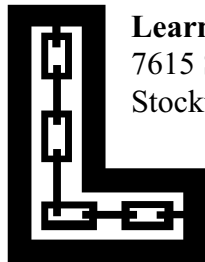


Christian School Student Entrance Testing System

Part 1 Tests for Grades K4 - 6

By

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May God bless your use of this book
in the accurate grade placement of students at your Christian School

Printing History	
First Printing, May, 2009	100

Cover photo by M.E. Stansfield (author's father, 1912- 2007): Enoch and Bryan Stansfield (author's brothers) on a homemade log raft on Lake of the Woods, Jackson County, southern Oregon, summer of 1949. The raft was made by Carl R. Pierce (1931-2008), the author's uncle, with a little help from his three nephews, using logs floating around in the lake or washed up on shore. The mountain is Mt. McLaughlin, (9,495 ft).

Introduction

This book was created in conjunction with the founding of Douglas County Christian Schools, Roseburg, Oregon, in 1982, and was used, revised, and improved over the sixteen years during which the author was Superintendent/Principal of that school. It was later used when the author became founding administrator at Resurrection Christian School, Loveland, Colorado. The author conducted numerous entrance tests using these materials. It has now been re-formatted and a set of dependable Test Keys devised. Normally entrance tests should be conducted by the receiving classroom teacher. As the school grew we began to compensate teachers for any testing done during school vacation periods, summer recess or for significant time used for testing after school hours. It is hoped that a similar policy will be put into effect at your school.

Goals of Entrance Testing: Entrance testing accomplishes a number of very important goals toward making a school all that God intends it to be. It is absolutely necessary in our day when the instructional programs differ so greatly from school to school in actual essential learning and when schools which are practically next door to each other show marked differences in their students' annual achievement test scores. Over the years of using these tests we often found that parents are quite unaware of their own children's woeful lack of academic skills for the grade level which they have just completed. When a student enters your school, you give him or her a great blessing by taking the time to administer an entrance test and determining whether and to what extent that child will be able to succeed in the grade level at which the parent says the child should be placed.

Most Students Will Pass the Test: Most children tested — perhaps ninety percent — should be able to pass the entrance test and to do well in the grade for which they are applying. However, for those children — perhaps up to ten percent of those tested — who, *based upon the results of these entrance tests*, are not achieving even close to the grade level at which they are applying, strong consideration should be given to having the child repeat a grade at the time he or she enters your school. If a grade placement decision is made at this time, there is the least possible stigma upon the child, since his classmates will have little or no knowledge of the student's previous grade placement. Pity the child who is wrongly placed and then is moved to a lower grade while many others observe what is happening. Pity the teacher who must deal with such cases. Normally, the testing teacher will be able to logically convince both the parent and the child of the great benefit to the child in repeating a grade. In a very few cases it might be necessary to make such grade placement a firm condition for enrollment. This kind of decision should be made only after the testing teacher conducts one or more conferences with the appropriate school administrator, perhaps first privately, and then with the parent and student.

Best Grade Placement Practice: We do not adhere to the idea that the best placement of a child should be based upon his or her age. The best placement for a child should be based upon his or her general academic achievement level as will be amply demonstrated on the entrance test. Even with this criterion there will still be a wide range of achievement within a classroom. Correct grade placement is most critical during the first three to five grades. With time and experience in using these tests teachers will become more and more confident of their judgments regarding grade placement of students.

Why not use a standardized achievement test for the entrance test? First, the factors of both amount of time demanded and expense argue against the use of standardized achievement tests *as entrance tests*. Second, it is our conviction that a brief informal test is simpler, quicker, and less emotionally charged for the student and parent. It gets the job done in minimum time, and results can be used to make immediate recommendations or conditions for enrollment, and without the details attendant with a standardized test.. On rare occasions if a new student can provide a copy of a very recent achievement test this could substitute for an entrance test.

Here's to your success in the use of the tests contained in this booklet. God bless you and your school.

Leon Stansfield, Stockton, CA

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ADDITIONAL TESTING NOTES

Who is tested? We recommend that every student new to the school be tested. This gives the school and the receiving teacher a first-hand opportunity to meet the student, get acquainted, and to determine at what approximate academic level the student is performing. It also gives the school an opportunity to evaluate the child's ability and willingness to follow instructions and to be under the teacher's authority. In a few cases the entrance test will be an advance warning that a particular student will be a "handful" for the teacher, and possibly should not be admitted, or perhaps admitted with conditions.

Entrance testing as a key part of the admissions process. It is recommended that the entrance test be among the first parts of the student admissions process. Once this is completed the parent, student, and school have a good place to begin as far as completing the admissions and registration process. Making the entrance test the last part of the process, in some cases, may cause a lot of extra work on the part of the parent and school, especially if the entrance test results in the decision not to enroll the student at this school.

Retention in Grade, or Repeating a Grade. Contrary to popular opinion repeating a grade, when circumstances seem to point in that direction, is sometimes the very best option for a student. Further, the best time to accomplish this is when a student is new to the school. However, even students already in the school can sometimes benefit significantly from repeating a grade. For a formal evaluation process regarding repeating a grade, we recommend the use of Light's Retention Scale, available from Western Psychological Service, 12031 Wilshire Blvd. Los Angeles, CA 90025-1251 Telephone: (800) 648-8857 - FAX: (310) 478-7838. Our own son started K5 when he was just three weeks short of his sixth birthday. He later spent an extra year as a part-time senior prior to graduation. Our daughter chose to repeat grade 6 when the opportunity arose to have a different teacher, and also so that she could permit her more mature girl friends move on ahead of her. However, the most striking example of success following grade repetition occurred during my first public school principalship. I will always recall my great surprise when, my superintendent came to me in the spring of the year, when his son was just completing grade 4 at the school where I was principal --- and my school's highest grade was grade 4 --- and requested that his son repeat grade 4 with the only man teacher (of the five teachers) in grade 4. This boy's recent achievement test scores were at the eighth grade level so I asked my superintendent why he wanted to do this. The boy, who was small for his age, excelled in wrestling in high school and was admitted to --- and graduated from West Point Military Academy! He had a successful twenty year career in the Army and retired at the rank of Lt Colonel. These are a few examples showing that repeating a grade is not all that bad a thing for anyone. As a matter of record, I do not ever recall a case in which a child repeating a grade turned out for the worse.

Oral Reading as part of the entrance test. This testing program does not include any oral reading and comprehension testing. If the school chooses to include an oral reading test as part of the process we recommend that teachers at each grade level select a paragraph or page from specific stories in the readers used at each grade, devise up to five comprehension questions at varying levels of cognition for those stories, and have the student read from the actual books which are used in classes at your school. Then make a few notes about the student's reading ability on the entrance test summary sheet.

Note regarding grading the writing tests given at grades 5-12.

There is no set "right" way to grade a written composition. If the receiving English teacher is able to conduct the test and "score" it that teacher should be capable of making reasonable judgments regarding the approximate grade level at which the student is writing his or her compositions. If someone other than the receiving English teacher conducts the test, someone who can judge English composition should "score" the test and make a few written comments for the use of the school administration in making a decision about grade placement. The English composition is only one part of the testing for grades 7-12. We have provided a set of scoring criteria for the story writing test in the Test Key section.

Note regarding the administration of the basic number facts sheet at grades 3-12.

This test should be both *timed* and *scored*. Tell the student that you are timing this part of the test. Allow the student whatever time he or she needs to complete it, then note the minutes and seconds used. Be sure to tell the student to let you know when he or she is done, so that you can stop the time. This test is important for all math teachers and will help them carry out any necessary remediation with the student through daily math fact tests, drill, and work outside of class. ***Number facts are to Math as phonics are to Reading.*** Some approximate time standards by grade level are as follows for this test:

Grade	3	4	5	6	7	8	9	10	11	12
Time (min)	6	5	4	4	3	3	2	2	2	2

Students achieving a score of 90 percent (58 correct; miss 6) or better within these time limits can be considered on grade level as far as basic math fact mastery is concerned.

If the school needs a well-developed system for testing and drilling the basic number facts the ***Math Lab*** is available from Learning Links Publishers, 7615 Stueben Way, Stockton, CA 95207 lcstansfield@sbcglobal.net

Because the tests for the early grades are mostly orally directed, the testing teacher will simply use the child's test form to dictate the various parts of the test. **For Grade 4, the testing teacher MUST use the Test Key to give parts of the test orally (p. 21.)**

NOTE: Each student test, whether a single page or several pages, will have the appropriate **Cover Sheets** attached by the testing teacher. These are found in the administrative forms section.

The post-test conference with student and parent(s).

After the student has completed the entrance test the testing teacher should provide some kind of appropriate verbal summary and estimate of the student's current academic achievement level and some estimate of the student's expected level of success for the coming year. If the teacher has determined any specific deficiencies in math, reading, or grammar, and especially things which the student could work on at home between the time of the entrance test and the day when the student will enter classes, appropriate recommendations should be made to the student and parent(s), including suggested amounts of time to give to such work, and what the benefits will be for doing the work. In this way the testing teacher can prepare the student and parent for the challenges ahead and offer the student ways to make those challenges more of a success.

Making test copies at your school. Nearly all test pages in this booklet are **printed one side only**. We recommend that, when possible, you copy the tests back to back to save paper. The booklet has been bound with a view to making the copying process simple. If the school chooses to do so, it could make any kind of computer file which it finds useful in the printing of the necessary tests, including using OCR software (Optical Character Recognition) to make the revision of the test simpler. Such created files would be only for in-house school use and not for giving away or selling.

Revising these entrance tests. If your school wishes to make significant changes to improve these entrance tests at your school, or to add the school name, address, logo, etc., please contact us via email requesting the electronic file for the test to be revised. Currently these files are only available in Word Perfect X3 (13). We will do what we can to accommodate your request.

Correcting errors in this booklet. Any confirmed errors in this test booklet will be corrected at the first

possible opportunity, probably at the next on-demand printing. Thank you for your assistance in this matter.

Additional Entrance Tests. Some schools may feel that additional tests are necessary. Based upon the tests provided, you can devise your own additional tests. If you wish to share them with Learning Links Publishers, we will consider adding them to future editions and printings of this publication --- with royalty commissions paid to your school for such use on our part for every future printing.

Rather than administering an entrance test for specific hierarchic subjects such as upper levels of math and science at the high school level, the usual requirement for admission to such classes is a C (or B) grade or better in one or more specific prerequisite classes.

Making The System Practical. For continual daily and sporadic use of this testing system throughout the year you will need to do the following:

- ❖ Organize a file folder system with folders for each page of the test, or as tests are copied, they could be stapled into packets and the packets filed under each grade level in hanging file folders.
- ❖ Copy and laminate several Test Keys for each grade level, depending upon the size of your school.
- ❖ Place these file folders or hanging file folders in a file cabinet or in a small portable Carry File box.

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Page numbers referred to here are printed at the *bottom* of each page. Page numbers printed at the top of pages are pages within that test.

Basic Number Fact Test for Grades 3-12

Grade: 3 4 5 6 7 8 9 10 11 12
 Time: (Min) 6 5 4 4 3 3 2 2 2 2

Name: _____ Grade: _____ Time Used: _____ : _____
 min:sec

$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +6 \\ \hline \end{array}$
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$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +6 \\ \hline \end{array}$
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$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$
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$\begin{array}{r} 13 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$
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$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$
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$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$
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$3\overline{)18}$	$3\overline{)9}$	$4\overline{)20}$	$5\overline{)20}$	$6\overline{)18}$	$9\overline{)81}$	$2\overline{)18}$	$5\overline{)25}$
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$7\overline{)42}$	$8\overline{)16}$	$8\overline{)80}$	$2\overline{)14}$	$5\overline{)10}$	$6\overline{)24}$	$12\overline{)24}$	$7\overline{)21}$
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