Entrance Exam Preparation - Sixth Grade

Expected time for testing: 1 ½ - 2 hours

Subject	Assessment Content	Approx. Time
Math	Addition, subtraction, multiplication & division fact tests (two minutes for each test): Eg: | 4 + 4 =	7 + 3 =	8 + 6 =	3 + 9 =	1 + 8 = | | 16 – 9 =	8 – 6 =	18 – 9 =	7 – 4 =	5 – 0 = | | 4 x 11 =	8 x 6 =	12 x 3 =	11 x 9 =	0 x 1 = | | 24 ÷ 2 =	108 ÷ 12 =	54 ÷ 6 =	21 ÷ 7 =	7 ÷7 = | Math Concepts test: Four-digit addition and subtraction, decimals, long-division, fractions, rounding, basic algebra, basic geometry	10 minutes 20 minutes
Reading & Comprehension	Reading and comprehension (3 tests, 3 minutes per story): Read 3 short stories and answer questions in multiple-choice format	10 minutes
Spelling	40+ word spelling test	15 minutes
Grammar	Grammar test: Identifying parts of speech: verb, noun, pronoun, adverb, adjective, conjunction, question, command, contraction, preposition, predicate, object. Dissecting sentences: identify subjects, verbs and modifiers; Showing understanding of capitalization, punctuation and use of synonyms, antonyms, homophones, and homonyms. Write words in alphabetical order.	20 minutes
Writing	Composition: Student is required to write a paragraph or more in cursive on a topic of his/her choice.	10 minutes

AMERICAN HERITAGE

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Intake Academic Assessment Summary

Student Name _____ Age_____ Grade Level (Current) _____ Date_____

Teacher Conducting Assessment _____ Administration Review_____

Subject Assessed	Time Allocation	Score	Notes
Math Facts			
Addition			
Subtraction			
Multiplication			
Division			
Math Concepts			
Reading Comprehension			
Word Decoding			
Spelling			
Orthography			
Composition			

Recommendations: _____

_____

_____

_____

Note to Parents: The results of this Intake Academic Assessment are based upon performance standards and expectations of American Heritage School students for the age or grade level indicated above. This assessment is intended to measure current performance only and is used as one of various considerations in the School's intake process to make admission and grade level placement decisions. Thank you for your interest in American Heritage School. Our mission is to serve you in developing the hearts, minds, and bodies of your children as we strive together to magnify the divine potential of students and families.

Test 28, Form B   **SHOW YOUR WORK**   Name: _____
Give after Lesson 140 and
Supplemental Practice for Lessons 136 and 137

1. Estimate the sum of 2.42, 3.68, and 14.9 by rounding each number to the nearest whole number before adding.

2. Which of these is **not** equal to $\frac{1}{5}$?

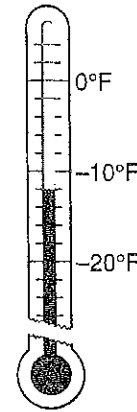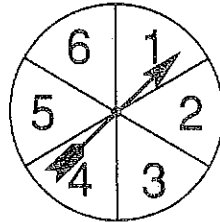   A. $\frac{4}{20}$ B. 20%   C. 0.20   D. 0.05

3. What is the temperature shown on this thermometer?

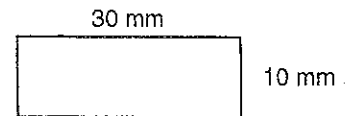4. (a) What is the probability that the spinner will stop on an odd number?

   (b) What is the chance that the spinner will stop on a number less than 4?

5. What is the average of 14, 13, 19, and 18?

6. (a) What is the perimeter of this rectangle?

   (b) What is the area of this rectangle?

   30 mm

   10 mm

7. $7 - 11$ 8. $2 - 7$

9. What letter names the point at $(-1, 2)$?

10. Write the coordinates of point A.

11. $13 + 2.96 + 4.06 + 0.98$

12. $9 - (8.33 - 2.42)$

13. 4.5×9 14. $21\overline{)1390}$

15. $3.3 \div 4$ 16. $0.4\overline{)0.64}$

17. $\frac{1}{3} + \frac{3}{5}$ 18. $\begin{array}{r} 3\frac{2}{3} \\ -2\frac{1}{2} \\ \hline \end{array}$

19. $2\frac{1}{2} \times 4$ 20. $\frac{1}{5} \div \frac{3}{10}$

Math 65 by Hake and Saxon
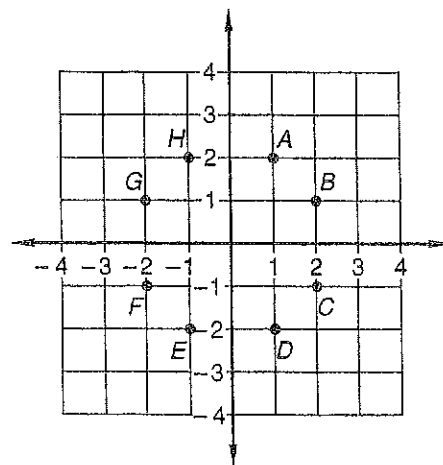
The city of Venice in Italy is built on thousands of tiny islands. They are connected by a network of bridges. Because all the streets are water, all the vehicles in Venice are boats. The Grand Canal, the main thoroughfare, is as wide as a highway and full of floating traffic. The Ponte di Rialto spans across it. Along this ancient bridge are shops. Merchants have sold trinkets and treasures here for hundreds of years. Another bridge, built between a courthouse and a jail, is called the Bridge of Sighs. Here, prisoners condemned to death caught their last glimpse of their beautiful city.

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1. **Venice is**   Ⓐ an Italian island   Ⓑ a network of highways   Ⓒ an inland city   Ⓓ built on thousands of islands
2. **To get around Venice, you must**   Ⓐ take a train   Ⓑ take a motorcycle   Ⓒ take a boat   Ⓓ bicycle
3. **The main waterway in the city is**   Ⓐ never crowded   Ⓑ wide and busy   Ⓒ called the Ponte di Rialto   Ⓓ full of treasures
4. **The Ponte di Rialto**   Ⓐ is a body of water   Ⓑ is a very old bridge   Ⓒ spans a highway   Ⓓ is a boat
5. **On the Ponte di Rialto, you can buy**   Ⓐ boats   Ⓑ pizza   Ⓒ trinkets   Ⓓ signs
6. **The other bridge mentioned**   Ⓐ is also on the Grand Canal   Ⓑ is called the Bridge of Unhappiness   Ⓒ has merchants and shops   Ⓓ is built between a courthouse and a jail
7. **It's called the Bridge of Sighs because**   Ⓐ of the sorrow of those who crossed it   Ⓑ that's the sound the water makes   Ⓒ no one likes it   Ⓓ it is so old
8. **To get to school, children in Venice probably**   Ⓐ span the canal   Ⓑ take a school boat   Ⓒ go on the main thoroughfare   Ⓓ go on the Ponte di Rialto

No. right	1	2	3	4	5	6	7	8
C score	3.3	3.8	4.6	5.5	6.3	7.3	8.2	9.5

1. **Improper and uncomfortable seating arrangements** in classrooms probably cause a large number of inattention and hyperactivity problems. The chair should be *ergonomically* correct to support the child's back and general posture. Schools should give as much attention to the physical needs of children in a classroom as large corporations do for their employees. This is for productivity, comfort and safety.

2. **Though sitting and lounging about on the floor, or in beanbag chairs, bathtubs, etc.,** has become quite popular in some classrooms, we do not think it affords the comfort or physical ease needed for accurate writing and spelling. The sketches below show correct seating for this method to work as prescribed.

B. **Prepare to teach letter strokes beginning in the next section.**

   1. **Have students clear all materials from the desk top** except name tag, dotted-line paper and a No. 2, six-sided, black lead pencil.

   2. **Desks are already adjusted for proper height for each student's feet to be flat on the floor,** spines straight against the back rest, head held high and arm position as shown in the pictures below for left and right-handed students.

      a. **A student's head should not be allowed to fall forward** because this causes strain on the back and neck muscles.

      b. **Both arms should rest comfortably on the desk;** elbows should be just off the edge.

      c. **The body should not touch the front edge of the desk.** This causes a tendency to lean on the desk, which places strain on the neck and shoulder muscles.

Left-handed writing and sitting position	Right-handed writing and sitting position

Directions: Trace and repeat the patterns below.

llll _____ eeee _____

uuuu _____ oooo _____

rrr _____ ss s _____

mmm _____

Directions: Copy the letters in the space provided.

A _____ B _____ C _____ D _____ E _____

F _____ G _____ H _____ l _____ J _____

K _____ L _____ M _____ N _____ O _____

P _____ Q _____ R _____ S _____ T _____

U _____ V _____ W _____ X _____

Y _____ Z _____

a _____ b _____ c _____ d _____ e _____

f _____ g _____ h _____ i _____ j _____

k _____ l _____ m _____ n _____ o _____

p _____ q _____ r _____ s _____ t _____

Directions: Trace and repeat the patterns below.

llll _____

eeee _____

iiii _____

mmm _____

oooo _____

rrr _____

sss _____

Directions: Copy the letters in the space provided.

a _____ *b* _____ *c* _____ *d* _____ *e* _____

f _____ *g* _____ *h* _____ *i* _____ *j* _____

k _____ *l* _____ *m* _____ *n* _____

o _____ *p* _____ *q* _____ *r* _____ *s* _____

t _____ *u* _____ *v* _____ *w* _____

x _____ *y* _____ *z* _____

Practice Sheet

Aa   Bb

Cc   Dd

Ee   Ff

Gg   Hh

Ii   Jj

Kk   Ll

Mm   Nn

Oo   Pp

Qq   Rr

Ss   Tt

Uu   Vv

Ww   Xx

Yy   Zz

u _____ *v* _____ *w* _____ *x* _____

y _____ *z* _____

Directions: Copy the following quote on the lines provided. The prophet Heber J. Grant was fond of this saying.

"That which we persist in doing becomes easier for us to do, not that the nature of the thing itself is changed, but our power to do is increased."
— Ralph Waldo Emerson