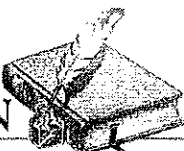


Entrance Exam Preparation - Third Grade

Expected time for testing: 1 to 1 ½ hours

Subject	Assessment Content	Approx. Time										
Math	Mastery of addition, and knowledge of subtraction fact tests (two minutes for each test): Eg: <table border="1" style="margin-left: 20px; margin-top: 10px;"> <tr> <td style="padding: 5px;">$4 + 4 =$</td> <td style="padding: 5px;">$7 + 3 =$</td> <td style="padding: 5px;">$8 + 6 =$</td> <td style="padding: 5px;">$3 + 9 =$</td> <td style="padding: 5px;">$1 + 8 =$</td> </tr> <tr> <td style="padding: 5px;">$16 - 9 =$</td> <td style="padding: 5px;">$8 - 6 =$</td> <td style="padding: 5px;">$18 - 9 =$</td> <td style="padding: 5px;">$7 - 4 =$</td> <td style="padding: 5px;">$5 - 0 =$</td> </tr> </table>	$4 + 4 =$	$7 + 3 =$	$8 + 6 =$	$3 + 9 =$	$1 + 8 =$	$16 - 9 =$	$8 - 6 =$	$18 - 9 =$	$7 - 4 =$	$5 - 0 =$	5 minutes
	$4 + 4 =$	$7 + 3 =$	$8 + 6 =$	$3 + 9 =$	$1 + 8 =$							
$16 - 9 =$	$8 - 6 =$	$18 - 9 =$	$7 - 4 =$	$5 - 0 =$								
Math Concepts test: Addition, subtraction, fractions, measuring in inches, recognize money, temperature on thermometer, double digit addition, number patterns, reading a clock face	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	30+ word spelling test	15 minutes										
Grammar	Grammar test: Write words in alphabetical order, answer questions, distinguish between phrases and sentences, identify nouns and verbs.	20 minutes										
Handwriting	Handwriting assessment: Students write letters and words in cursive.	10 minutes										



AMERICAN HERITAGE
SCHOOL & FAMILY EDUCATION CENTER

Intake Academic Assessment Summary

Student Name _____ Age _____ Grade Level (Current) _____ Date _____

Teacher Conducting Assessment _____ Administration Review _____

<i>Subject Assessed</i>	<i>Time Allocation</i>	<i>Score</i>	<i>Notes</i>
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.

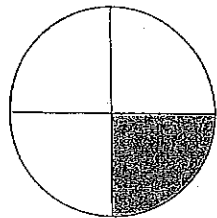
Entrance Exam Preparation
Sample Math Concepts Test – Third Grade

Please show your work.

1. John had 5 cars and 2 trucks. His brother gave him 4 trucks. How many trucks does John have now? Please write a number sentence (eg: $1 + 3 = 4$)

2. Mary's dog had 6 puppies. She gave 4 puppies to friends. How many puppies does Mary have left?

3. This circle is divided into four equal parts. How many parts are shaded in the circle?



4. Greg has three dimes, two nickels and four pennies. How much money does Greg have?

5. Use a ruler to measure this line. How long is it?

_____ inches long

6. Find the answers

21 ¢	62 ¢	73 ¢	57 ¢
$+ 32 \text{ ¢}$	$+ 17 \text{ ¢}$	$- 12 \text{ ¢}$	$- 41 \text{ ¢}$
<hr/>	<hr/>	<hr/>	<hr/>

7. Circle the group that has only odd numbers.

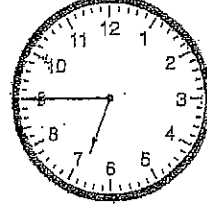
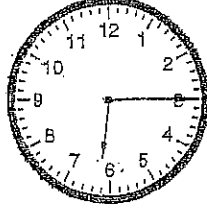
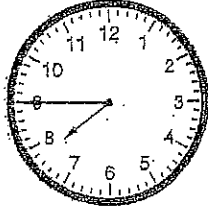
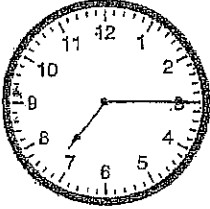
17, 20, 58, 22

1, 4, 8, 9

13, 55, 39, 85

12, 36, 82, 76

8. Circle the clock that shows quarter past six.

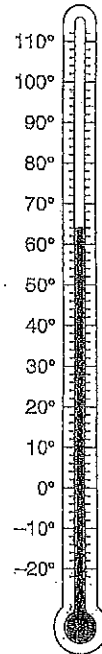


9. Circle the number cards you can put where the X is.

13	21	X	38	42
----	----	---	----	----

8	17	28	33	45
---	----	----	----	----

10. Write the temperature on the thermometer.



34

Carol let her parakeet out of its cage every day. She had taught her cat not to touch it. One morning as the bird was picking up crumbs from the carpet, the cat suddenly seized it and jumped with it onto the table.

At first Carol was afraid her bird would be killed, but there was no need to fear. A strange cat had come into the room through the slightly open door.

When the strange cat had been driven out, Carol's cat came down from the table. The cat gently dropped the bird without having hurt it at all.

1. The cat jumped onto a Ⓐ chair Ⓑ door Ⓒ couch Ⓓ table
2. Carol's cat had been trained not to touch the Ⓐ bird
 Ⓑ crumbs Ⓒ carpet Ⓓ door
3. The door had been left Ⓐ slightly open Ⓑ shut Ⓒ locked
 Ⓓ wide open
4. The bird was Ⓐ killed Ⓑ hurt Ⓒ saved Ⓓ scratched
5. What strange animal came into the house? Ⓐ a dog Ⓑ a rat
 Ⓒ a cat Ⓓ a chicken
6. The cat seized the bird as it was picking up Ⓐ crumbs
 Ⓑ meat Ⓒ bird seed Ⓓ grain
7. Carol let the bird out every Ⓐ night Ⓑ day Ⓒ afternoon
 Ⓓ week
8. Carol was alarmed for her bird's Ⓐ return Ⓑ feathers
 Ⓒ safety Ⓓ beak

No. right	1	2	3	4	5	6	7	8
G score	1.6	1.9	2.4	2.8	3.7	4.4	5.4	6.5

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.

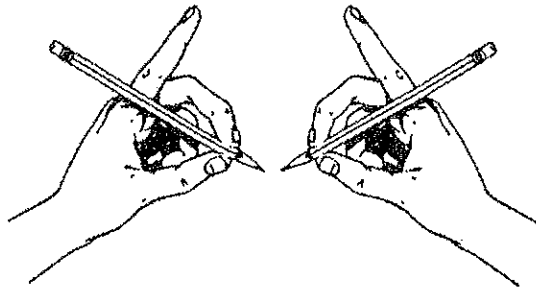
1. **Have students clear all materials from the desk top** except name tag, dotted-line paper and a No. 2, six-sided, black lead pencil.
2. **Desks are already adjusted for proper height for each student's feet to be flat on the floor,** spines straight against the back rest, head held high and arm position 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

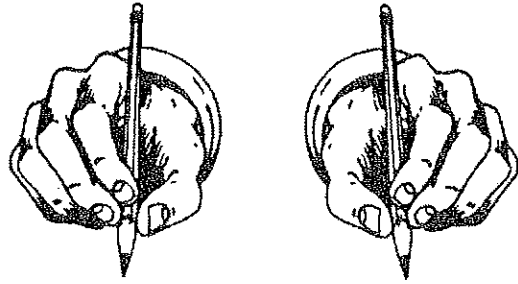


Right-handed writing and sitting position

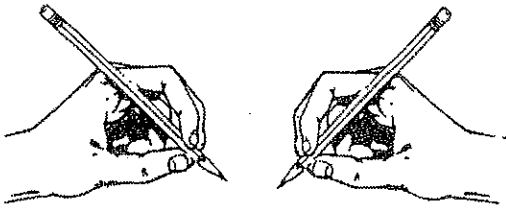




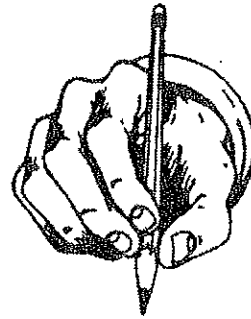
Beginning pencil-holding positions



Pencil-holding positions - front views

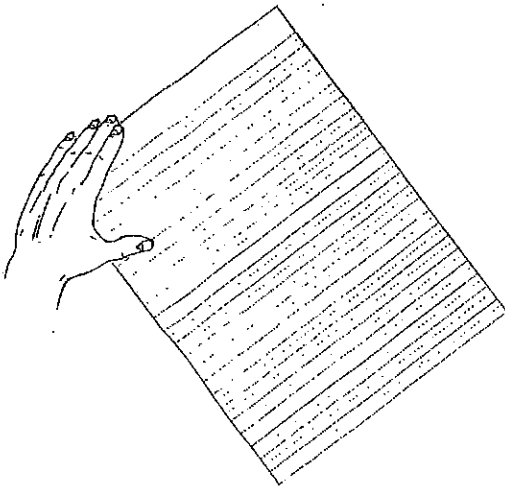


Pencil-holding positions - side views

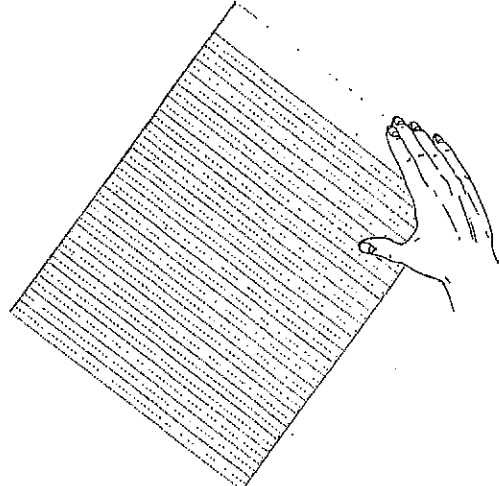


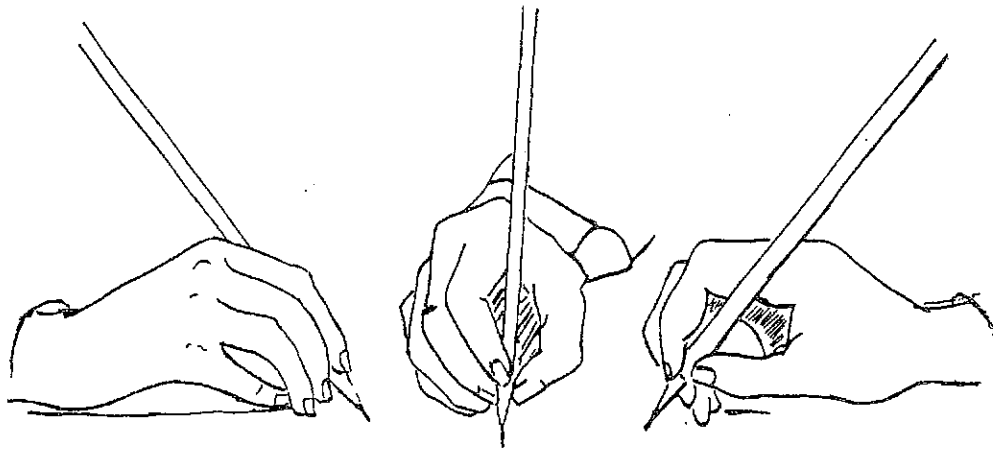
Enlarged view of finger placement

Diagonal model of student paper for teacher's chalkboard or overhead - shown with 'circle hand' for right-handed students.

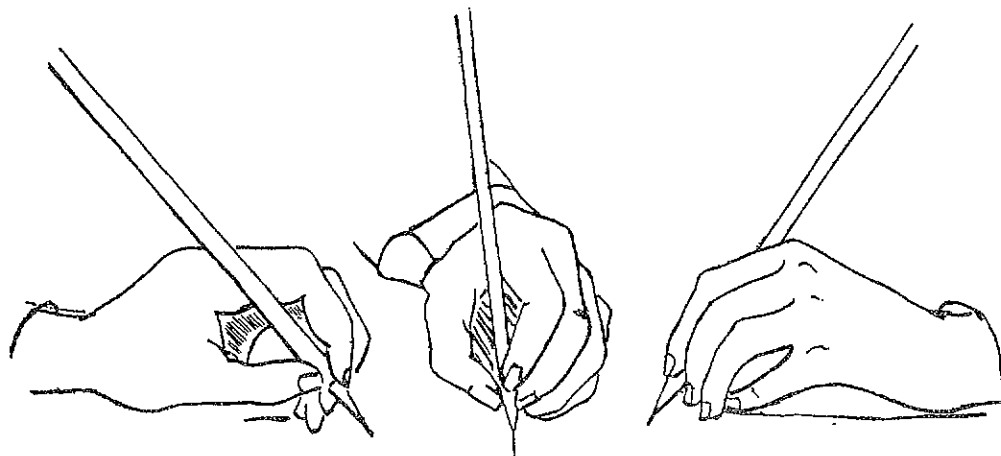


Diagonal model of student paper for teacher's chalkboard or overhead - shown with 'circle hand' for left-handed students.

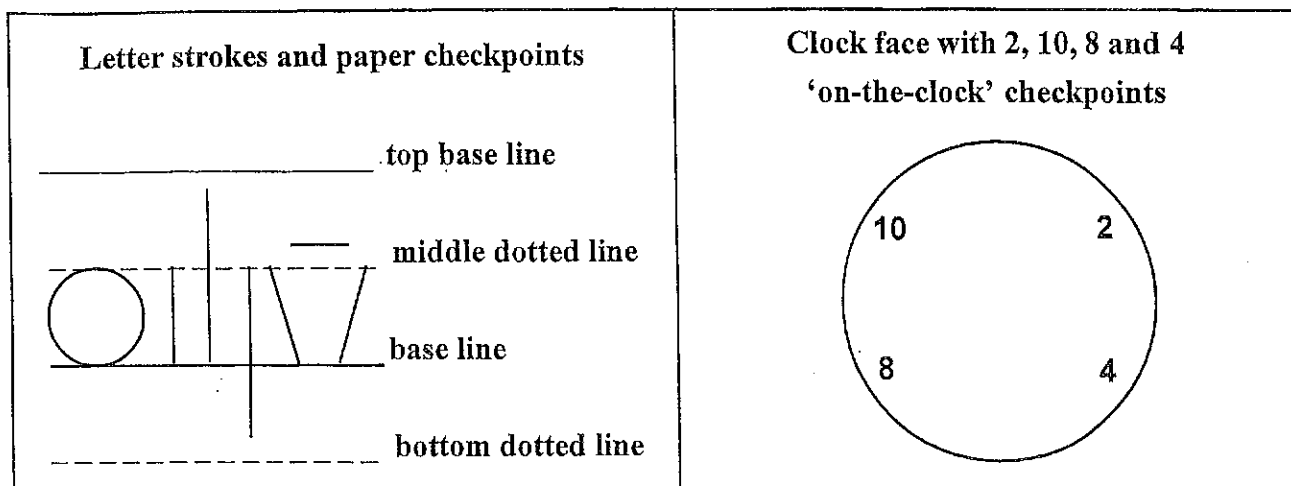




These sketches show how the pencil is held in the right hand.



The pencil is held this way in the left hand.



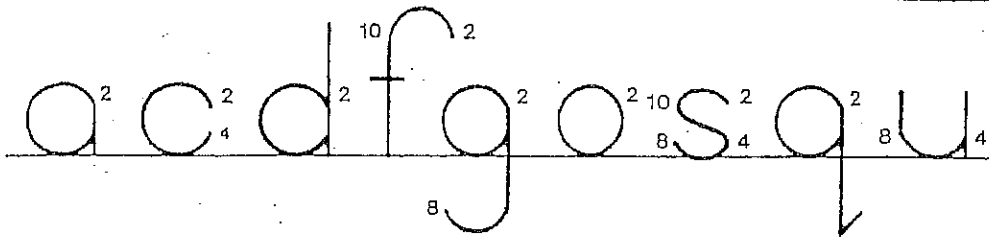
1. **Stroke 1 - the circle:** Spacing over to leave enough room for a full, round circle which will sit “comfortably close” to the margin line, just under the middle dotted line, begin at ‘2 on the clock.’ Go up and around, touch the dots, and go down past 10 to 8; set your circle on the base line and round up past 4 to 2. Stop, and lift your pencil. Remember, your circle should be “comfortably close” to the margin line.
2. **Stroke 2 - the short line:** Begin at the middle dotted line and pull a line straight down to the base line. Stop, and lift your pencil.
3. **Stroke 3 - the tall line above the base line:** Begin just below the top base line and pull a line straight down to the base line. Stop, and lift your pencil.
4. **Stroke 4 - the “tailed” line extending below the base line:** Begin at the middle dotted line and pull a line straight down past the base line, stopping just above the lower dotted line. Lift your pencil.
5. **Stroke 5 - the first diagonal line:** Begin at the middle dotted line, above ‘10 on the clock.’ Slant your line forward, straight down past ‘4 on the clock’ to stop at the base line. Lift your pencil.
6. **Stroke 6 - the short cross line:** Begin just above the middle dotted line; make a small horizontal stroke, *in the direction we read and write*. Stop, and lift your pencil.
7. **Stroke 7 - the second diagonal line:** Begin at the middle dotted line, above ‘2 on the clock’. Slant your stroke backwards past 8 to stop at the base line. Lift your pencil.

Formation of Lower Case Letters

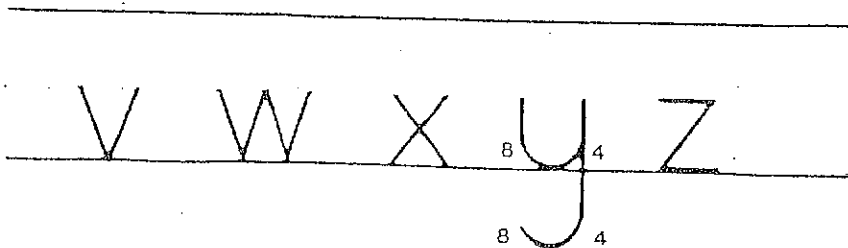
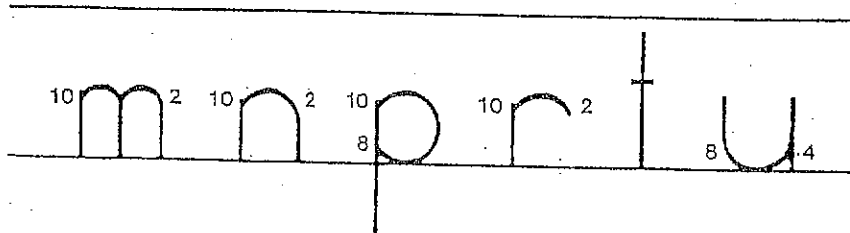
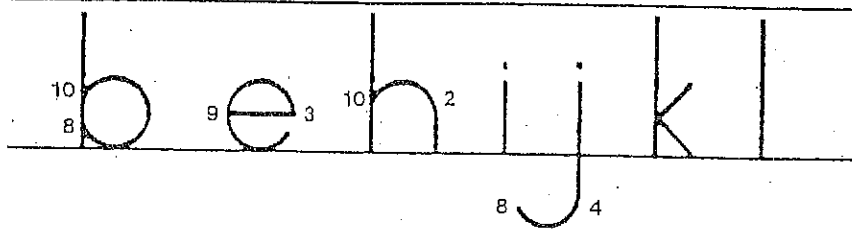
This introduction is so you will know what your student will be learning next Fall. If the occasion presents itself to give direction to your child, you will know how to best direct him or her.

1. We always write from the left to the right.
2. All letters either start at 2 on the clock or start with a line.
3. All letters that begin with a line start at the top, except e.
(Note that e is the only letter for which a line is made in reference to the clock face.)
4. A capital letter is used only where the rules of English require it.

Letters that Begin at 2 on the Clock



Letters that Begin with a Line



Why bother? If letters are made incorrectly, they are mentally pictured incorrectly also. This is a serious cause of failure in both reading and written spelling. It develops dyslexia or perceptual handicaps.

Note: A child's name is the most important word to learn to write correctly. If learned incorrectly, it may take years to unlearn poor letter formation.

Review

A

L

K

P

U

Z

B

G

L

Q

V

C

H

M

R

W

D

I

N

S

X

F

J

O

T

Y

Name: _____

Date: _____

Orthography

Directions: Trace and repeat the patterns below.

llll _____ eeee _____

² ² ² ² uuuu _____ oooo _____

rrr _____ sss _____

mmmm _____

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 _____

a _____ b _____ c _____ d _____ e _____

f _____ g _____ h _____ ²i _____ ²j _____

k _____ l _____ m _____ n _____ o _____

p _____ q _____ r _____ s _____ ²t _____

Orthography Practice

Directions: Trace and repeat the patterns below.

llll _____

eeee _____

^{2'} ^{2'} ^{2'} ^{2'}
nnnn _____

mmmm _____

oooo _____

rrrr _____

ssss _____

Directions: Copy the letters in the space provided.

a _____ b _____ c _____ d _____ e _____

f _____ g _____ h _____ ^{2'}i _____ ^{2'}j _____

k _____ l _____ m _____ n _____

o _____ p _____ q _____ r _____ s _____

^{2'}t _____ u _____ v _____ w _____

^{2'}x _____ y _____ z _____

Practice Sheet

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O o

P p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

w _____ w _____ w _____ w² _____

ny _____ 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