



Tutoring Assessment

Subject: Language Arts

Grades: Upper Elementary

(1) Read the following paragraphs and put the text in the correct order.

- a. When winter came, the Grasshopper had no food and found he was dying of hunger. The ants were distributing corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for the days of necessity.

- b. "Why not come and chat with me instead of toiling and moiling in that way?" said the Grasshopper. "I am helping to lay up food for the winter," said the Ant, "I recommend you to do the same."

- c. "Why bother about winter?" said the Grasshopper. "We have got plenty of food at present." But the Ant went on its way and continued its toil.

- d. In a field on a summer day, a Grasshopper was hopping about. He was chirping and singing to his heart's content. An Ant passed by. He was dragging along an ear of corn. He was taking it to the nest.

Write the correct order here:

(1) _____

(2) _____

(3) _____

(4) _____

(2) How many sentences can you make?

Choose a subject, verb and sentence ending that makes sense to make as many complete sentences as you can. Write the sentences on another piece of paper.

Subjects	Verbs	Sentence endings
Rosemary and I	catches	some seaweed once
I	are	small fish
Sonya	will swim	hot and tired
You	caught	fish in the morning
The pelican	swim	every day
They	watches	next week

(3) Choose the correct word to fill in the blank.

James used the balance scale to measure the _____ of the rock.

- a. mass
- b. color
- c. width

Joanne will _____ her story when she is finished writing it.

- a. color
- b. drop
- c. edit

Janine wrote the _____ on the board to solve the math problem

- a. book
- b. equation
- c. letters

Can you _____ the two characters in the story?

- a. explorer
- b. compare
- c. edit

(4) Identify the prefix, root and suffix of each word and write what the word means

unstoppable _____

repainted _____

unsolved _____

precooked _____

(5) Read the story and answer the questions that follow. Use a separate piece of paper for your answers.

Mary was very proud of her garden. She'd planted the seeds early in the spring and tended to the plants every day since then. She pulled the weeds so they'd have lots of space. She knew that the plants needed plenty of water, so she watered them every day too.

Last Saturday her friend Pam called early in the morning and invited Mary to spend the day at the mall. They left early and spent the day there, even taking in a movie. Pam then invited Mary to sleep over Saturday night too, and she happily accepted. When Mary arrived home on Sunday afternoon, her beautiful plants were bent and drooping.

Questions:

- (1) Why are the plants drooping?
- (2) How do you know?

Assessment Guide and Answers

Assessing your student's literacy level is not an exact science; there is no one agreed upon way to assess or teach all of the skills involved in reading and writing. It may be helpful to think of assessment as a process rather than a one-time event. Many reading tutoring programs suggest that it can take between 8 to 10 sessions of reading with your student to have an accurate understanding of their reading level. The attached exercises are intended as a relatively simple guide to help you determine a good place to start with your tutoring activities. After additional sessions with your student, you may find that the activities at your initially chosen grade level seem too easy or difficult. If so, don't hesitate to move up or down a grade level.

Comparing your student's answers to the guide below will help you decide whether it makes sense to start with 3rd grade, 4th grade, or 5th grade activities.

Where to start:

- **3rd Grade:** Your student is unable to correctly order the events in exercise #1. Your student is able to create a few correct sentences in exercise #2, but has some trouble matching up subjects and verbs correctly. Your student answers one or two of the vocabulary questions correctly in #3, but has difficulty identifying prefixes, roots and suffixes in #4. Your student struggles to make the necessary inferences to answer the questions in exercise #5.
- **4th Grade:** Your student successfully completes exercise #1 and is able to correctly construct at least 3 or 4 complete sentences in exercise #2. Your student uses context clues to answer most of the vocabulary questions in exercise #3 correctly and is able to identify at least some of the prefixes, roots and suffixes in #4. Your student is able to understand the inference in exercise #5 and writes a relatively clear explanation of their thinking.
- **5th Grade:** Your student successfully completes exercise #1 and is able to correctly construct at least 5 or 6 complete sentences in exercise #2. Your student uses context clues to answer most or all of the vocabulary questions in exercise #3 correctly, is able to identify most of the prefixes, roots and suffixes in #4 and makes reasonable guesses as to the meanings of the words. Your student is able to understand the inference in exercise #5 and writes a clear explanation of their thinking.
- **6th and 7th Grade:** Your student successfully and easily completes the entire assessment and answers all or almost all of the questions correctly.

Answers

- (1) D, B, C, A
- (2) Multiple correct answers
- (3) ACBB
- (4) Un/stop/able – difficult or impossible to stop; Re/paint/ed – to paint again; Un/solve/ed – not solved; Pre/cook/ed – to cook in advance

(5) The plants are drooping because they need a lot of water and Mary did not water them on Saturday. We know this because Mary spent all of Saturday with her friend Pam and then slept over at Pam's house on Saturday evening.