SCIDES Grade 3 Registration Assessment

Student Name:

Birthdate:

Grade this year:

Please have your child do the assignment below independently, with only enough help to allow it to be completed without frustration. This assessment merely gives us a rough idea of your child's abilities and helps us get to know him or her until we have the chance to meet.

<u>MATH</u>

Complete the math assessment pages 1-3. Do as much as you can and show all your work. Use another sheet of paper if necessary.

READING

Read the passage "Bullet Trains" and take the 5 question comprehension quiz. You will be asked to read this passage to your teacher once your application has been reviewed.

WRITING

Read and review the personal narrative sample. Your sample shows the author's use of an organizer and a version of their narrative with labelled parts. Use the **blank organizer** to set up your own personal narrative. Write to your new teacher about an event that happened in your life. It could be from summer vacation, your old school or from when you were younger.

Review the **Teacher Rubric** before writing. You will be marked on this sheet. Be sure to use the **Revision Checklist** to edit your work before submitting.

SEND all of your work to SCIDES for review. Be sure to **label the package with** your full name and grade.

PO BOX 4700, Merritt, BC, V1K 1B8 FAX: 1 250 378 1447 Email: <u>registrar@scides.ca</u>

Questions? Call us at Toll-free: 1 800 663 3536 or Local: 250-378-4245

MATH

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Daily Math Practice, Grade 2 • EMC 751



Name:

Friday

Practice

How Many Fingers?

Use the finger picture MMM		
to help.		
1 kid	0	6 kids
2 kids	20	7 kids
3 kids		8 kids
4 kids .		9 kids
5 kids .	2.20.31001-30012971111122940740113-0113-0113-0113-0113-0113-0113-0113	10 kids

What pattern do you see?

READING

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Benchmark Passage

Name ___

LEVEL WW

Word Count: 128

Bullet Trains

Imagine speeding through the countryside at more than two hundred miles an hour. You watch houses, trees, and farms fly by. The ride is smooth. You arrive at the next city more quickly than you had thought was possible.

Welcome to the world of bullet trains. These trains can be very, very fast. The fastest bullet train goes almost three hundred miles an hour.

People rode the first bullet trains in Japan in the 1960s. Many countries in Europe began using high-speed trains soon after that. These countries are small, but they have many big cities that are close together. Bullet trains let people travel easily from city to city.

Other countries are trying high-speed trains, too. Look for a bullet train soon in a city near you!





Benchmark Passage Quick Check

Name ____

Bullet Trains

Date ____

Instructions: Read each question carefully and choose the best answer.

- 1. What was main idea of the passage?
 - A Bullet trains move at speeds of up to 300 miles an hour.
 - Bullet trains are useful for traveling between cities quickly.
 - © Bullet trains are the best trains in the world.
 - D Bullet trains are found in Japan and Europe.
- 2. What happened in the 1960s?
 - (A) Many countries built bullet trains.
 - B People began using the first bullet trains.
 - ⑦ Bullet trains traveled between Japan and Europe.
 - ① Companies moved all of their bullet trains into cities.
- **3.** Which word means the land and scenery of an area out in the country?
 - (A) countries
 - B cities
 - (C) countryside
 - (D) farmland

- **4.** What was the author's purpose for writing the passage?
 - (A) to give you information about bullet trains
 - (B) to persuade you to start riding bullet trains
 - (c) to help you understand how to catch bullet trains
 - (D) to entertain you with stories of bullet trains
- 5. Why do you think bullet trains first became popular in small countries with large cities?
 - (A) Bullet trains let people travel easily from city to city in small countries.
 - (B) Large countries already have faster trains than bullet trains.
 - ⑦ People dislike moving quickly in large countries.
 - D Bullet trains are hated in large countries.

WRITING

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I spent the Fourth of July at a park with my family. I cooked hamburgers with my dad. We put cheese on them. I saw lots of pretty fireworks. They looked like flowers to me. I love the Fourth of July.



GRAPHIC ORGANIZER SAMPLE

Name: Pat Johnson





GRAPHIC ORGANIZER

Name: _____





REVISION CHECKLIST

My beginning sentence tells the story topic.

The middle tells two events.

Each event has one detail.

My sentences make sense.

I use the words I, me, and my.

My ending sentence tells a feeling or solution.

Instructions: Have students check each box as they read over their writing.



Personal Narrative 🔺

REVISION CHECKLIST

My beginning sentence tells the story topic. The middle tells two events. Each event has one detail. My sentences make sense. I use the words *I, me,* and *my*. My ending sentence tells a feeling or solution.

Instructions: Have students check each box as they read over their writing.





Personal Narrative (All Levels)

TEACHER RUBRIC

Student: _____

Date: ____

Instructions: Check the box next to each number that best describes the student's writing.

