P.A.C.E. Testing Study Sheet
Gr. 1

Vocabulary: Students will choose the picture the matches the vocabulary word printed on the page and identify the correct word to its definition. It is difficult to prepare for this test. Research shows that the more a student reads, the more vocabulary words he/she puts into practice. The following is a list of words frequently found in standardized tests. Some are multi-meaning words. Students should be familiar with the different meanings.

1. puncture	6. overflow	11. performer	16. incomplete	21. lumpy
2. polish	7. spoke	12. capture	17. moisten	22. companion
3. aim	8. coach	13. tangle	18. audience	23. patient
4. steer	9. pavement	14. loosen	19. scramble	24. recycle
5. tracks	10. uniform	15. flexible	20. wilderness	25. monument

Here is an example of a definition:
- This is used for washing dishes… (sponge, shirt, towel, sheet)

Word Attack/Reading Pictures: Students match the picture to the sentence. Also, they are given a picture with 3 different sentences, each containing a blank. Students fill in the blank with the correct word based on the picture. Students work on their own for 10 min. For more practice, purchase the Scoring High Practice Booklet. Here is an example:
- John is looking out the _____. (picture of a window)
  (sky, window, grass)
- Some deer live in the _____ behind his house. (picture of trees)
  (barn, zoo, woods)
- The deer like to _____ on the bushes. (picture of deer eating leaves)
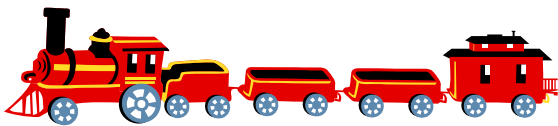 (chew, tear, sit)

Reading Stories: Students will be given 3 short stories and asked a few questions about them. For practice you can purchase Instructional Fair's Reading Comprehension Book for Gr. 2-3 (Gr. 1-2 is too easy!) or Scoring High Test Booklet.

Language: This section has several subtests.
1. Students will choose a picture that matches the story dictated by the teacher.
   Example Story: *Bobby wanted either a baseball bat or a hockey stick for Christmas. He got neither.*
   Fill in the circle under the picture that shows what Bobby got for Christmas.

   O   O   O

2. Students will choose the word that is different from the group. The teacher will read the word choices in the group.
   Example: *pet, dog, fish, bird.* Which word is different from the other three?

3. Students will identify the word that is misspelled in a given group. All the words in the group will be used in a sentence dictated by the teacher.
   Example Sentence: *I do school work at home.* Student Choices: *scool, work, home*

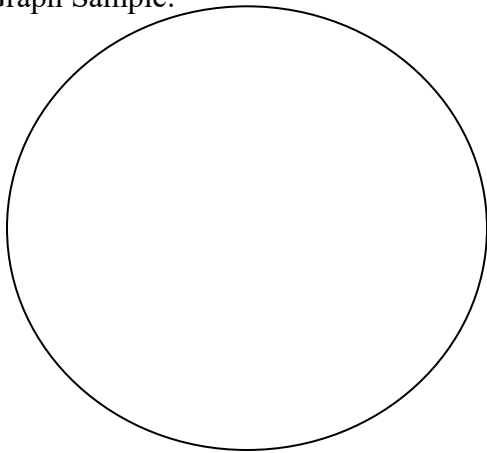Practice identifying the word misspelled. Here are more examples to study:

CORRECT FORM	INCORRECT FORM		CORRECT FORM	INCORRECT FORM
wish, dash	*wich, dach*		*face, lace*	*fase, lase*
water, cater	*wattter, catter*		*fable, tabel*	*fable, table*
timing, racing	*timeing, raceing*		*rose, those*	*roze, thoze*
running, mopping	*running, moping*		*fair, hair*	*far, har*

4. Students will choose the line that needs a capital letter. The teacher will read aloud the sentence, while the students read silently. Practice capitalizing: I, all titles (Mr., Mrs., Dr.), people's names, months of the year, days of the week, and specific places (Tropical Park, Tamiami Pool) Here are examples:

A. *Mr. gumpy loves to take his children for a ride.*

B. *Cindy and i play checkers every Saturday.*

C. *Sam likes to sing. he got the lead role in the play.*

D. *We go to mr. Stan's barn house.*

5. Students will choose a line that needs a punctuation mark. The teacher will read aloud the sentence, while the students read silently. Practice punctuation: At the end of the sentences telling sentences end with periods, asking questions end with question marks, and surprise or strong feeling sentences end with exclamation points); After initials, write a period (J.D. Wells). Here are some examples:

A. *Did you find my pencil I lost it yesterday.*

B. *Emily runs very fast She won first place in the race.*

C. *K M was excited. Her husband gave her a new car.*

D. *Surprise We hope you like it!*

6. Students will choose the line that contains a mistake in syntax. The teacher will read aloud the sentence, while the students will read silently. The most important concept here is that subject and verb must agree. Here are some examples.

A. *It was raining today. I will use my raincoat and umbrella.*

B. *Jane went fishing. She caught one of them big fish for dinner.*

C. *When we went on vacation, the luggage got lost twice times.*

D. *Gary is my friend. Him and I study together.*

Math: Students will answer a math question dictated by the teacher. In addition, students will take a computation test they will be required to count things, find the ordinal position of an object, estimate the weight of something, tell time to the hour and half-hour, identify fractional parts (¼, ½, ¾), identify the number before, in between, and after a given number, choose a shape to complete a pattern, figure out place value, read a simple graph, and identify which coins are needed to complete $1.00. An emphasis will be given to word problems. The teachers will read the story problems aloud. Students are expected to solve the problems in their head and fill in the circle with the correct answer. Here are some examples:

- What number would make this sentence true? 4+ ___ = 7 (2,3,4)
- Which vase has 5 flowers?
- How much is 4 tens and 5 ones? (14, 45, 54)
- Which truck is fourth from the stoplight?
- Which symbol will make this sentence true? 7 __ 5 = 2 (+, -, =)
- Which clock shows 6:30?
- There are 12 cupcakes on the table. Some are crossed out. Which number sentence tells about the picture? 6+6=12   9+3=12   12 – 9 = 3
- Which is shaped like a rectangle? (door, kite, flower)
- Which number is more than 8 but less than 12? (7, 13, 9)
- What weighs about 7 pounds? (a baby, a car, or a telephone)

- How many quarters do you need to make a dollar? How many dimes do you need to make a dollar? Make sure the student knows how to identify the coins.
- Which for these sentences is <u>not true?</u> 5+0 = 5-0   2+3=3+2   4-1=1-4
- Divide a strip into fourths. Divide another strip in half.
- What can be measured in quarts? (apples, juice, cookies)
- Drake and Charlie ate all the cookies in the can. Drake ate 3 and Charlie ate 3. How many cookies were in the can?
- Carroll had 10 baseball cards in his room. He gave Zach 4 and Paul 3. How many cards does Carroll have left?
- Katie had 6 yellow pencils and 4 blue pencils. She lost one of the blue ones. How many pencils did she have left?
- Debbie has 18 stickers. Five are round, and 9 are square. How many more square stickers than round stickers does Debbie have?
- Jack wants to give 2 marbles to each of his 4 friends. How many marbles does he need?
- Lisa is 6 years old. Her brother Danny is 2 years old. How can you find out how much older Lisa is than Danny? (6+2=   6-2=   8-2=)
- Sheldon has 2 cats, Fluffy and Biff. Fluffy eats 6 cans of food each week. Biff eats 5 cans of food each week. How can you find out how many cans of cat food Fluffy and Biff eat each week? (2+6+5 =   6-5=   6+5=)
- Graph Sample:

a. How many hours did Dad spend driving?

b. Which activity lasted 3 hours?

c. How many more hours did Dad spend driving than fishing?

d. If Dad spent 2 more hours watching TV, how many total hours would he have watched TV?

Try to review these types of questions using different words, different numbers, etc. The more practice, the better test score. Don't get stressed out! If your child is not ready for this experience, you can always choose a portfolio evaluation done by a Florida certified teacher.

P.A.C.E. Testing Study Sheet
Gr. 2

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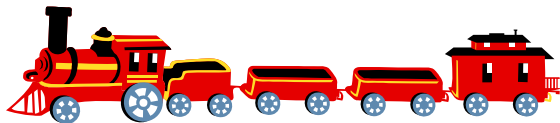|				
1. attic	6. wiggling	11. startle	16. lobby	21. stray
2. basement	7. whispering	12. seldom	17. entrance	22. tamer
3. author	8. hollering	13. marsh	18. damp	23. audience
4. delight	9. delightful	14. stomp	19. settle	24. approach
5. ignore	10. complaining	15. pathway	20. alert	25. fasten

Reading Pictures/Stories: Students are given a picture with 3 different sentences, each containing a blank. Students fill in the blank with the correct word based on the picture. Students are also given stories to read with questions to answer from the story. Students work by themselves. For more practice, purchase the Scoring High Practice Booklet.

Language: This section has several subtests.

7. Students will choose a picture that matches the story dictated by the teacher.
   Example Story: *Bobby wanted either a baseball bat or a hockey stick for Christmas. He got neither.*
   Fill in the circle under the picture that shows what Bobby got for Christmas.

        O   O   O

8. Students will choose the word that is different from the group. The teacher will read the word choices in the group.
   Example: *pet, dog, fish, bird.* Which word is different from the other three?

9. Students will identify the word that is misspelled in a given group. All the words in the group will be used in a sentence dictated by the teacher.
   Example Sentence: *I do school work at home.* Student Choices: *scool, work, home*

Practice identifying the word misspelled. Here are more examples to study

CORRECT FORM	INCORRECT FORM		CORRECT FORM	INCORRECT FORM
dressed, missed	*dressed, mised*		*country, bounce*	*contry, bonce*
beige, sage	*beije, saje*		*fable, tabel*	*fable, table*
timing, racing	*timeing, raceing*		*rose, those*	*roze, thoze*
running, mopping	*running, moping*		*berry, cherry*	*bery, chery*

4. Students will choose the line that needs a capital letter. The teacher will read aloud the sentence, while the students read silently. Practice capitalizing: I, all titles (Mr., Mrs., Dr.), people's names, months of the year, days of the week, and specific places (Tropical Park, Tamiami Pool) Here are examples:

A. *Mr. gumpy loves*
   to take his children
   for a ride.

B. *Cindy and i play*
   checkers every
   Saturday.

C. *Sam likes to sing.*
   he got the lead
   role in the play.

D. *We go to*
   mr. Stan's
   barn house

5. Students will choose a line that needs a punctuation mark. The teacher will read aloud the sentence, while the students read silently. Practice punctuation: At the end of the sentences telling sentences end with periods, asking questions end with question marks, and surprise or strong feeling sentences end with exclamation points); After initials, write a period (J.D. Wells). Here are some examples:

A. *Did you find*	B. *Emily runs very*	C. *K M was excited.*	D. *Surprise*
my pencil I	*fast She won first*	*Her husband gave*	*We hope*
lost it yesterday.	*place in the race.*	*her a new car.*	*you like it!*

6. Students will choose the line that contains a mistake in syntax. The teacher will read aloud the sentence, while the students will read silently. The most important concept here is that subject and verb must agree. Here are some examples.

A. *It was raining today.*	B. *Jane went fishing. She*	C. *When we went on*	D. *Gary is my*
I will use my raincoat	*caught one of them big*	*vacation, the luggage*	*friend. Him*
and umbrella.	*fish for dinner.*	*got lost twice times.*	*and I study*
			together.

Math: Students will be taking 3 subtests, Math Concepts will cover ordinal numbers, place value, time, geometry, estimation, graphs, money, measurement, and fractions. The next subtest is Math Problems. Students will add, subtract, multiply, and use a combination of these operations to solve problems. The last subtest is straight Computation. Following are sample questions:

- Carla has 2 bags of apples. Each bag has 3 apples in it. How many apples are in the bag? What if Carla eats 2 apples, how many apples are there altogether?
- There are 18 marbles in the circle. Five are red, four are yellow, and the rest are green. How many are green?
- The team scored 2 points in each of the 3 rounds. On the fourth round, the team scored 4 points. How many points did they score in all?
- There are 40 miles between the lake and the fire station. The park is halfway between the lake and fire station. How many miles is it from the lake to the park?
- Tom got $20 from his uncle, $15 from his Grandmother, and $30 dollars from his brother for Christmas. Which number sentence tells how much money Tom got altogether? (20+15-30, 20+15+30, or 30-15+20)
- The brown box is 3 inches taller than the blue box. The blue box is 22 inches tall. How tall is the brown box?
- Jeremy collects baseball cards. He has 79 in his collection. If he lends 14 to one of his friends, and 10 to another friend, how many cards does he have left?
- Know how to read a measuring cup in halves and thirds. Know how to cut a string into fourths, halves, and thirds.
- What number is seven thousand forty-five?
- You have 3 dimes, 1 nickel, and 2 pennies. How much money do you need to make 67 cents?

Try to review these types of questions using different words, different numbers, etc. The more practice, the better test score. Don't get stressed out! If your child is not ready for this experience, you can always choose a portfolio evaluation done by a Florida certified teacher.

Vocabulary: Students will choose the synonym that is closest in meaning to the given word. It is difficult to prepare for this test. *Research shows that the more a student reads, the more vocabulary words he/she puts into practice.* The following is a list of words frequently found in standardized tests. Some are multi-meaning words. Students should be familiar with the different meanings.

1. ragged	6. singular	11. intermission	16. oath	21. puncture
2. exclude	7. echo	12. tolerable	17. request	22. startle
3. pioneer	8. audience	13. marsh	18. radiance	23. penalty
4. journalist	9. ignore	14. tribute	19. fasten	24. drowsy
5. idol	10. seldom	15. magnificent	20. assorted	25. gash

Reading Comprehension: Students will answer questions from a given story. For practice, you may purchase the Scoring High Reading Comprehension Test preparation booklet.

Language: Students will take 5 subtests.

1. Spelling: Students must identify the misspelled word from a given list. If the group has no spelling error, students mark the circle under *"No Mistakes."* Here are a few examples:

CORRECT FORM	INCORRECT FORM	CORRECT FORM	INCORRECT FORM
Guatemala, guess	*Gatemala, gess*	*babies, carries*	*babys, carryes*
housing, caring	*houseing, careing*	*peddle, huddle*	*peddel, huddel*
freedom, seed	*fredom, sed*	*calves, leaves*	*calfes, leafs*
hammer, support	*hamer, suport*	*exit, exciting*	*eksit, exsiting*
loaf, coat	*lowf, cowt*	*sheet, shape*	*scheet, schape*

2. Capitalization: Students must identify the line that contains a capitalization mistake. If the lines are correct, students mark the circle under *"No Mistakes."* Practice capitalizing: I, all titles (Mr., Mrs., Dr.), people's names, months of the year, days of the week, and specific places (Tropical Park, Tamiami Pool) Here are a few examples.

A. *Mr. gumpy loves to take his children for a ride.*

B. *Cindy and i play checkers every Saturday.*

C. *Sam likes to sing. he got the lead role in the play.*

D. *We go to mr. Stan's barn house.*

3. Punctuation: Students must identify the line that contains a punctuation mistake in a letter. If the lines are correct, students mark the circle under *"No Mistakes."* Practice comma rules (in dates, after the greeting and salutation in a letter, to separate a series, etc…), punctuation marks at the end of sentences (.,?,!), etc. Remember the period after initials and titles (Dr., Mrs., etc.) Here are some examples:

A. *Did you find my pencil I lost it yesterday.*

B. *Emily runs very fast She won first place in the race.*

C. *K M was excited. Her husband gave her a new car.*

D. *Dear Mr. Gonzalez,*

4. Usage: Students must identify the line with a subject/verb agreement mistake. If the lines are correct, students mark the circle under *"No Mistakes."* Here are some examples:

A. *It was raining today. I will use my raincoat and umbrella.*

B. *Jane went fishing. She caught one of them big fish for dinner.*

C. *When we went on vacation, the luggage got lost twice times.*

D. *Gary is my friend. Him and I study together.*

5. Expression: Students identify the line that best expresses an idea. Also, students will choose the best way to write the underlined part of a sentence. Here are some examples:

Feed the dog before you are bathing. Which is the best way to express the underlined part?

- *bathed*
- *bathe*
- *bathing*

Which of these choices best expresses the idea?
- *On Saturday the car I will wash.*
- *The car I will wash on Saturday.*
- *On Saturday I will wash the car.*

Math: Students will complete 4 subtests and a computation test.

1. Concepts: identify the place value of a digit in a given number, identify the unit used to measure liquids, a small object, a large area, identify a specific amount of money using coins, match the fraction to the given figure, identify the difference between odd and even numbers, and find another way to write a number sentence. Here are some examples:
   - Which number has the 5 in the thousands' place? (5,023   2,305   3,502)
   - 2 ___ 6 = 12 (+, -, X)
   - Which unit measures the length of your backyard? (centimeter, kilometer, meter)
   - Which part of the figure is shaded?
   - Another way to write 4 sevens is _____. (4+7   4X7   7-4)
   - Make the two sides equal. 10+ 3 = 5+7+___?
   - Which even number between 10 and 15 is a multiple of 7?

2. Estimation: No scratch work is allowed in this test. Here are some examples:
   - The closest estimate of 13X2 = (10X2) = 20
   - The closest estimate of 185 - 72 is between _____.
     (100 and 150   150 and 200   200 and 250)
   - If you buy 3 stickers costing $.17 each, how much money did you spend? (50   60   70)

3. Problem Solving: Students solve word problems consisting of addition, subtraction, multiplication, division, or a combination of any of the above. Here are some examples:
   - Suzy saw 4 birds sitting on a branch. She saw 3 times as many flying. How many were flying?
   - Pencils were sold 2 for $.15. Tom bought 4 pencils. How much money did Tom pay?
   - The rabbit hopped 3 miles from his hole to the lake. Then he hopped 4 more miles from the lake to his friend's house. How many miles is there from rabbit's house to his friend's house?
   - Mr. And Mrs. Hound went to the movies with 2 more couples. How many tickets did the group buy?

4. Data Interpretation: Students answer questions based on a given graph. For practice, you may purchase the Scoring High math booklet or any other math workbook on reading graphs.

5. Computation: Students will add, subtract, multiply and divide whole numbers.

Try to review these types of questions using different words, different numbers, etc. The more practice, the better test score. Don't get stressed out! If your child is not ready for this experience, you can always choose a portfolio evaluation done by a Florida certified teacher.

Vocabulary: Students will choose the synonym that is closest in meaning to the given word. Students have 10 min. to finish. It is difficult to prepare for this test. *Research shows that the more a student reads, the more vocabulary words he/she puts into practice.* The following is a list of words frequently found in standardized tests. Some are multi-meaning words. Students should be familiar with the different meanings.

6. ragged puncture	6. singular	11. intermission	16. oath	21.
7. exclude	7. echo	12. tolerable	17. request	22. startle
8. pioneer	8. audience	13. marsh	18. radiance	23. penalty
9. journalist	9. ignore	14. tribute	19. fasten	24. drowsy
10. idol	10. seldom	15. magnificent	20. assorted	25. gash

Reading Comprehension: Students will answer questions from a given story. Students have 30 minutes to complete 3 to 4 stories that are varied in length. For practice, you may purchase the Scoring High Reading Comprehension Test preparation booklet.

Language: Students will take 5 subtests lasting a total of 45 minutes.
   1. Spelling: Students must identify the misspelled word from a given list. If the group has no spelling error, students mark the circle under *"No Mistakes."*Here are a few examples:

CORRECT FORM	INCORRECT FORM	CORRECT FORM	INCORRECT FORM
Guatemala, guess	*Gatemala, gess*	*babies, carries*	*babys, carryes*
housing, caring	*houseing, careing*	*peddle, huddle*	*peddel, huddel*
freedom, seed	*fredom, sed*	*calves, leaves*	*calfes, leafs*
hammer, support	*hamer, suport*	*exit, exciting*	*eksit, exsiting*
loaf, coat	*lowf, cowt*	*sheet, shape*	*scheet, schape*

   2. Capitalization: Students must identify the line that contains a capitalization mistake. If the lines are correct, students mark the circle under *"No Mistakes."* Practice capitalizing: I, all titles (Mr., Mrs., Dr.), people's names, months of the year, days of the week, and specific places (Tropical Park, Tamiami Pool) Here are a few examples.

A. *Mr. gumpy loves to take his children for a ride.*	B. *Cindy and i play checkers every Saturday.*	C. *Sam likes to sing. he got the lead role in the play.*	D. *We go to mr. Stan's barn house.*

   3. Punctuation: Students must identify the line that contains a punctuation mistake in a letter. If the lines are correct, students mark the circle under *"No Mistakes."* Practice comma rules (in dates, after the greeting and salutation in a letter, to separate a series, etc…), punctuation marks at the end of sentences (.,?,!), etc. Remember the period after initials and titles (Dr., Mrs., etc.) Here are some examples:

A. *Did you find my pencil I lost it yesterday.*	B. *Emily runs very fast She won first place in the race.*	C. *K M was excited. Her husband gave her a new car.*	D. *Dear Mr. Gonzalez,*

4. Usage: Students must identify the line with a subject/verb agreement mistake. If the lines are correct, students mark the circle under *"No Mistakes."* Here are some examples:

A. *It was raining today. I will use my raincoat and umbrella.*	B. *Jane went fishing. She caught one of them big fish for dinner.*	C. *When we went on vacation, the luggage got lost twice times.*	D. *Gary is my friend. Him and I study together.*

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      Feed the dog before you are bathing. Which is the best way to express the underlined part?
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   - The rabbit hopped 3 miles from his hole to the lake. Then he hopped 4 more miles from the lake to his friend's house. How many miles is there from rabbit's house to his friend's house?
   - Mr. And Mrs. Hound went to the movies with 2 more couples. How many tickets did the group buy?
   - Out of 75 students, 50 received purple ribbons, 15 received green ribbons, and the rest received yellow ribbons. How many students received yellow ribbons?

10. Data Interpretation: Students answer questions based on a given graph. For practice, you may purchase the Scoring High math booklet or any other math workbook on reading graphs.

11. Computation: Students will add, subtract, multiply and divide whole numbers.

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freedom, seed	*fredom, sed*	*calves, leaves*	*calfes, leafs*
hammer, support	*hamer, suport*	*exit, exciting*	*eksit, exsiting*

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12. Expression: Students identify the line that best expresses an idea. Also, students will choose the best way to write the underlined part of a sentence. Here are some examples:

To babysit is an easy way to make money. Which is the best way to express the underlined part?
- *By babysitting…*
- *To start babysitting*
- *Babysitting*

Which of these choices best expresses the idea?
- *The movie, <u>The Lord of the Rings</u>, although was interesting, was very long.*
- *The movie, <u>The Lord of the Rings</u>, was interesting, yet long, although.*
- *Although the movie, <u>The Lord of the Rings</u>, was long, it was very interesting.*

<u>Math</u>: Students will complete 4 subtests and a computation test.

13. <u>Concepts</u>: identify the place value of a digit in a given number, identify the unit used to measure liquids, a small object, a large area, write the decimal form of a number written out with words, match the fraction to the given figure, use the correct sign (>,<,=) to make a statement true, and find another way to write a number. Here are some examples:
    - Which number has the 5 in the thousands' place? (5,023   2,305   3,502)
    - Which number shows 4 and 3 tenths? (4.310   4.03   4.3)
    - Which unit measures the length of your backyard? (centimeter, kilometer, meter)
    - Which fraction is greater than 1? (3/4   4/5   10/5)
    - Another way to write 23 is_____ (2X10)+3   2+(10X3)   10+(2X3)
    - Make the two sides equal. 10+ 3+2 = 5+7+___ ?
    - ½+1/2 _____ ¼ + ½

14. <u>Estimation</u>: No scratch work is allowed in this test. Here are some examples:
    - The closest estimate of 13X2 = (10X2) = <u>20</u>
    - The closest estimate of 567.3 – 302.9 is between _____.
      (200 and 250   <u>250 and 300</u>   300 and 350)
    - The closest estimate of 5 1/2 + 3 1/3 is _____. (8 <u>9</u> 10)

15. <u>Problem Solving</u>: Students solve word problems consisting of addition, subtraction, multiplication, division, or a combination of any of the above. Here are some examples:
    - Suzy saw 4 birds sitting on a branch. She saw 3 times as many flying. How many were flying?
    - Pencils were sold 2 for $.15. Tom bought 4 pencils. How much money did Tom pay?
    - The rabbit hopped 3 miles from his hole to the lake. Then he hopped 4 more miles from the lake to his friend's house. How many miles is there from rabbit's house to his friend's house?
    - Robbie got a package that was 6 inches in length. The width is half its length. What does Robbie have to do to figure out the width? (Divide by 2, Multiply by 2, or Subtract 2 from 6)

16. <u>Data Interpretation</u>: Students answer questions based on a given graph. For practice, you may purchase the Scoring High math booklet or any other math workbook on reading graphs.

17. <u>Computation</u>: Students will add, subtract, multiply and divide whole numbers, fractions with the same denominator, and decimals.

Try to review these types of questions using different words, different numbers, etc. The more practice, the better test score. Don't get stressed out! If your child is not ready for this experience, you can always choose a portfolio evaluation done by a Florida certified teacher.

Vocabulary: Students will choose the synonym that is closest in meaning to the given word. Students have 10 min. to finish. It is difficult to prepare for this test. *Research shows that the more a student reads, the more vocabulary words he/she puts into practice.* The following is a list of words frequently found in standardized tests. Some are multi-meaning words. Students should be familiar with the different meanings.

16. amid puncture	6. procedure	11. intermission	16. oath	21.
17. exclude	7. nomadic	12. tolerable	17. fidget	22. startle
18. douse	8. audience	13. judicial	18. radiance	23. penalty
19. journalist	9. ignore	14. tribute	19. negligence	24. reinforce
20. idolize	10. seldom	15. magnificent	20. assorted	25. gash

Reading Comprehension: Students will answer questions from a given story. Students have 30 minutes to complete 3 to 4 stories that are varied in length. For practice, you may purchase the Scoring High Reading Comprehension Test preparation booklet.

Language: Students will take 5 subtests lasting a total of 45 minutes.

1. Spelling: Students must identify the misspelled word from a given list. If the group has no spelling error, students mark the circle under *"No Mistakes."* Here are a few examples:

CORRECT FORM	INCORRECT FORM	CORRECT FORM	INCORRECT FORM
Guatemala, guess	*Gatemala, gess*	*babies, carries*	*babys, carryes*
housing, caring	*houseing, careing*	*peddle, huddle*	*peddel, huddel*
freedom, seed	*fredom, sed*	*calves, leaves*	*calfes, leafs*
hammer, support	*hamer, suport*	*exit, exciting*	*eksit, exsiting*

2. Capitalization: Students must identify the line that contains a capitalization mistake. If the lines are correct, students mark the circle under *"No Mistakes."* Practice capitalizing: I, all titles (Mr., Mrs., Dr.), people's names, months of the year, days of the week, and specific places (Tropical Park, Tamiami Pool) Here are a few examples.

A. *Mr. gumpy loves to take his children for a ride.*

B. *Cindy and i play checkers every Saturday.*

C. *Sam likes to sing. he got the lead role in the play.*

D. *We go to mr. Stan's barn house.*

3. Punctuation: Students must identify the line that contains a punctuation mistake in a letter. If the lines are correct, students mark the circle under *"No Mistakes."* Practice comma rules (in dates, after the greeting and salutation in a letter, to separate a series, etc…), punctuation marks at the end of sentences (.,?,!), etc. Remember the period after initials and titles (Dr., Mrs., etc.) Here are some examples:

A. *Did you find my pencil I lost it yesterday.*

B. *Emily runs very fast She won first place in the race.*

C. *K M was excited. Her husband gave her a new car.*

D. *Dear Mr. Gonzalez,*

4. Usage: Students must identify the line with a subject/verb agreement mistake. If the lines are correct, students mark the circle under *"No Mistakes."* Here are some examples:

A. *It was raining today. I will use my raincoat and umbrella.*

B. *Jane went fishing. She caught one of them big fish for dinner.*

C. *When we went on vacation, the luggage got lost twice times.*

D. *Gary is my friend. Him and I study together.*

18. Expression: Students identify the line that best expresses an idea. Also, students will choose the best way to write the underlined part of a sentence. Here are some examples:

   To babysit is an easy way to make money. Which is the best way to express the underlined part?

- *By babysitting…*
- *To start babysitting*
- *Babysitting*

Which of these choices best expresses the idea?
- *The movie, <u>The Lord of the Rings</u>, although was interesting, was very long.*
- *The movie, <u>The Lord of the Rings</u>, was interesting, yet long, although.*
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<u>Math</u>: Students will complete 4 subtests and a computation test.

19. <u>Concepts</u>: identify the place value of a digit in a given number, identify the unit used to measure liquids, a small object, a large area, write the decimal form of a number written out with words, match the fraction to the given figure, use the correct sign (>,<,=) to make a statement true, and find another way to write a number. Here are some examples:
    - Which number fits the _____? 4,219 = _____ +200+10+9
    - Which fraction is greater than 1? (3/4   4/5   10/5)
    - Fill in the _____. 6X38 = 7X(____ +8)
    - Make the two sides equal. 10+ 3+2 = 5+7+___?
    - An 18 cm. Stick is cut into equal 2 in. pieces. Each 2-in. piece represents what fraction of the stick? (1/18   1/9   1/6)
    - What should replace the ? in 7 X 5 = 35

                      8   ?   48

20. <u>Estimation</u>: No scratch work is allowed in this test. Here are some examples:
    - The closest estimate of 13X2 = (10X2) = <u>20</u>
    - The closest estimate of 567.3 – 302.9 is between _____.
      (200 and 250   <u>250 and 300</u>   300 and 350)
    - The closest estimate of 5 1/2 + 3 1/3 is _____. (8 <u>9</u> 10)

21. <u>Problem Solving</u>: Students solve word problems consisting of addition, subtraction, multiplication, division, or a combination of any of the above. Here are some examples:
    - Mom spent $4.80 on glue sticks. Each glue stick cost 60 cents. How many glue sticks did she buy?
    - Pencils were sold 2 for $.15. Tom bought 4 pencils. How much money did Tom pay?
    - The rabbit hopped 3 miles from his hole to the lake. Then he hopped 4 more miles from the lake to his friend's house. How many miles is there from rabbit's house to his friend's house?
    - Robbie got a package that was 6 inches in length. The width is half its length. What does Robbie have to do to figure out the width? (Divide by 2, Multiply by 2, or Subtract 2 from 6)
    - It costs $3.00 for a round-trip Metrorail ride. Mr. White rides the Metrorail every day to work. If he buys the MetroPass for $45.00 a month, how much money does he save? (20 working days in a month)

22. <u>Data Interpretation</u>: Students answer questions based on a given graph. For practice, you may purchase the Scoring High math booklet or any other math workbook on reading graphs.

23. <u>Computation</u>: Students will add, subtract, multiply and divide whole numbers, fractions with the same denominator, and decimals.

Try to review these types of questions using different words, different numbers, etc. The more practice, the better test score. Don't get stressed out! If your child is not ready for this experience, you can always choose a portfolio evaluation done by a Florida certified teacher.

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21. amid puncture	6. procedure	11. intermission	16. oath	21.
22. exclude	7. nomadic	12. tolerable	17. probe	22. kindle
23. douse	8. confront	13. judicial	18. radiance	23. peeve
24. orator	9. clad	14. tribute	19. negligence	24. reinforce
25. idolize	10. seldom	15. unanimous	20. assorted	25. gash

Reading Comprehension: Students will answer questions from a given story. Students have 30 minutes to complete 3 to 4 stories that are varied in length. For practice, you may purchase the Scoring High Reading Comprehension Test preparation booklet.

Language: Students will take 5 subtests lasting a total of 45 minutes.

1. Spelling: Students must identify the misspelled word from a given list. If the group has no spelling error, students mark the circle under *"No Mistakes."* Here are a few examples:

CORRECT FORM	INCORRECT FORM	CORRECT FORM	INCORRECT FORM
Guatemala, guess	*Gatemala, gess*	*babies, carries*	*babys, carryes*
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freedom, seed	*fredom, sed*	*calves, leaves*	*calfes, leafs*
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2. Capitalization: Students must identify the line that contains a capitalization mistake. If the lines are correct, students mark the circle under *"No Mistakes."* Practice capitalizing: I, all titles (Mr., Mrs., Dr.), people's names, months of the year, days of the week, and specific places (Tropical Park, Tamiami Pool) Here are a few examples.

A. *Mr. gumpy loves to take his children for a ride.*

B. *Cindy and i play checkers every Saturday.*

C. *Sam likes to sing. he got the lead role in the play.*

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A. *Did you find my pencil I lost it yesterday.*

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A. *It was raining today. I will use my raincoat and umbrella.*

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C. *When we went on vacation, the luggage got lost twice times.*

D. *Gary is my friend. Him and I study together.*

24. Expression: Students identify the line that best expresses an idea. Also, students will choose the best way to write the underlined part of a sentence. Here are some examples:

> *To babysit is an easy way to make money.* Which is the best way to express the underlined part?
> - *By babysitting…*
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Which of these choices best expresses the idea?
- *The movie, <u>The Lord of the Rings</u>, although was interesting, was very long.*
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26. way to write a number. Here are some examples:
- How much does the value change when the 2 middle numbers in 7346 are switched? (10, <u>100</u>, 1000)
- Which fraction is greater than 1? (3/4   4/5   <u>10/5</u>)
- Which fraction is equivalent to 12/44? (1/4   ½   <u>1/3</u>)
- Given a closed figure, which pair of lines is parallel?
- Make the two sides equal. 10+ 3+2 = 5+ 6+__?
- An 18 cm. Stick is cut into equal 2 in. pieces. Each 2-in. piece represents what fraction of the stick? (1/18   1/9   <u>1/6</u>)
- Mark weighs twice as much as his brother. Together they weigh 100 pounds. Which equation shows this?
  (2w+2 = 100   <u>100 –2 = w</u>   w+100 = 2w)

27. <u>Estimation</u>: No scratch work is allowed in this test. Here are some examples:
- The closest estimate of 13X2 = (10X2) = <u>20</u>
- The closest estimate of 567.3 – 302.9 is between _____.
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- What set of numbers is the result of multiplying by 2 and adding 1? (<u>odds,</u> evens, prime)
- Which is another way to write 3 X 3 X 3? (3X3   9   <u>3^3</u>)
- The mean of three numbers is 6. The first two numbers are 5 and 3. What is the third number? (<u>10</u>, 9, 8)
- Given a 3-D closed figure, which 2 planes are parallel?
- What is 2+(1-3)? (-1   0   1)
- An 18 cm. Stick is cut into equal 2 in. pieces. Each 2-in. piece represents what fraction of the stick? (1/18   1/9   1/6)
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