

SCIDES Grade 5 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.

MATH

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 "Shuttles in Space" 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 friendly letter sample. Your sample shows the author's use of an organizer and a version of the letter with labelled parts. Use the **blank organizer** to set up your own friendly letter. Write to your new teacher about:

- Your previous school experiences
- Yourself
- Your family
- Anything you feel is important for him/her to know

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: registrar@scides.ca

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

MATH

Name: _____

Monday

MATH ○

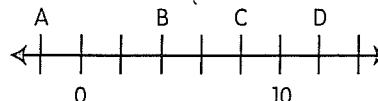
Practice

1.
$$\begin{array}{r} 285 \\ + 206 \\ \hline \end{array}$$

2. $4,719 + 5,260 =$ _____

3. In the number 26,195, what digit is in the thousands place?

4. Which letter represents 4 on this number line?



5. Louise and Frank are each collecting baseball cards. If Louise has three times as many cards as Frank and she has 84, how many cards does Frank have?

Name: _____

Tuesday

MATH ○

Practice

1.
$$\begin{array}{r} 743 \\ - 551 \\ \hline \end{array}$$

2. $6,328 - 5,104 =$ _____

3. Fill in the correct symbol.

< = >

36 ○ 24

4. Give three examples of items that have the same shape as a rectangular prism.

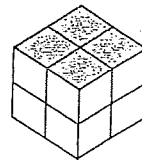
5. Tim has just set up his 10-gallon fish tank in his bedroom. He has 10 neon tetras, 8 guppies, and 3 blue gouramis in his aquarium. How many fish does he have in all?

Name:

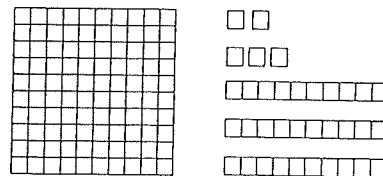
MATH

Practice

4. What is the volume of this cube?



4. What number is represented by this model?



- Daily Math Practice, Grade 4 • EMC 753

Name: _____

Friday

MATHO

Practice

Sam, George, and Kelley each have a different last name. Use this grid and the list of clues to determine who has what pet and what each person's full name is.

1. The Smith's daughter has a cat.
2. Sam is short for Samantha.
3. No letters from the child's first name appear in the child's last name.
4. The Kin's son has a pet rabbit.
5. The Kipler's child has a pet snake.

READING

Name _____

Word Count: 200

Shuttles in Space

The United States' first space shuttle blasted into orbit on April 12, 1981. Space shuttles were the first reusable spacecraft. They could orbit Earth and carry payloads up to other spacecraft.

Over the years, shuttle payloads included millions of pounds of gear and hundreds of people. Space shuttles transported satellites and deployed spacecraft. Shuttles would dock, or link up, with other orbiting spacecraft, including the International Space Station. Astronauts could repair, resupply, or board the spacecraft. Shuttles could also carry spacecraft back to Earth.

Shuttles could stay suspended in space for as long as two weeks, which allowed scientists to carry out experiments. From their extraterrestrial perspective, they could study Earth and space objects.

Experts hoped that reusable space vehicles would lower the high cost of space flight. (Each space shuttle could be launched one hundred times!) However, it was very expensive to keep the shuttles running, so NASA terminated the space shuttle program in 2011.

Name _____

Word Count: 200

The space shuttle program ended, but that wasn't the end of NASA's space exploits. American explorers can now travel on spacecraft run by other countries or by private businesses, and new vehicles will one day continue the work that shuttles did for many years.

Name _____ Date _____

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

1. Which detail best supports the idea that the space shuttle program was useful, in spite of its costs?
 - Ⓐ Experts hoped the reusable space shuttle would lower the high cost of space flight.
 - Ⓑ Space shuttles transported satellites, people, and spacecraft to and from Earth.
 - Ⓒ The United States' first space shuttle blasted into orbit on April 12, 1981.
 - Ⓓ The space shuttle program ended in 2011.
2. Read the example sentence: *Over the years, the **payloads** included millions of pounds of gear and hundreds of people. Payloads are _____.*
 - Ⓐ bags of money protected in armored cars
 - Ⓑ amounts of equipment used by an army
 - Ⓒ things or people carried by some vehicle
 - Ⓓ payments made to astronauts in space
3. How long could a single space shuttle stay suspended in space?
 - Ⓐ as long as two weeks
 - Ⓑ for hundreds of days
 - Ⓒ for many years
 - Ⓓ from 1981 to 2011
4. Why did NASA terminate, or end, the shuttle program in 2011?
 - Ⓐ NASA already had other shuttles to take American astronauts into space.
 - Ⓑ The International Space Station closed, so there was no more reason to bring people to space.
 - Ⓒ Keeping the shuttles running cost more money than it was worth to NASA.
 - Ⓓ NASA wanted to create new spacecraft that could help scientists, not just explorers.

Quick Check continued on following page

Name _____ Date _____

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

5. What was the author's purpose for writing this passage?
- Ⓐ to persuade readers that the space shuttle program should not have ended
 - Ⓑ to present information about the space shuttle program
 - Ⓒ to thrill readers with stories of space shuttle flights
 - Ⓓ to convince people to become astronauts

WRITING

WRITING SAMPLE

246 Camino Rd.
Plano, TX 75026
November 5, 2006

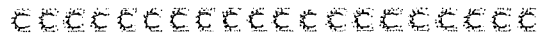
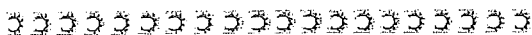
Dear Jillian,

I am really excited about my trip next month. I'm looking forward to visiting you in Cleveland. My mom says it's much colder there than in Texas. She's packing all of my warmest clothes.

I want to do lots of outdoor activities. Can your dad make a campfire so we can roast marshmallows? I can't wait to see snow, so maybe sledding or making a snow person would be fun.

Your parents asked what I would like to do in Cleveland. Maybe we can go to a football game. That would be a fun thing to do because you and I are both football fans. I'll see you soon!

Your cousin,
Chris



GRAPHIC ORGANIZER SAMPLE

246 Camino Rd.

Plano, TX 75026

November 5, 2006

Heading

Dear Jillian

Salutation

Body

Idea:

look forward to
Cleveland visit

Details:

- colder than Texas
- mom packed warm clothes

Idea:

outdoor activities

Details:

- make a campfire
- sled or make a snow person

Idea:

aunt and uncle asked
what I want to do

Details:

- football game
- cousin and I are both
football fans

(Write on the back of this page
if more ideas/details are needed.)

Your cousin

Closing

Chris

Signature

POSTER

SAMPLE

Heading

246 Camino Rd.
Plano, TX 75026
November 5, 2006

Salutation

Dear Jillian,

Body

I am really excited about my trip next month. I'm looking forward to visiting you in Cleveland. My mom says it's much colder there than in Texas. She's packing all of my warmest clothes.

I want to do lots of outdoor activities. Can your dad make a campfire so we can roast marshmallows? I can't wait to see snow, so maybe sledding or making a snow person would be fun.

Your parents asked what I would like to do in Cleveland. Maybe we can go to a football game. That would be a fun thing to do because you and I are both football fans. I'll see you soon!

Details

Closing

Your cousin,

Signature

Chris



GRAPHIC ORGANIZER

<div style="position: absolute; top: 10px; right: 10px; border: 1px solid black; border-radius: 10px; padding: 5px;">Heading</div>	
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Salutation</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Body</div>
<div style="border: 1px solid black; padding: 5px;">Idea:</div>	<div style="border: 1px solid black; padding: 5px;">Details:</div> <ul style="list-style-type: none"> ○ ○
<div style="border: 1px solid black; padding: 5px;">Idea:</div>	<div style="border: 1px solid black; padding: 5px;">Details:</div> <ul style="list-style-type: none"> ○ ○
<div style="border: 1px solid black; padding: 5px;">Idea:</div>	<div style="border: 1px solid black; padding: 5px;">Details:</div> <ul style="list-style-type: none"> ○ ○

*(Write on the back of this page
if more ideas/details are needed.)*

Closing

Signature

REVISION CHECKLIST

Instructions: Check each box as you read over your writing.

- ☐ I have a heading, salutation, body, closing, and signature.
- ☐ The heading, closing, and signature line up on the right side.
- ☐ The body beginning tells why I'm writing the letter.
- ☐ I include three ideas using simple and compound sentences in the body.
- ☐ I have two details about each idea.
- ☐ My sentences make sense, are complete, and show I understand the audience.
- ☐ The ending of the body restates why I wrote the letter.

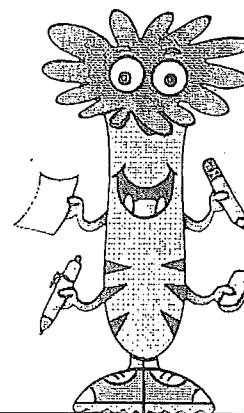
TEACHER RUBRIC

Student: _____ Date: _____

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

A. Body: Beginning and ending

- ☐ 4. Includes elaborated beginning and ending
- ☐ 3. Includes a beginning and ending with some detail
- ☐ 2. Simple beginning and ending
- ☐ 1. Missing a beginning or ending
- ☐ 0. Missing a beginning and ending



B. Body: Organizes ideas

- ☐ 4. Three or more developed ideas that show deeper awareness of audience; each idea organized into a paragraph
- ☐ 3. Three ideas each organized into a paragraph; shows clear awareness of audience
- ☐ 2. More than one idea organized into a body paragraph; uses simple sentences
- ☐ 1. Ideas organized into simple sentences; no paragraphs
- ☐ 0. No organization of ideas; random words and/or phrases

C. Friendly letter parts

- ☐ 4. Includes all five parts (date/heading, greeting/salutation, body, closing, signature)
- ☐ 3. Missing one part
- ☐ 2. Missing two parts
- ☐ 1. Missing three parts
- ☐ 0. Missing four or more parts

D. Includes supportive details

- ☐ 3. At least three developed details about each idea
- ☐ 2. At least two details about each idea; some details developed
- ☐ 1. One basic detail about each idea
- ☐ 0. No details included

Beginning: 0-7
 Early Developing: 8-9
 Developing: 10-12
 Fluent: 13-15

Score _____