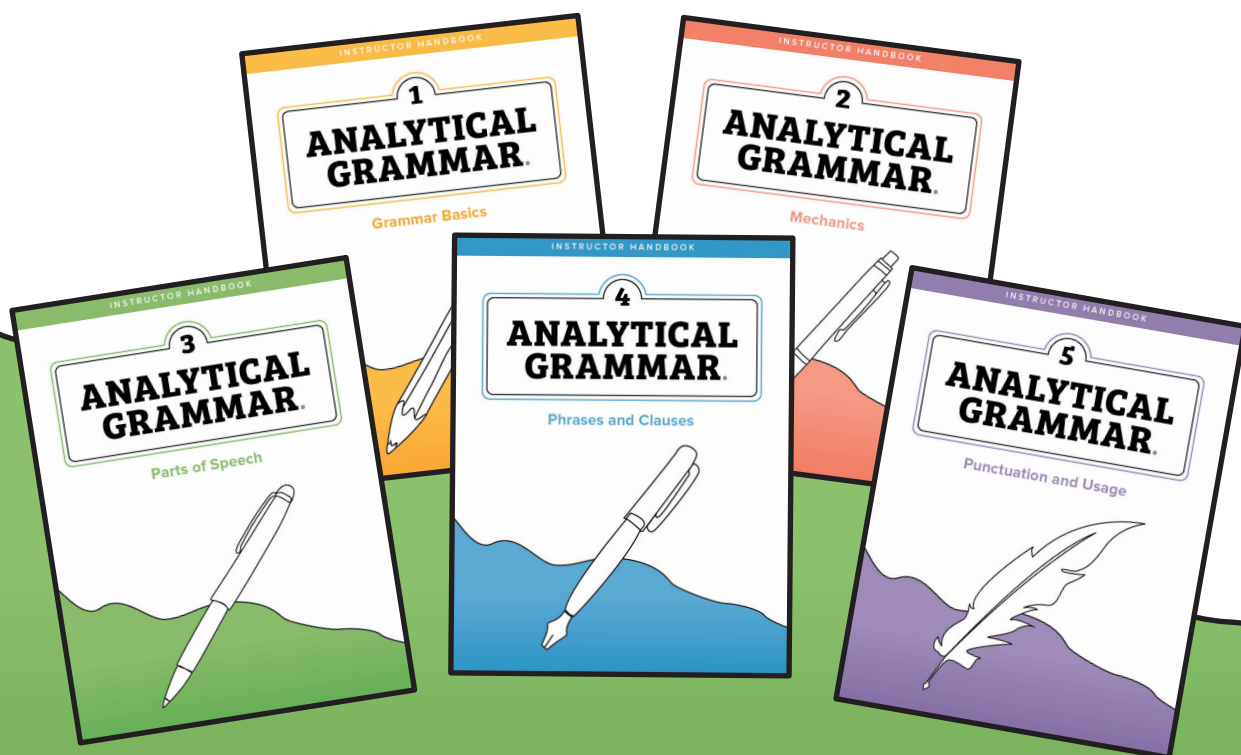


AG

ANALYTICAL GRAMMAR.®

Placement Tool



Analytical Grammar consists of five levels that teach grammar in a logical order, so each concept builds on and is reinforced by concepts already covered. These placement activities will help determine the appropriate level in which your student should begin their study of grammar.

How to Administer the Placement Activity

1

Keep the environment comfortable and distraction-free. This will yield the most accurate results.

2

Complete the **Before You Begin** page to determine which activity your student should complete.

3

Print the student and instructor pages for the placement activity indicated on the **Before You Begin** page.

4

Carefully read the directions and review the observation chart and comprehension questions prior to starting with your student.

5

Provide your student with the student placement activity pages you've printed and a pencil.

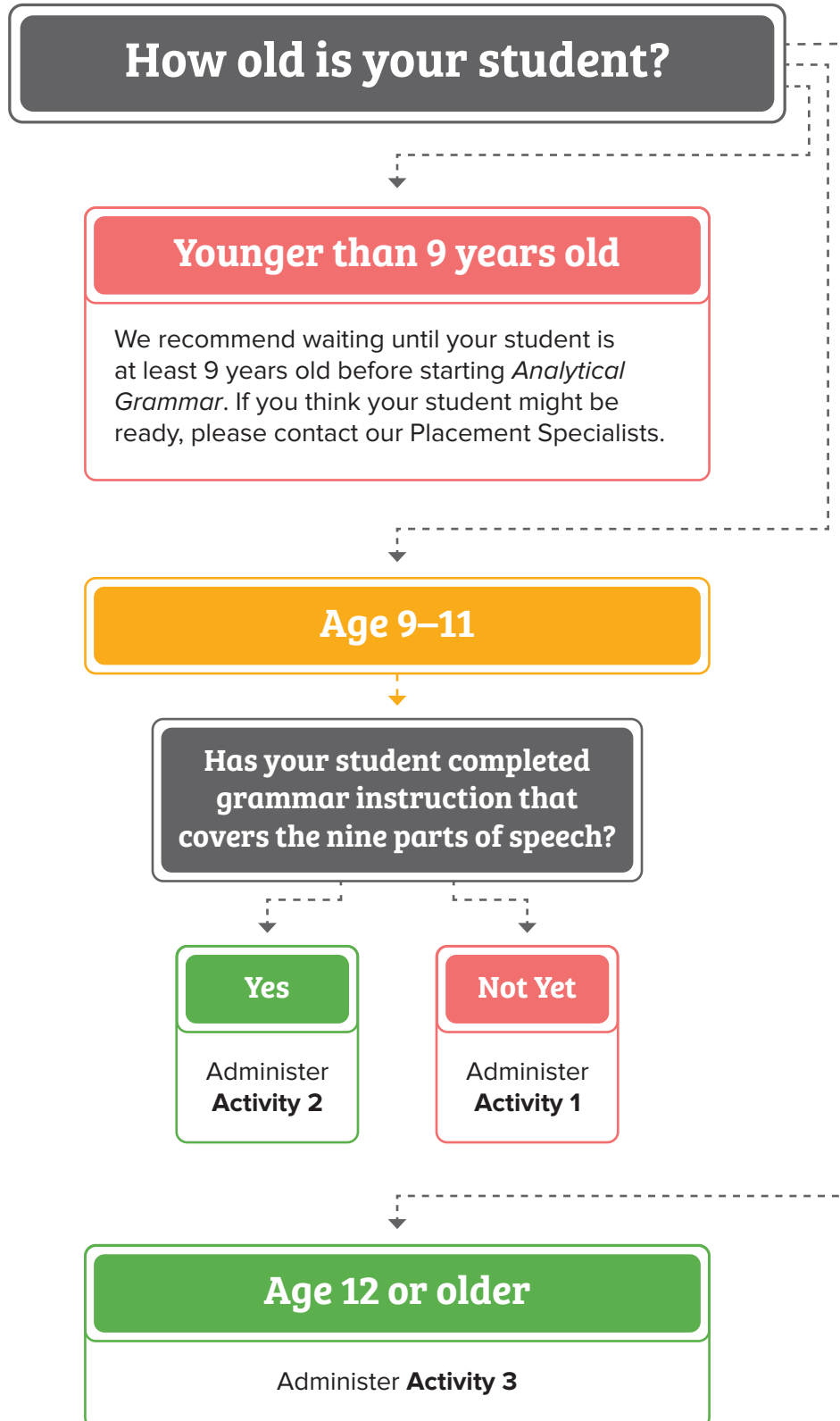
6

Read the directions to your student and ask them to complete each part of the activity. As your student completes the activity, observe and record their performance on the observation chart. Do this discreetly and casually.

If at any time you need support or assistance finding the correct placement for your student, please contact our Placement Specialists.

 analyticalgrammar.com/placement-consultation  888-854-6284

Which Activity Should My Student Complete?



Activity 1 — Instructor

Directions: Ask your student to read the passage aloud as you follow along.

While your student is reading the passage and answering the comprehension questions below, record your observations to the following statements:

| Observation Chart | Yes | Not Yet |
|---|-----|---------|
| My student read the words in the passage correctly or quickly corrected misreadings on their own. | | |
| My student read the passage at a conversational speed. | | |
| My student's voice rose and fell at appropriate points. | | |
| My student paused appropriately at punctuation marks. | | |
| My student answered both comprehension questions correctly. | | |

If you recorded **Yes** to all statements above, your student is ready to begin *Analytical Grammar: Level 1*.

If you recorded **Not Yet** to any of the statements above, your student is not ready to begin *Analytical Grammar*.

My friend was having a party. The kids in our neighborhood all came to his house. His mom made a cake with candles because it was his birthday. After the children ate the cake, they played some games. In one game, a boy wore a blindfold. On the wall was a picture of a donkey with no tail. He had to pin a tail on the donkey while he was wearing a blindfold.

Comprehension Questions

Directions: Ask your student to verbally answer the following questions about the passage.

Q: What happened after the children ate the cake?

A: They played pin the tail on the donkey.

Q: What did the boy have to do while wearing the blindfold?

A: He had to pin the tail on the donkey.

Activity 1 — Student

Directions: Read the passage below to your instructor.

My friend was having a party. The kids in our neighborhood all came to his house. His mom made a cake with candles because it was his birthday. After the children ate the cake, they played some games. In one game, a boy wore a blindfold. On the wall was a picture of a donkey with no tail. He had to pin a tail on the donkey while he was wearing a blindfold.

Directions: Answer the following questions about the passage.

Q: What happened after the children ate the cake?

Q: What did the boy have to do while wearing the blindfold?

Activity 2 — Instructor

Directions: Ask your student to label all of the parts of speech in the sentence below. Your student should put any prepositional phrases in parentheses.

Record your observations to the following statements:

| Observation Chart | Yes | Not Yet |
|---|-----|---------|
| My student correctly labeled all the words in the sentence. | | |
| My student correctly named the job of the underlined word. | | |

If you recorded **Yes** for each statement, your student is ready for *Analytical Grammar: Level 2*.
If you recorded **Not Yet** to any of the statements above, try placement Activity 1.

proper noun pronoun noun proper noun action verb
 action verb article conjunction adverb pronoun
 Grandpa does most (of the driving), but Grandma sometimes helps (with it).
 prepositional phrase prepositional phrase

Directions: Ask your student to verbally answer the following question.

Q: What job is the underlined word doing?

A: Object of the preposition.

Activity 2 — Student

Directions: Label all parts of speech in the following sentence. Put any prepositional phrases in parentheses.

Grandpa does most of the driving, but Grandma sometimes helps with it.

Directions: Answer the following question about the sentence above.

Q: What job is the underlined word doing?

Activity 3 — Instructor

Directions: Ask your student to read the passage aloud as you follow along.

While your student is reading the passage and answering the comprehension questions, record your observations to the following statements:

| Observation Chart | Yes | Not Yet |
|---|-----|---------|
| My student read the words in the passage correctly or quickly corrected misreadings on their own. | | |
| My student read the passage at a conversational speed. | | |
| My student's voice rose and fell at appropriate points. | | |
| My student paused appropriately at punctuation marks. | | |
| My student answered both comprehension questions correctly. | | |

If you recorded **Yes** to all statements your student is ready for *Analytical Grammar: Level 3*.

If you recorded **Not Yet** for any of the statements above, we recommend you take a break and continue to work with your student on other language arts skills. When you feel your student can confidently complete this activity, re-administer this activity to confirm your student is ready.

On a cold, rainy day in December 1891, Dr. James Naismith tried to think of a game to play with his gym class. Because the class couldn't go outside, Naismith invented a new game for his students to play in the gymnasium. Naismith hung a peach basket on the balcony railing and the students tried to throw a soccer ball into the basket. The peach basket was a nuisance because the students had to climb a ladder to retrieve the ball after each point. Old soccer balls had laces that held a cover over an inflated rubber ball, causing the ball to bounce in unpredictable ways. As more people came to the games, some spectators in the balcony began to interfere with the ball or the basket. Dr. Naismith cut the bottom from the peach basket, approved a new ball without laces, and added a backboard to protect the basket. The basket's backboard changed the game by adding rebounds and layups to the players' strategies. In 1958, Coach Tony Hinkle made an orange ball that spectators and players could see better than the old brown ones. The game of basketball has changed a lot in the 130 years since Dr. Naismith's invention on a cold, rainy day in Springfield, Massachusetts.

Comprehension Questions

Directions: Ask your student to verbally answer the following questions about the passage.

Q: List 3 improvements to Dr. Naismith's original equipment.

A: Cut the bottom out of the basket, added a backboard, and rid the ball of laces.

Q: What was another positive consequence of adding a backboard to stop spectators from interfering with the game?

A: It also allowed for rebounds and layups.

Activity 3 — Student

Directions: Read the passage below aloud to your instructor.

On a cold, rainy day in December 1891, Dr. James Naismith tried to think of a game to play with his gym class. Because the class couldn't go outside, Naismith invented a new game for his students to play in the gymnasium. Naismith hung a peach basket on the balcony railing and the students tried to throw a soccer ball into the basket. The peach basket was a nuisance because the students had to climb a ladder to retrieve the ball after each point. Old soccer balls had laces that held a cover over an inflated rubber ball, causing the ball to bounce in unpredictable ways. As more people came to the games, some spectators in the balcony began to interfere with the ball or the basket. Dr. Naismith cut the bottom from the peach basket, approved a new ball without laces, and added a backboard to protect the basket. The basket's backboard changed the game by adding rebounds and layups to the players' strategies. In 1958, Coach Tony Hinkle made an orange ball that spectators and players could see better than the old brown ones. The game of basketball has changed a lot in the 130 years since Dr. Naismith's invention on a cold, rainy day in Springfield, Massachusetts.

Directions: Answer the following questions about the passage.

- Q:** List 3 improvements to Dr. Naismith's original equipment.
- Q:** What was another positive consequence of adding a backboard to stop spectators from interfering with the game?