

# Language Arts 1 Assessment

If your student completes 8 out of 10 of the assessment questions correctly, please move on to the assessment for Language Arts 2. If your student completes fewer than 8 of the 10 assessment questions correctly, Language Arts 1 would be our best recommendation. We provide an answer key on the last page of this assessment.

**1. Directions:** Underline the names in the sentence. Put a box around the capital letter at the beginning of each sentence:

The fat rat is Pat. Is Pat fat?



**2. Directions:** Dictate 3 similes for the 3 sentences below.

Pat is flat like a \_\_\_\_\_.

Pat is as sad as a \_\_\_\_\_.

Pat is as mad as a \_\_\_\_\_.

**3. Directions:** Write the following words backwards:

map \_\_\_\_\_

dad \_\_\_\_\_

taps \_\_\_\_\_

sag \_\_\_\_\_

nap \_\_\_\_\_

pit \_\_\_\_\_

bat \_\_\_\_\_

# Language Arts 1 Assessment

**4. Directions:** Add either -s or -es to make these words plural.

cat \_\_\_\_\_ rat \_\_\_\_\_ pal \_\_\_\_\_ jam \_\_\_\_\_  
dog \_\_\_\_\_ fix \_\_\_\_\_ kiss \_\_\_\_\_ fox \_\_\_\_\_  
dad \_\_\_\_\_ toss \_\_\_\_\_ razz \_\_\_\_\_ tax \_\_\_\_\_

**5. Directions:** Put *a* or *an* in front of the following words:

\_\_\_\_\_ bat \_\_\_\_\_ egg \_\_\_\_\_ pot  
\_\_\_\_\_ ant \_\_\_\_\_ inn \_\_\_\_\_ cat  
\_\_\_\_\_ ink pot \_\_\_\_\_ dog \_\_\_\_\_ umbrella  
\_\_\_\_\_ rat \_\_\_\_\_ ham \_\_\_\_\_ elk

**6. Directions:** Write (or dictate) one sentence for each homophone.

know \_\_\_\_\_  
\_\_\_\_\_

no \_\_\_\_\_  
\_\_\_\_\_

their \_\_\_\_\_  
\_\_\_\_\_

there \_\_\_\_\_  
\_\_\_\_\_

## Language Arts 1 Assessment

**7. Directions:** Circle the correct word (in blue and bold) to complete each of the four sentences.

**It's Its** a beautiful day outside!

The tree waved **it's its** arm-like branches in the breeze.

When Mike pulled the latch, the car opened **it's its** hood.

If you leave the puppies alone for even a minute, **it's its** usually trouble!

**8. Directions:** Write an antonym for each word.

hot \_\_\_\_\_ sad \_\_\_\_\_

wet \_\_\_\_\_ bad \_\_\_\_\_

up \_\_\_\_\_ he \_\_\_\_\_

no \_\_\_\_\_ in \_\_\_\_\_

**9. Directions:** Add one of the suffixes in blue below to the following root words.

**- ing   - ed   - ful   - less   - ly   - ness**

swing \_\_\_\_\_ walk \_\_\_\_\_

slow \_\_\_\_\_ thank \_\_\_\_\_

hope \_\_\_\_\_ good \_\_\_\_\_

**10. Directions:** Circle the correct word for each sentence.

**Can** / **May** I go to my friend's house?

I **can** / **may** do that assignment!

**Can** / **May** Sue come over?

**Can** / **May** you reach the top shelf?

**Can** / **May** I be excused?

# Language Arts 1 Assessment - ANSWER KEY

**1. Directions:** Underline the names in the sentence. Put a box around the capital letter at the beginning of each sentence:

The fat rat is Pat. Is Pat fat?

**2. Directions:** Dictate 3 similes for the 3 sentences below.

Pat is flat like a Answers will vary. Possible: pancake.

Pat is as sad as a as a lonely rabbit.

Pat is as mad as a hornet.

**3. Directions:** Write the following words backwards:

map map      dad dad

taps spat      sag gas

nap pan      pit tip

bat tab

**4. Directions:** Add either - s or - es to make these words plural.

cat s      rat s      pal s      jam s

dog s      fix es      kiss es      fox es

dad s      toss es      razz es      tax es

## Language Arts 1 Assessment - ANSWER KEY

5. Directions: Put *a* or *an* in front of the following words:

<u>  <i>a</i>  </u>	bat	<u>  <i>an</i>  </u>	egg	<u>  <i>a</i>  </u>	pot
<u>  <i>an</i>  </u>	ant	<u>  <i>an</i>  </u>	inn	<u>  <i>a</i>  </u>	cat
<u>  <i>an</i>  </u>	ink pot	<u>  <i>a</i>  </u>	dog	<u>  <i>an</i>  </u>	umbrella
<u>  <i>a</i>  </u>	rat	<u>  <i>a</i>  </u>	ham	<u>  <i>an</i>  </u>	elk

6. Directions: Write (or dictate) one sentence for each homophone.

know *Answers will vary. May include: I know how to button my coat.*

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no *When I asked Mom if I could go to the store, she said no.*

---

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their *The father told his children to put their coats on.*

---

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there *Please put the box of apples over there on the table.*

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7. Directions: Circle the correct word (in bold) to complete each of the four sentences.

**It's** Its a beautiful day outside!

The tree waved **it's** **its** arm-like branches in the breeze.

When Mike pulled the latch, the car opened **it's** **its** hood.

If you leave the puppies alone for even a minute, **it's** **its**

usually trouble!

## Language Arts 1 Assessment - ANSWER KEY

8. Directions: Write an antonym for each word.

hot cold      sad happy  
wet dry      bad good  
up down      he she  
no yes      in out

9. Directions: Add one of the suffixes in blue below to the following root words.

- ing    - ed    - ful    - less    - ly    - ness

swing swinging      walk walking, walked  
slow slowing, slowed, slowly      thank thankful, thanking, thankless, thanked  
hope hoping, hoped, hopeful, hopeless      good goodness, goodly

10. Directions: Circle the correct word for each sentence.

Can / **May** I go to my friend's house?

I **can** / may do that assignment!

Can / **May** Sue come over?

**Can** / May you reach the top shelf?

Can / **May** I be excused?