



Kaizly 5th Grade Readiness Assessment

2026 Edition · about 30 minutes · kaizly.com

A note for parents: This assessment checks the end-of-4th-grade skills your rising 5th grader will build on this year, from fractions and long division to reading nonfiction closely. Keep it low-pressure: let your child work at their own pace, skip anything that feels brand new, and treat every answer as useful information rather than a grade. The answer sheet at the back explains each answer and includes practical next steps for every subject.

Section 1: Reading

Instructions: Read the passage carefully, then answer the questions below, looking back at the text whenever you need to.

Beavers are often called nature's engineers, and they have earned the title. Using only their teeth and paws, these large rodents build dams that change entire landscapes. A beaver begins by gnawing through small trees with its strong front teeth, which never stop growing. It drags the branches into a stream and packs them together with mud and stones. Soon the dam slows the flowing water, and a calm pond forms behind it. The pond is more than a home for the beaver family. It protects them, because the entrance to their dome-shaped lodge is hidden underwater, out of reach of predators like coyotes. The pond also helps other animals. Ducks nest along its quiet edges, fish shelter in its deep water, and moose come to feed on water plants. Scientists have found that beaver ponds can even store water during dry spells. When beavers move in, they do not just build a home; they build a neighborhood.

1. What is the main idea of this passage?

2. According to the passage, how does the pond keep the beaver family safe? Copy or underline the sentence from the passage that proves your answer.

3. In the passage, what does the word "gnawing" mean?

4. The passage says beaver ponds can store water during dry spells. Why might people want beavers living near their farms or towns?

5. Summarize the whole passage in one sentence.

Section 2: Writing

Instructions: Answer each writing task in your own words, using your best spelling, capitalization, and punctuation.

1. Do you think students should have a longer recess? Write a short response with a topic sentence stating your opinion, three supporting reasons or details, and a closing sentence. Try to use transition words like first, next, and finally.

2. This sentence has two mistakes. Rewrite it correctly: The students left there backpacks in the hallway and walked to they're classroom.

3. This is a run-on sentence. Rewrite it as two or more correct sentences, or fix it with correct punctuation and joining words: The rain started during the soccer game we ran to the car we were soaked anyway.

Section 3: Math

Instructions: Solve each problem and show your work; you may use scratch paper, but no calculator.

1. Multiply: 34×26

2. Divide: $673 \div 5$. Give the quotient and the remainder.

3. Add the fractions: $\frac{3}{8} + \frac{2}{8}$

4. Fill in the missing number to make an equivalent fraction: $\frac{2}{3} = \frac{?}{12}$

5. Which is greater: 0.47 or 0.6? Explain how you know.

6. Write the decimal 0.75 as a fraction. If you can, also write it in simplest form.

7. A school bought 4 boxes of markers with 36 markers in each box. Teachers handed out 58 markers on the first day. How many markers are left?

8. In the number 372,584, what is the value of the digit 7?

9. How many inches are in 4 feet?

Section 4: Science

Instructions: Read each situation carefully and use what you know about experiments and data to answer.

1. Maya wants to find out if bean plants grow taller with more sunlight. She puts one bean plant in a sunny window and an identical bean plant in a dim corner. She gives both plants the same amount of water and the same soil. What is the one thing Maya is changing to test her question?

2. A class rolled a toy car down ramps of different heights and measured how far it traveled. What happens to the distance the car rolls as the ramp gets taller? Use the data to explain.

Ramp height 10 cm: car rolled 50 cm. Ramp height 20 cm: car rolled 95 cm. Ramp height 30 cm: car rolled 140 cm.

Section 5: Social Studies

Instructions: Answer each question using what you know about United States geography, government, and history.

1. Which ocean touches the East Coast of the United States?

2. The United States government has three branches. Which branch makes the laws?

3. In what year was the Declaration of Independence adopted, announcing that the American colonies were breaking away from Britain?



Kaizly 5th Grade Readiness Assessment (Parent Answer Sheet)

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Section 1: Reading

Beavers are often called nature's engineers, and they have earned the title. Using only their teeth and paws, these large rodents build dams that change entire landscapes. A beaver begins by gnawing through small trees with its strong front teeth, which never stop growing. It drags the branches into a stream and packs them together with mud and stones. Soon the dam slows the flowing water, and a calm pond forms behind it. The pond is more than a home for the beaver family. It protects them, because the entrance to their dome-shaped lodge is hidden underwater, out of reach of predators like coyotes. The pond also helps other animals. Ducks nest along its quiet edges, fish shelter in its deep water, and moose come to feed on water plants. Scientists have found that beaver ponds can even store water during dry spells. When beavers move in, they do not just build a home; they build a neighborhood.

1. What is the main idea of this passage?

Hint: Think about what every part of the passage keeps coming back to, not just one detail.

Answer: Beavers build dams that create ponds, and those ponds help both the beavers and many other animals.

Explanation: The whole passage explains how beaver dams create ponds and how those ponds change the landscape for many living things. Details like the ducks and moose all support that one big idea.

2. According to the passage, how does the pond keep the beaver family safe? Copy or underline the sentence from the passage that proves your answer.

Hint: Scan the passage for the part that talks about protection and predators.

Answer: The entrance to their lodge is hidden underwater, so predators like coyotes cannot reach them.

Evidence: "It protects them, because the entrance to their dome-shaped lodge is hidden underwater, out of reach of predators like coyotes."

Explanation: Fourth graders practice pointing to exact text evidence. The protection sentence directly states that the underwater entrance keeps predators like coyotes out.

3. In the passage, what does the word "gnawing" mean?

Hint: Reread the sentence about the beaver's front teeth and picture what the beaver is doing to the tree.

Answer: Chewing or biting again and again to wear something down.

Explanation: The sentence says the beaver gnaws through small trees with its strong front teeth, so gnawing must mean repeated biting or chewing. Using nearby clues to define a word is called vocabulary in context.

4. The passage says beaver ponds can store water during dry spells. Why might people want beavers living near their farms or towns?

Hint: The answer is not stated directly; combine what the passage says about ponds with what people need during dry weather.

Answer: Beaver ponds hold water, so during dry spells there would still be water nearby for crops, animals, and people.

Explanation: This is an inference question: the passage never mentions farms or towns, but it says ponds store water in dry spells, so a reader can conclude beavers could help places that need water. Any answer connecting stored water to helping people or animals in dry weather counts.

5. Summarize the whole passage in one sentence.

Hint: A good summary names the topic and the most important points without listing every small detail.

Answer: Beavers build dams that turn streams into ponds, which protect the beavers and provide homes, food, and water for many other animals.

Explanation: A strong one-sentence summary covers who (beavers), what they do (build dams that make ponds), and why it matters (the ponds help beavers and other animals). It should not repeat small details like the coyotes or the moose one by one.

Assessment Recommendations

Needs Improvement: If several reading questions were hard, build a daily 15-minute reading habit with short nonfiction, like a kids' animal article or a page from a science magazine. After reading, ask two simple questions: "What was that mostly about?" and "Show me the sentence that told you." Pointing back at the text is the exact skill 5th grade teachers will expect. Keep the topics tied to your child's interests so it feels like curiosity, not homework, and let them read to you sometimes so you can hear where they stumble.

Approaching Ready: Your child has the basics and needs practice with the deeper moves: inference and summarizing. After a chapter or article, try the "one-sentence recap" game where each of you sums up what you read in a single sentence and compares. When they hit an unfamiliar word, resist defining it; ask what the surrounding sentence suggests it means. Ten minutes of this a few times a week sharpens exactly the skills that showed up as wobbly here.

Ready or Above: Your reader is ready for 5th grade texts, so stretch them with comparison work: find two short articles on the same topic, like two different pieces about beavers or volcanoes, and ask what each author includes that the other leaves out. Introduce longer novels and ask about theme, meaning what the author wants us to learn, not just what happened. Encourage them to keep a simple reading log with one favorite quote per book and why they chose it. That habit of quoting evidence will pay off all through middle school.

Section 2: Writing

1. Do you think students should have a longer recess? Write a short response with a topic sentence stating your opinion, three supporting reasons or details, and a closing sentence. Try to use transition words like first, next, and finally.

Hint: Start by clearly saying what you believe, then give your reasons one at a time before wrapping up.

Answer: Answers will vary. A strong response has a clear opinion in the topic sentence, three distinct reasons or details connected with transition words, and a closing sentence that restates the opinion.

Explanation: By the end of 4th grade, students should organize an opinion piece with a beginning, middle, and end. Look for a stated opinion, three real reasons (not the same reason repeated), transitions, and a closing thought.

2. This sentence has two mistakes. Rewrite it correctly: The students left there backpacks in the hallway and walked to they're classroom.

Hint: Two words in this sentence sound right when read aloud but are spelled as the wrong homophone.

Answer: The students left their backpacks in the hallway and walked to their classroom.

Explanation: "There" points to a place and "they're" means "they are," so both spots need the possessive "their." Homophone mix-ups like their/there/they're are a top grammar focus at the end of 4th grade.

3. This is a run-on sentence. Rewrite it as two or more correct sentences, or fix it with correct punctuation and joining words: The rain started during the soccer game we ran to the car we were soaked anyway.

Hint: Find where each complete thought ends, then separate the thoughts or connect them properly.

Answer: One correct version: The rain started during the soccer game. We ran to the car, but we were soaked anyway.

Explanation: The original jams three complete thoughts together with no punctuation. Any fix that separates them with periods, or joins them with a comma plus a word like "and," "but," or "so," is correct.

Assessment Recommendations

Needs Improvement: If writing a full paragraph felt overwhelming, shrink the task: have your child talk their ideas out loud first, then write just one topic sentence and one reason a day. Real-life writing works wonders, like a persuasive note about a later bedtime or what to have for dinner, because kids write more when they care about winning the argument. Read their writing back to them aloud so they can hear missing punctuation and run-ons. Celebrate ideas first and fix mechanics second, one error type at a time.

Approaching Ready: Your child can get ideas on paper and now needs polish and stamina. Once or twice a week, have them write a five-to-seven sentence opinion or explanation, then revise it the next day, since revising is the skill 5th grade adds. Make a small editing checklist together: capital letters, end punctuation, their/there/they're, and no run-ons, and have them check their own work against it. A fun drill is "fix my sentence," where you write a sentence with one sneaky error and they play editor.

Ready or Above: Your writer is ready, so build range and voice. Try weekly challenges in different modes: persuade me, teach me something, tell me a story, all in three paragraphs or more. Introduce stronger transitions than first/next/finally, like "for example," "on the other hand," and "as a result." Encourage a journal or a family newsletter where they write for a real audience. Fifth grade will ask them to support opinions with evidence, so practice adding a fact or example after every reason they give.

Section 3: Math

1. Multiply: 34×26

Hint: Break it apart: multiply 34 by 20, then 34 by 6, and add the two results.

Answer: 884

Explanation: $34 \times 20 = 680$ and $34 \times 6 = 204$, and $680 + 204 = 884$. Two-digit by two-digit multiplication is a core end-of-4th-grade skill.

2. Divide: $673 \div 5$. Give the quotient and the remainder.

Hint: Work place by place: how many 5s in 6, then bring down the next digit, and remember any leftover at the end.

Answer: 134 remainder 3

Explanation: $5 \times 134 = 670$, and $673 - 670 = 3$, so the answer is 134 R3. Checking with multiplication ($134 \times 5 + 3 = 673$) is a great habit to build.

3. Add the fractions: $\frac{3}{8} + \frac{2}{8}$

Hint: When the denominators match, only the numerators get added.

Answer: $\frac{5}{8}$

Explanation: With like denominators, add the numerators: $3 + 2 = 5$, so the sum is $\frac{5}{8}$. Check: $\frac{5}{8}$ is less than 1, which makes sense since both fractions are small pieces of the same whole.

4. Fill in the missing number to make an equivalent fraction: $\frac{2}{3} = \frac{?}{12}$

Hint: Ask what you multiplied 3 by to get 12, then do the same to the top number.

Answer: 8

Explanation: Since $3 \times 4 = 12$, multiply the numerator by 4 as well: $2 \times 4 = 8$, so $\frac{2}{3} = \frac{8}{12}$. Check: $8 \div 4 = 2$ and $12 \div 4 = 3$, which brings it back to $\frac{2}{3}$.

5. Which is greater: 0.47 or 0.6? Explain how you know.

Hint: Rewrite both numbers with the same number of decimal places before comparing.

Answer: 0.6 is greater

Explanation: Write 0.6 as 0.60, and 60 hundredths is more than 47 hundredths. Kids often pick 0.47 because it has more digits, so this checks true place-value understanding.

6. Write the decimal 0.75 as a fraction. If you can, also write it in simplest form.

Hint: Say the decimal out loud using place value: how many hundredths is it?

Answer: $\frac{75}{100}$, which simplifies to $\frac{3}{4}$

Explanation: 0.75 means 75 hundredths, or $\frac{75}{100}$. Dividing top and bottom by 25 gives $\frac{3}{4}$, and checking, $3 \div 4 = 0.75$.

7. A school bought 4 boxes of markers with 36 markers in each box. Teachers handed out 58 markers on the first day. How many markers are left?

Hint: First figure out how many markers the school had in all, then deal with the ones handed out.

Answer: 86 markers

Explanation: Total markers: $4 \times 36 = 144$. Then subtract the ones handed out: $144 - 58 = 86$, and checking, $86 + 58 = 144$. Multi-step problems that mix operations are a key 4th grade skill.

8. In the number 372,584, what is the value of the digit 7?

Hint: Name the place each digit sits in, starting from the ones place on the right.

Answer: 70,000

Explanation: The 7 is in the ten-thousands place, so its value is $7 \times 10,000 = 70,000$. Reading the places right to left, 4 ones, 8 tens, 5 hundreds, 2 thousands, 7 ten-thousands, confirms it.

9. How many inches are in 4 feet?

Hint: Remember how many inches make one foot, then multiply.

Answer: 48 inches

Explanation: There are 12 inches in 1 foot, so $4 \text{ feet} = 4 \times 12 = 48$ inches. Converting from a larger unit to a smaller one always means multiplying.

Assessment Recommendations

Needs Improvement:

If multiplication, division, or fractions felt shaky, start with fact fluency, because 5th grade assumes facts like 7×8 are automatic. Five minutes of daily fact practice with cards or a quick verbal quiz in the car makes a real difference within a couple of weeks. For fractions, go hands-on: cut sandwiches into eighths, measure with cups while baking, and talk about the pieces. Then rebuild one skill at a time with two or three problems a day rather than long worksheets. A structured program like Kaizly can help by pinpointing exactly which skills need work and practicing at the right level.

Approaching Ready: Your child has the core operations and needs consistency and place-value depth. Alternate days between computation practice, like one multiplication and one long division problem with a self-check by multiplying back, and one multi-step word problem they explain out loud. Play the "greater decimal" game with money, since comparing \$0.60 and \$0.47 makes hundredths concrete. Ask them to explain how they got an answer even when it is right, because explaining reasoning is a big 5th grade expectation.

Ready or Above: Your mathematician is ready, so preview where 5th grade goes: adding fractions with different denominators, multiplying decimals, and volume. Let them explore questions like "What is $\frac{1}{2} + \frac{1}{4}$, and how could you prove it with a measuring cup?" Give them real jobs with numbers, like doubling a recipe, comparing unit prices at the store, or budgeting an outing. Puzzle-style challenges and multi-step problems with more than two steps will keep them growing without rushing ahead of their class.

Section 4: Science

1. Maya wants to find out if bean plants grow taller with more sunlight. She puts one bean plant in a sunny window and an identical bean plant in a dim corner. She gives both plants the same amount of water and the same soil. What is the one thing Maya is changing to test her question?

Hint: Look for the one condition that is different between the two plants; everything else stays the same.

Answer: The amount of sunlight each plant gets

Explanation: A fair test changes only one variable at a time. Since water and soil are the same for both plants, the only difference, sunlight, is the variable being tested.

2. A class rolled a toy car down ramps of different heights and measured how far it traveled. What happens to the distance the car rolls as the ramp gets taller? Use the data to explain.

Ramp height 10 cm: car rolled 50 cm. Ramp height 20 cm: car rolled 95 cm. Ramp height 30 cm: car rolled 140 cm.

Hint: Compare the results in order from the shortest ramp to the tallest and look for a pattern.

Answer: The car rolls farther as the ramp gets taller; the distance increased from 50 cm to 95 cm to 140 cm as the height went from 10 cm to 30 cm.

Explanation: Reading a small data set and stating the pattern is the goal here. Each time the ramp got 10 cm taller, the car rolled roughly 45 cm farther, so taller ramp means longer roll.

Assessment Recommendations

Needs Improvement: If the experiment questions were confusing, do quick kitchen-counter science together: Which paper towel brand holds more water? Does a ball bounce higher on tile or carpet? Before each test, ask, "What is the one thing we are changing, and what are we keeping the same?" That single question builds the fair-test thinking 5th grade science leans on. Keep a simple notebook where your child writes a guess, what happened, and one sentence about why. Curiosity matters more than vocabulary right now.

Approaching Ready: Your child understands the basics of experiments and needs practice putting the pieces together. When you try a home experiment, have them predict first, then measure and record actual numbers, then say what the numbers show. Practice reading small tables and charts in the wild, like weather forecasts, sports stats, or nutrition labels, and ask, "What pattern do you see?" Watching a short science video and then explaining the experiment back to you in their own words is another easy win.

Ready or Above: Your scientist is ready, so add rigor to their natural curiosity. Have them design their own investigation from scratch, choosing the question, the one variable to change, and how to measure results, then graph the data with a simple bar chart. Preview 5th grade topics like states of matter, ecosystems, and the human body through library books or documentaries. Best of all, teach them the follow-up question scientists love: "What would happen if we changed something else?" and let them run the second experiment too.

Section 5: Social Studies

1. Which ocean touches the East Coast of the United States?

Hint: Picture a map of the United States and think about which ocean is on the right-hand side.

Answer: The Atlantic Ocean

Explanation: The Atlantic Ocean borders the East Coast, while the Pacific Ocean borders the West Coast. Knowing the oceans and coasts is a basic map skill from 4th grade geography.

2. The United States government has three branches. Which branch makes the laws?

Hint: One branch makes laws, one carries them out, and one judges them; you need the maker.

Answer: The legislative branch (Congress)

Explanation: The legislative branch, Congress, writes and passes laws. The executive branch (the President) carries out laws, and the judicial branch (the courts) interprets them.

3. In what year was the Declaration of Independence adopted, announcing that the American colonies were breaking away from Britain?

Hint: It is the same date Americans celebrate every year on the Fourth of July.

Answer: 1776

Explanation: The Declaration of Independence was adopted on July 4, 1776. It is one of the key founding milestones students learn by the end of 4th grade.

Assessment Recommendations

Needs Improvement: If these questions were tough, bring geography and history into everyday life instead of drilling facts. Put a U.S. map on the wall or fridge and find places from the news, family trips, or favorite sports teams; oceans, coasts, and state locations stick fast this way. For government, connect it to their world: the class makes rules (like Congress), the teacher carries them out (like the President), and someone settles disputes (like the courts). Short kid-friendly history videos or picture books about the American Revolution make 1776 a story instead of a date.

Approaching Ready: Your child knows some key facts and needs connections between them. Play map games like "I am thinking of a state that touches the Pacific Ocean," and take turns giving clues. When a news story or holiday comes up, ask which branch of government is involved or what historical event it celebrates. A timeline taped to a wall, where you add events as they come up in books and conversations, helps them see how 1776 fits into the bigger American story.

Ready or Above: Your child has a solid foundation, so go deeper into the why behind the facts. Ask discussion questions on car rides: Why did the colonists want independence? Why did the founders split the government into three branches instead of one? Visits to local museums, historic sites, or even town council meetings make civics real. Since many 5th grade classes dive into U.S. history and world geography, let them pick a country or historical figure to research and teach to the family over dinner.

Turn these results into a plan

Found a gap or two? That is exactly what this assessment is for. Kaizly builds a personalized, 20-minutes-a-day catch-up plan around your child's results and interests.

[Start at kaizly.com/register](https://kaizly.com/register) · [5th Grade guide + scoring help](#)