



Kaizly 6th Grade Readiness Assessment

2026 Edition · about 35 minutes · kaizly.com

A note for parents: This assessment checks the end-of-5th-grade skills your rising 6th grader will build on in middle school. Keep it low-pressure: it is a snapshot to guide review, not a test, and it is perfectly fine to split it into two sittings. The answer sheet with explanations is at the back.

Section 1: Reading

Instructions: Read both passages carefully, then answer the questions using details from the texts.

Passage A: Last spring, our class planted a vegetable garden behind the gym, and it changed how we learned science. Instead of reading about plant life cycles in a textbook, we watched seeds sprout, measured stems every week, and recorded our data in journals. Students who rarely raised their hands became our garden experts. We also harvested lettuce and tomatoes for the cafeteria salad bar, and many kids tasted vegetables they had never tried before. A school garden turns lessons into real experiences. Every school should find a sunny corner, a few volunteers, and a packet of seeds, because growing food teaches lessons no worksheet can.

Passage B: School gardens sound wonderful, but schools should think carefully before planting one. A garden requires money for soil, seeds, tools, and fencing, and someone must water and weed it during school breaks when students are away. At my cousin's school, the garden wilted within weeks because no volunteers signed up, and the beds sat empty the whole next year. Class time is limited, too, and hours spent weeding are hours not spent on reading or math. Gardens can succeed, but only when a school first builds a realistic plan for funding, care during breaks, and volunteers. Otherwise, it becomes an expensive weed patch.

1. What is the main idea of Passage A?

2. According to Passage B, what happened to the garden at the cousin's school, and why?

3. How are the two writers' points of view about school gardens different?

4. In Passage B, the writer says the garden wilted within weeks. Based on the passage, what does the word wilted most likely mean?

5. If you were writing a report arguing that gardens help students learn science, which passage would you cite as evidence, and why?

Section 2: Writing

Instructions: Answer each question in your best handwriting, using complete sentences where asked.

1. Should students get to choose their own seats in class? Write an opinion paragraph that states your claim, gives two reasons that support it, and ends with a closing sentence.

2. Rewrite this sentence with correct capitalization and punctuation: before school starts my brother eats breakfast feeds the dog and packs his backpack

3. This sentence is confusing: When Marcus handed the report to Devin, he said it was excellent. Explain what is unclear, then rewrite the sentence so the meaning is clear.

Section 3: Math

Instructions: Solve each problem and show your work in the space provided.

1. Add: $\frac{1}{2} + \frac{1}{3}$

2. Multiply: $\frac{1}{2} \times \frac{3}{4}$

3. Subtract: $12.5 - 3.75$

4. Evaluate: $(8 + 4) \div 2 + 3 \times 2$

5. A cereal box is shaped like a rectangular prism. It is 6 inches long, 4 inches wide, and 3 inches tall. What is its volume?

6. A point is plotted at (3, 5) on a coordinate plane. Describe in words how you would move from the origin (0, 0) to reach this point.

7. Convert: 2.4 meters = ? centimeters

8. Maya buys 3 notebooks that cost \$2.75 each. She pays with a \$10 bill. How much change should she receive?

9. In the number 62,000, the digit 6 has a certain value. In the number 6,200, the digit 6 has a different value. How many times as much is the 6 worth in 62,000 compared to 6,200?

Section 4: Science

Instructions: Read each question carefully and answer in complete sentences.

1. A student wants to find out whether the amount of water affects how tall bean plants grow. She plants the same kind of seed in three identical pots with the same soil and puts them in the same sunny window. She gives one pot a little water, one a medium amount, and one a lot. What is the one thing she is changing in this experiment, and why does everything else stay the same?

2. A student measures the hours of daylight in her town and records these results: December, 9 hours; March, 12 hours; June, 15 hours. What pattern do you see in her data?

3. In the food chain grass, then rabbit, then hawk, the grass is called a producer. What does a producer do, and why does every food chain need one?

Section 5: Social Studies

Instructions: Answer each question in complete sentences using what you have learned about history, geography, and government.

1. Why did the American colonists fight the Revolutionary War against Great Britain?

2. The equator is an imaginary line around the middle of the Earth. What two hemispheres does it divide the Earth into?

3. Why do countries have constitutions and laws? Give at least two reasons.



Kaizly 6th Grade Readiness Assessment (Parent Answer Sheet)

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Section 1: Reading

Passage A: Last spring, our class planted a vegetable garden behind the gym, and it changed how we learned science. Instead of reading about plant life cycles in a textbook, we watched seeds sprout, measured stems every week, and recorded our data in journals. Students who rarely raised their hands became our garden experts. We also harvested lettuce and tomatoes for the cafeteria salad bar, and many kids tasted vegetables they had never tried before. A school garden turns lessons into real experiences. Every school should find a sunny corner, a few volunteers, and a packet of seeds, because growing food teaches lessons no worksheet can.

Passage B: School gardens sound wonderful, but schools should think carefully before planting one. A garden requires money for soil, seeds, tools, and fencing, and someone must water and weed it during school breaks when students are away. At my cousin's school, the garden wilted within weeks because no volunteers signed up, and the beds sat empty the whole next year. Class time is limited, too, and hours spent weeding are hours not spent on reading or math. Gardens can succeed, but only when a school first builds a realistic plan for funding, care during breaks, and volunteers. Otherwise, it becomes an expensive weed patch.

1. What is the main idea of Passage A?

Hint: Ask yourself what big point the writer keeps coming back to in every example.

Answer: School gardens are worth having because they turn lessons into hands-on experiences that help students learn.

Explanation: Every detail in Passage A, from measuring stems to tasting new vegetables, supports the idea that a garden makes learning real and valuable.

2. According to Passage B, what happened to the garden at the cousin's school, and why?

Hint: Look for the specific example the writer uses to support the warning.

Answer: The garden wilted within weeks because no volunteers signed up to care for it, and the beds sat empty the next year.

Explanation: The writer uses this detail as evidence that gardens fail without a plan for care and volunteers.

3. How are the two writers' points of view about school gardens different?

Hint: Think about what each writer wants a school to do, and how each one feels about gardens overall.

Answer: The writer of Passage A is enthusiastic and believes every school should plant a garden because of the learning benefits, while the writer of Passage B is cautious and argues schools should only plant one after making a realistic plan for money, care, and volunteers.

Explanation: Passage A focuses on benefits and urges action; Passage B focuses on costs and risks and urges careful planning first. Comparing points of view across two texts is a key end-of-5th-grade skill.

4. In Passage B, the writer says the garden wilted within weeks. Based on the passage, what does the word wilted most likely mean?

Hint: Picture what happens to plants when no one waters them.

Answer: The plants drooped and dried up because they were not cared for.

Explanation: The context clue is that no volunteers signed up to water and weed, so the plants lost their health and drooped.

5. If you were writing a report arguing that gardens help students learn science, which passage would you cite as evidence, and why?

Hint: Which passage actually describes students doing science activities?

Answer: Passage A, because it gives specific examples of science learning, such as watching seeds sprout, measuring stems weekly, and recording data in journals.

Explanation: Choosing the right source for a claim means matching the evidence to the argument; Passage A contains the science-learning details, while Passage B focuses on costs and planning.

Assessment Recommendations

Needs Improvement:	Middle school reading leans hard on comparing texts and finding evidence, so this is a great area to strengthen before the transition, and the good news is it grows quickly with practice. Read short articles or picture-book pairs on the same topic and ask, out loud and casually, what does each writer believe, and how do you know? Have your child underline one sentence in each text that shows the author's opinion. Ten minutes a few times a week, with texts your child actually enjoys, beats a long forced session every time. Keep it warm: the goal is talking about ideas together, not quizzing.
Approaching Ready:	Your child has the core comprehension skills and mostly needs polish on comparing texts and backing up answers with evidence. When they share an opinion about a book, show, or article, ask the follow-up question: what in the text makes you say that? Try reading two reviews of the same movie or game and having them explain how the reviewers disagree. Encourage answers in complete sentences that name the source, such as in Passage A the writer says. That habit of citing evidence is exactly what 6th grade teachers look for.
Ready or Above:	Your child compares texts and cites evidence with confidence, so stretch them with richer material. Offer paired editorials on a topic they care about and ask them to identify each author's strongest and weakest argument. Introduce theme and figurative language in novels: what is this story really about beneath the plot? A reading journal where they jot one great line per chapter and why it works builds the analytical muscles 6th grade literature classes reward. Let them pick the books; ownership keeps strong readers growing.

Section 2: Writing

1. Should students get to choose their own seats in class? Write an opinion paragraph that states your claim, gives two reasons that support it, and ends with a closing sentence.

Hint: Start by clearly stating your opinion, then use words like first and second to organize your reasons.

Answer: Answers vary. A strong paragraph states a clear claim (for example, students should choose their own seats), gives two distinct supporting reasons, and ends with a closing sentence that restates the opinion.

Explanation: Look for the four parts: claim, reason one, reason two, and a closing sentence. Reasons should be different from each other and actually support the claim.

2. Rewrite this sentence with correct capitalization and punctuation: before school starts my brother eats breakfast feeds the dog and packs his backpack

Hint: This sentence needs a capital letter, a comma after the opening phrase, commas in the list, and an end mark.

Answer: Before school starts, my brother eats breakfast, feeds the dog, and packs his backpack.

Explanation: The opening phrase needs a comma after it, the three actions form a list separated by commas, and the sentence needs a capital B and a period.

3. This sentence is confusing: When Marcus handed the report to Devin, he said it was excellent.

Explain what is unclear, then rewrite the sentence so the meaning is clear.

Hint: Which person does the word he refer to? A reader cannot tell.

Answer: The pronoun he is vague because it could mean Marcus or Devin. One clear rewrite: When Marcus handed the report to Devin, Devin said the report was excellent.

Explanation: A vague pronoun has more than one possible antecedent; replacing he with the person's name removes the confusion. Either name is acceptable as long as the rewrite is clear.

Assessment Recommendations

Needs Improvement:	Writing demands jump in middle school, with paragraph responses expected in nearly every subject, so a little structured practice now pays off all year. Practice the claim, two reasons, closing pattern with fun prompts: best pizza topping, whether homework should exist, the greatest video game. Have your child say the paragraph out loud before writing it, which lowers the pressure of the blank page. For mechanics, play editor together: write a sentence with a couple of planted errors and let them hunt for the fixes. Celebrate every clear sentence; confidence is half the battle for young writers.
Approaching Ready:	Your child has the basic structure of opinion writing and mainly needs consistency and sharper editing. Ask them to write a short opinion paragraph once or twice a week on a topic they choose, then read it back out loud, since the ear catches missing commas and run-ons that the eye skips. Introduce a simple two-pass revision habit: first pass for ideas, second pass for punctuation and word choice. Swapping vague words like good and stuff for specific ones is a quick win that makes writing sound instantly more mature.
Ready or Above:	Your child is writing clearly with solid structure, so the next step is persuasion with evidence, which is the heart of 6th grade argument writing. Challenge them to support opinions with a fact or example, not just a feeling, and to add a sentence that answers what someone who disagrees might say. Real audiences motivate strong writers: a letter to a company, a family newsletter, or a review posted with your help. Encourage varied sentence openers and precise verbs to develop a distinctive voice.

Section 3: Math

1. Add: $\frac{1}{2} + \frac{1}{3}$

Hint: Rename both fractions with a common denominator before adding.

Answer: $\frac{5}{6}$

Explanation: The least common denominator is 6: $\frac{1}{2} = \frac{3}{6}$ and $\frac{1}{3} = \frac{2}{6}$, so $\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$.

2. Multiply: $\frac{1}{2} \times \frac{3}{4}$

Hint: Multiply the numerators together and the denominators together.

Answer: $\frac{3}{8}$

Explanation: Multiply across: $1 \times 3 = 3$ and $2 \times 4 = 8$, giving $\frac{3}{8}$, which is already in simplest form.

3. Subtract: $12.5 - 3.75$

Hint: Line up the decimal points and write 12.5 as 12.50 before subtracting.

Answer: 8.75

Explanation: Writing 12.5 as 12.50 lines up the place values: $12.50 - 3.75 = 8.75$.

4. Evaluate: $(8 + 4) \div 2 + 3 \times 2$

Hint: Do the parentheses first, then multiply and divide from left to right, then add.

Answer: 12

Explanation: Parentheses first: $8 + 4 = 12$. Then $12 \div 2 = 6$ and $3 \times 2 = 6$. Finally, $6 + 6 = 12$.

5. A cereal box is shaped like a rectangular prism. It is 6 inches long, 4 inches wide, and 3 inches tall. What is its volume?

Hint: Volume of a rectangular prism is length times width times height.

Answer: 72 cubic inches

Explanation: Volume = $6 \times 4 \times 3 = 72$ cubic inches. Volume is always measured in cubic units.

6. A point is plotted at (3, 5) on a coordinate plane. Describe in words how you would move from the origin (0, 0) to reach this point.

Hint: The first number tells you how far to go across; the second tells you how far to go up.

Answer: Move 3 units to the right along the x-axis, then 5 units up.

Explanation: In an ordered pair, the first coordinate is the horizontal distance from the origin and the second is the vertical distance.

7. Convert: 2.4 meters = ? centimeters

Hint: There are 100 centimeters in 1 meter, so think about what multiplying by 100 does to the decimal point.

Answer: 240 centimeters

Explanation: Multiplying by 100 moves the decimal point two places to the right: $2.4 \times 100 = 240$.

8. Maya buys 3 notebooks that cost \$2.75 each. She pays with a \$10 bill. How much change should she receive?

Hint: First find the total cost of all three notebooks, then subtract from what she paid.

Answer: \$1.75

Explanation: The notebooks cost $3 \times \$2.75 = \8.25 in total, and $\$10.00 - \$8.25 = \$1.75$ in change.

9. In the number 62,000, the digit 6 has a certain value. In the number 6,200, the digit 6 has a different value. How many times as much is the 6 worth in 62,000 compared to 6,200?

Hint: Write out the value of the 6 in each number, then compare them.

Answer: 10 times as much

Explanation: In 62,000 the 6 is worth 60,000, and in 6,200 it is worth 6,000. Since $60,000 = 10 \times 6,000$, the digit is worth 10 times as much.

Assessment Recommendations

Needs Improvement:

Sixth grade math builds directly on fractions and decimals, so shoring these up before the transition is the single highest-impact thing you can do, and it is very doable. Work in short daily doses: one fraction problem and one decimal problem at breakfast beats a worksheet marathon. Cooking is a secret weapon, since halving and doubling recipes is unlike-denominator practice in disguise, and handling money builds decimal sense. Use visual models like fraction bars or drawings before jumping to rules. If you want structure without the fight, a personalized practice tool like Kaizly can serve the right problems at the right level while you cheer from the sidelines.

Approaching Ready: Your child has the core operations and mostly needs fluency and accuracy under light time pressure, which is what multi-teacher middle school pacing demands. Mix a few review problems into each week, focusing on the specific items missed here, whether that was renaming fractions, lining up decimals, or order of operations. Estimation is a great habit: before solving, ask what a reasonable answer would look like, so slips get caught. Grocery store math, batting averages, and game scores keep practice painless. A few focused weeks of this typically closes the gap completely.

Ready or Above: Your child's foundation is solid, so give them a head start on the 6th grade ideas that come next: ratios, rates, and negative numbers. Ask ratio questions in daily life, such as if 3 tickets cost \$12, what do 5 cost, and talk about temperatures below zero or elevator floors below ground to make negatives concrete. Logic puzzles, chess, and multi-step brain teasers stretch the reasoning skills pre-algebra rewards. Let them explain their solutions to you; teaching a method is the surest sign of mastery.

Section 4: Science

1. A student wants to find out whether the amount of water affects how tall bean plants grow. She plants the same kind of seed in three identical pots with the same soil and puts them in the same sunny window. She gives one pot a little water, one a medium amount, and one a lot. What is the one thing she is changing in this experiment, and why does everything else stay the same?

Hint: A fair test changes only one thing at a time.

Answer: She is changing only the amount of water. Everything else stays the same so that any difference in plant height must be caused by the water, making it a fair test.

Explanation: The amount of water is the variable being tested; keeping the seeds, soil, pots, and sunlight identical controls the experiment so the results can be trusted.

2. A student measures the hours of daylight in her town and records these results: December, 9 hours; March, 12 hours; June, 15 hours. What pattern do you see in her data?

Hint: Compare the numbers from the first measurement to the last: are they going up, going down, or staying the same?

Answer: The hours of daylight increase from December to June, growing by about 3 hours each season from winter to summer.

Explanation: The data show a steady increase, which reflects how daylight lengthens between winter and summer.

3. In the food chain grass, then rabbit, then hawk, the grass is called a producer. What does a producer do, and why does every food chain need one?

Hint: Think about where the grass gets its energy, compared with where the rabbit gets its energy.

Answer: A producer makes its own food using energy from sunlight. Every food chain needs one because producers bring energy into the chain; all the animals get their energy by eating producers or by eating animals that ate them.

Explanation: Plants use sunlight to make food through photosynthesis, so they are the energy source that supports every consumer in the chain.

Assessment Recommendations

Needs Improvement: Middle school science gets more hands-on and analytical, so building comfort with experiments and data now will make that class feel friendly instead of foreign. Run simple kitchen experiments together, such as which paper towel holds the most water, and let your child change one thing while keeping everything else the same, then talk about why that matters. Practice reading small tables and asking what is going up or down. Nature walks with why questions, like why leaves change or where puddles go, rebuild curiosity without any worksheet. Wondering out loud together is the real skill.

Approaching Ready: Your child understands the basics and needs practice explaining scientific thinking in full sentences, which middle school lab reports will expect. After any experiment or science video, ask three questions: what changed, what stayed the same, and what did the results show? Have them keep a simple observation notebook for a backyard plant, the weather, or a pet, and look for patterns after a week or two. Vocabulary like variable, producer, and ecosystem sticks best when used in real conversation, so sprinkle the words in naturally.

Ready or Above: Your child has strong science reasoning, so feed it with real investigations. Let them design an experiment from scratch, from question to prediction to fair test to conclusion, about anything they care about, such as which battery brand lasts longest. Introduce graphing their own data, since turning a table into a line graph is a genuine 6th grade skill. Documentaries and science podcasts followed by a what surprised you chat build depth, and a citizen science project like a backyard bird count makes them a real data collector.

Section 5: Social Studies

1. Why did the American colonists fight the Revolutionary War against Great Britain?

Hint: Think about who was making the rules and taxes for the colonies, and how the colonists felt about that.

Answer: The colonists fought to win independence from Great Britain because they believed British rule was unfair, especially being taxed without having any representation in the government making the laws.

Explanation: Anger over taxation without representation and a desire for self-government led the colonies to declare independence in 1776 and fight the Revolutionary War.

2. The equator is an imaginary line around the middle of the Earth. What two hemispheres does it divide the Earth into?

Hint: Think about the two halves you get when you split the globe at its middle line.

Answer: The equator divides the Earth into the Northern Hemisphere and the Southern Hemisphere.

Explanation: Everything north of the equator is in the Northern Hemisphere and everything south of it is in the Southern Hemisphere; the prime meridian, by contrast, divides Earth into Eastern and Western Hemispheres.

3. Why do countries have constitutions and laws? Give at least two reasons.

Hint: Think about what daily life would be like if there were no agreed-upon rules at all.

Answer: Constitutions and laws set fair rules everyone must follow, protect people's rights and safety, and limit the power of government so no person or group can do whatever they want.

Explanation: A constitution is the basic plan for a government that defines its powers and citizens' rights; laws keep order and protect people. Any two of these ideas make a complete answer.

Assessment Recommendations

Needs Improvement: Social studies often expands to world history and geography in middle school, so refreshing the basics now gives your child solid ground to stand on. Keep it story-driven rather than fact-driven: historical fiction, kid-friendly documentaries, and family stories about the past make history feel alive. Put a world map or globe where your child will see it and play quick find-it games with continents, oceans, and countries in the news. When rules come up at home or in sports, connect them to why communities have laws. Curiosity about people and places matters more than memorized dates.

Approaching Ready: Your child has the foundation and will benefit from connecting facts into bigger ideas. When a country appears in a news story, movie, or game, find it on a map together and note its continent and hemisphere. Talk through cause and effect in history: what made the colonists angry enough to fight, and what happened because they won? Visits to museums or historical sites, even virtual ones, turn names in a book into real places. Asking your child to explain both sides of a historical disagreement builds exactly the perspective-taking that middle school social studies rewards.

Ready or Above:

Your child is ready to go deeper, and 6th grade often opens the door to ancient civilizations and world geography, which is wonderful territory for a curious kid. Explore Egypt, Greece, Rome, or Mesopotamia through books and documentaries and ask what each civilization invented that we still use. Introduce latitude and longitude as a treasure-hunt skill, perhaps with geocaching or map puzzles. Debating a question at dinner, such as what makes a law fair, sharpens civic reasoning. Following one current event over a few weeks teaches how geography, government, and history connect in real time.

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) · [6th Grade guide + scoring help](#)