



# Kaizly 6th Grade Readiness Assessment

Date Created: July 18, 2025

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## Section 1

**Instructions:** Read the passages and answer the questions.

**Passage A:** Noah's class was discussing whether zoos are helpful or harmful for animals. Noah wrote, "Zoos are important because they protect animals from dangers in the wild, like poachers and habitat loss. Many zoos have special breeding programs that help save endangered species from extinction. These programs sometimes release animals back into nature. Also, zoos give people a chance to see animals up close and learn about them. This education can inspire visitors to care about wildlife and help protect it. Without zoos, some animals might disappear forever. That is why I believe zoos do more good than harm and should be supported."

**Passage B:** When I arrived at the zoo with my notebook, I felt excited to investigate what life was like for the animals. I planned to observe closely, just like a real reporter. As I walked past the monkey enclosure, I saw them swinging and playing together. But when I reached the tiger's cage, I noticed the tiger pacing back and forth, looking restless. I wondered if the tiger missed being free in the wild. Still, I saw families gathered around, reading signs and talking about how the animals live. Watching their interest made me hopeful that learning about these animals could help them in some way. By the end of my visit, I realized the question of whether zoos are good or bad is not simple. There are good things, like education and protection, but also concerns about animal happiness and freedom.

**1. What is one important difference between Passage A and Passage B?**

2. What is the theme or lesson of the story in Passage B?

## Section 2

**Instructions:** Complete the writing tasks.

1. Write an opinion essay (at least 2 paragraphs) about whether kids should have homework. State your opinion clearly and give at least two reasons to support it.

2. The sentence: "The discovery of electricity was one of most important invention in history." – Find two mistakes in that sentence.

## Section 3

**Instructions:** Solve these math problems.

1.  $\frac{3}{4} + \frac{2}{4} = ?$

2.  $6.5 - 2.37 = ?$

3. True or False: A right triangle has one right angle.

4. Plot these points on a grid: (1, 2) and (3, 2). How far apart are they?

5. In the bar graph of students' favorite fruits (Apples = 10, Bananas = 6, Cherries = 4, Grapes = 8), which fruit is most popular and how many students chose it?

## Section 4

**Instructions:** Answer the science questions.

1. When scientists do an experiment, why should they change only one variable at a time?

2. Name one system of the human body and one function it performs.

## Section 5

**Instructions:** Answer the social studies questions.

**1. What was the Civil War, and name one cause of it.**

**2. Which continent is Brazil in?**

**3. The United States has three branches of government. Which branch makes the laws?**



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**Passage B:** When I arrived at the zoo with my notebook, I felt excited to investigate what life was like for the animals. I planned to observe closely, just like a real reporter. As I walked past the monkey enclosure, I saw them swinging and playing together. But when I reached the tiger's cage, I noticed the tiger pacing back and forth, looking restless. I wondered if the tiger missed being free in the wild. Still, I saw families gathered around, reading signs and talking about how the animals live. Watching their interest made me hopeful that learning about these animals could help them in some way. By the end of my visit, I realized the question of whether zoos are good or bad is not simple. There are good things, like education and protection, but also concerns about animal happiness and freedom.

### 1. What is one important difference between Passage A and Passage B?

*Hint: Think about who is telling each passage and why they're writing: one is giving reasons and facts, the other is telling what "I" saw.*

**Answer:** Passage A is a persuasive piece (Noah giving an opinion that zoos protect animals with factual support), while Passage B is a first-person narrative (a reporter describing personal observations and feelings at a zoo). In short, Passage A argues a point, whereas Passage B tells a story with the narrator's perspective.

**Explanation:** This question checks the ability to compare texts. Noticing this difference in style and purpose shows higher-level comprehension.

## 2. What is the theme or lesson of the story in Passage B?

*Hint: Ask: what did the narrator learn or realize by the end of Passage B?*

**Answer:** One possible theme is that understanding complex issues (like whether zoos are good or bad) requires seeing different perspectives. The narrator learns that it's not a simple question – there are positives (education, hope) and negatives (animals might miss the wild).

**Explanation:** The theme of Passage B is that real-life issues can be complicated and understanding them requires observation and thought. By the end, the narrator sees both sides (animals are cared for but might not be free), which is the deeper message.

### Assessment Recommendations:

<b>Needs Improvement:</b>	For a child entering 6th grade who needs improvement in reading, focus on consistent practice and engagement. Make sure they read something every day – it can be novels, biographies, or even high-interest articles – to build fluency. After each reading session, have them summarize or discuss key points to ensure comprehension. If they find on-level novels too hard, let them choose slightly easier or young adult books that interest them to build confidence and enjoyment. You can also incorporate audiobooks (paired with the text) to help with fluency and keep them motivated. The goal is to turn reading into a daily routine and gradually increase the difficulty as they improve.
<b>Approaching Ready:</b>	If your rising 6th grader is close to ready in reading, focus on targeted practice to push them to full readiness. Encourage them to read a variety of materials – from novels to news articles – and discuss them together. Ask deeper questions like "What's the theme of this story?" or "What evidence supports this article's main point?" to strengthen higher-order comprehension. Identify any lingering weak areas (maybe they struggle with making inferences or understanding figurative language) and work on those by reading short passages and talking about them. Also, keep building vocabulary: perhaps introduce a "word of the day" from their reading and find ways to use it. This will fine-tune their skills before 6th grade starts.
<b>Ready or Above:</b>	For an on-track or advanced 6th grader in reading, the emphasis is on enrichment and maintaining interest. Encourage them to challenge themselves with longer or more complex books (while still keeping reading enjoyable). Discuss what they read at a deeper level – have them compare two books or write a short review for fun. You can tie reading to other interests: if they read about a historical event or science topic, watch a related documentary or visit a museum, then talk about it. Keeping up a regular reading habit (daily if possible) will ensure they retain their strong skills and enter 6th grade ready to tackle more advanced texts.

## Section 2

**Instructions:** Complete the writing tasks.

### 1. Write an opinion essay (at least 2 paragraphs) about whether kids should have homework. State your opinion clearly and give at least two reasons to support it.

*Hint: Plan out your essay: decide your opinion first, then list a couple of reasons. Start with an introduction that says your opinion.*

**Answer:** Answers will vary. The student should present a clear stance ("I believe kids should/should not have homework") and provide at least two supporting reasons with some elaboration (e.g., "...because it helps practice skills" or "...because kids need free time"). An introduction and a conclusion (even a short one) would show strong structure.

**Explanation:** A well-structured response with clear support indicates readiness for 6th grade writing.

**2. The sentence: "The discovery of electricity was one of most important invention in history." – Find two mistakes in that sentence.**

*Hint: There's a missing word before "most," and "invention" should be plural since it's one of many.*

**Answer:** It should be: "one of **the** most important **inventions** in history." (Missing "the" and "invention" should be plural "inventions".)

**Explanation:** A student entering 6th should catch such issues in editing.

### Assessment Recommendations:

**Needs Improvement:** For a student entering 6th grade who needs improvement in writing, focus on making writing frequent but not intimidating. Have them journal a few times a week about their day or topics they like (no strict grading, just getting thoughts down). Engage them in practical writing too: for instance, ask them to draft a grocery list or write instructions for a game – this shows writing has a purpose. Identify one or two recurring issues (maybe run-on sentences or trouble organizing ideas) and work on those in small doses. For example, if run-ons are a problem, take one of their sentences and together break it into two clear sentences. Using tools like Khan Academy's grammar lessons or fun writing worksheets can also reinforce skills. With consistent practice, they'll start feeling more capable and less anxious about writing.

**Approaching Ready:** If your rising 6th grader is approaching ready in writing, a bit of focused practice will solidify their skills. Encourage them to take on one or two writing projects over the summer: maybe write a short story or a report on something they're interested in (a musician, a historical event, etc.). Review it with them, looking at structure (does it have a clear beginning, middle, end?) and clarity of ideas. Also help them refine their grammar: for instance, if you notice they mix up their/there, spend a day practicing that with a quick online quiz or worksheet. You can also introduce them to helpful tools – for example, if they type, showing them a free grammar checker (like Grammarly) on one of their paragraphs can highlight mistakes to learn from. By addressing these minor gaps, they'll enter 6th grade writing more cleanly and confidently.

**Ready or Above:** For an on-track or advanced 6th grader in writing, encourage enrichment that keeps them challenged. Suggest they try something creative, like writing a short novel chapter-by-chapter, scripting a short play, or entering a school writing contest if available. They can also refine their editing skills: maybe once a week, take a piece they wrote and challenge them to improve it – adding descriptive details, varying sentence structure, or fixing any subtle grammar issues. Since they're doing well, introduce them to more advanced tools or techniques, like using a thesaurus to find better words or learning to outline ideas before writing a longer essay. These activities will keep their skills sharp and even a step ahead for 6th grade.

## Section 3

**Instructions:** Solve these math problems.

**1.  $\frac{3}{4} + \frac{2}{4} = ?$**

*Hint: Add the top numbers (3+2) and keep the bottom number (4).*

**Answer:**  $\frac{5}{4}$  (which is  $1\frac{1}{4}$  or 1.25)

**Explanation:**  $\frac{3}{4}$  plus  $\frac{2}{4}$  equals  $\frac{5}{4}$ , which can be written as  $1\frac{1}{4}$  or 1.25.

**2.  $6.5 - 2.37 = ?$**

*Hint: Line up the decimal points before subtracting.*

**Answer:** 4.13

**Explanation:** Subtracting 2.37 from 6.5 gives 4.13.

**3. True or False: A right triangle has one right angle.**

**Answer:** True

**Explanation:** By definition, a right triangle has exactly one  $90^\circ$  (right) angle.

**4. Plot these points on a grid: (1, 2) and (3, 2). How far apart are they?**

*Hint: Both points have  $y=2$ . How much do their  $x$ -values differ by?*

**Answer:** 2 units

**Explanation:** The points (1,2) and (3,2) differ by 2 in the  $x$ -coordinate and lie on the same horizontal line ( $y=2$ ), so the distance between them is 2 units.

**5. In the bar graph of students' favorite fruits (Apples = 10, Bananas = 6, Cherries = 4, Grapes = 8), which fruit is most popular and how many students chose it?**

*Hint: Look for the fruit with the highest number.*

**Answer:** Apples are most popular, with 10 students choosing them.

**Explanation:** Apples have 10 votes, more than any other fruit listed, so apples are the most popular.

#### **Assessment Recommendations:**

**Needs Improvement:** For a student entering 6th grade who needs improvement in math, strengthening core skills in a patient, engaging way is key. Identify the big foundational pieces from last year (like fractions, decimals, basic geometry or pre-algebra concepts) that they struggled with, and spend time shoring those up. For example, if fractions were tough, use visual aids (pizza slices, measuring cups) and everyday practice (like doubling a recipe) to reinforce understanding. Encourage daily math practice, but it can be short: even 10 minutes of mental math or a few practice problems can prevent skill fade. Use resources like Khan Academy's "Get Ready for 6th grade" courses which target the previous year's content – these adapt to your child's level and give hints to help. Also continue to incorporate math in daily life – let them handle the household math like totaling grocery costs or calculating travel time. With consistent support, they'll build confidence in the areas that tripped them up.

**Approaching Ready:** If your rising 6th grader is approaching ready in math, focus on smoothing out those minor bumps. They likely grasp most concepts, so identify which specific ones caused errors (maybe converting measurements, negative numbers, or multi-step word problems) and do some targeted practice for those. You might print a few practice questions or use an app for that specific skill. Keep them engaged by using math in real-life contexts: for instance, if they enjoy sports, work out player statistics or scores averages together; if they like art, discuss symmetry or shapes. Continue with occasional mental math challenges (like estimating the total when shopping or figuring out discounts). This ensures they don't lose the solid skills they have, and it firm ups the nearly-there areas so they start 6th grade strong.

**Ready or Above:** For an on-track or advanced 6th grader in math, maintain their enthusiasm and challenge them a bit. Present them with enrichment activities: fun math puzzles, brainteasers, or strategy games (like chess or Sudoku) to sharpen logical thinking. If they excel, consider introducing a cool new math topic or project – for example, learning to graph something from real data (maybe chart daily temperatures or their own exercise stats) or exploring a simple coding activity that uses math. Encourage them to explain complex problems to you; teaching someone else is a great way to deepen mastery. You might also use online platforms to explore above-grade-level content at a comfortable pace (many have "challenge" problems that extend thinking). By keeping math interesting and part of their summer, they'll walk into 6th grade ready to tackle new concepts with confidence.

## **Section 4**

**Instructions:** Answer the science questions.

**1. When scientists do an experiment, why should they change only one variable at a time?**

*Hint: If you change two things and see a result, can you tell which thing caused it?*

**Answer:** So they know what caused the result. If they changed more than one thing at once, they wouldn't be sure which change made the difference in the outcome.

**Explanation:** Controlling variables (changing only one factor at a time) is crucial for a fair test.

## 2. Name one system of the human body and one function it performs.

*Hint: Think of major body parts like the heart or lungs and explain what they do.*

**Answer:** Answers will vary. For example: "The respiratory system helps you breathe by taking in oxygen," or "The digestive system breaks down food for energy."

**Explanation:** By the end of 5th grade, students often learn basic human body systems.

### Assessment Recommendations:

**Needs Improvement:** For a student entering 6th grade who struggled in science, focus on rekindling their curiosity and filling content gaps through doing rather than just reading. Identify one or two key topics from last year to reinforce – for example, if they didn't grasp electricity, you might get a simple circuit kit or do an experiment lighting a bulb with a battery; if they found earth science dull, take an outing to a local science museum or do a backyard experiment like making a mini "water cycle" with a covered jar of water in the sun. Encourage them to ask questions about the world: if you're cooking, discuss how heat changes food; if it rains, ask what happens to the water. Use multimedia as well – an age-appropriate science show or documentary can make concepts click (for instance, MythBusters for physics concepts or Planet Earth for ecosystems). The aim is to get them saying "Oh, I get it now!" by experiencing science in a practical way, so they feel more confident heading into 6th grade.

**Approaching Ready:** If your rising 6th grader is almost ready in science, a summer of small explorations can cement their knowledge. They likely remember most of last year's material, so focus on applying it. For example, if they learned about the scientific method, let them perform a "mini experiment" of their choice – maybe testing which homemade paper airplane design flies best – and guide them to change one thing at a time and record results. Discuss real-world science news or stories (like a cool space discovery or an interesting weather event) to connect their knowledge to current events. If there's an area they were iffy on, like the human body or basic chemistry, find a book or online resource with lots of pictures and fun facts to explore together. By keeping science relevant and engaging, they'll move from "mostly there" to truly ready for 6th grade science.

**Ready or Above:** For an on-track or science-loving 6th grader, foster that interest with deeper dives and challenges. Encourage independent or family science projects – for instance, building a small robot or coding a simple program if they're into tech, or doing a citizen science project (like tracking backyard weather or observing birds for a database) if they love nature. Visiting science centers, zoos, aquariums, or planetariums can provide fresh inspiration and knowledge beyond the classroom. You could also try a series of at-home experiments (maybe a new one each week) using science kits or online tutorials. Additionally, discuss future science topics they might encounter – for example, talk about atoms or simple physics concepts – just to pique their interest. By maintaining a stimulating science environment over the summer, they'll return to school ready to excel and maybe even share some new knowledge with their class.

## Section 5

**Instructions:** Answer the social studies questions.

### 1. What was the Civil War, and name one cause of it.

**Answer:** The Civil War was the war (1861–1865) between the Northern and Southern states of the U.S. One major cause was the conflict over slavery (others acceptable: states' rights, economic differences).

**Explanation:** The Civil War is typically described as the war between Northern and Southern states in the 1860s.

### 2. Which continent is Brazil in?

*Hint: Brazil is in the same continent as countries like Argentina and Peru.*

**Answer:** South America.

**Explanation:** Brazil is located in South America.

### 3. The United States has three branches of government. Which branch makes the laws?

*Hint: Remember the three branches: one writes laws, one enforces, one interprets. Which writes them?*

**Answer:** The Legislative branch (Congress).

**Explanation:** The legislative branch (Congress) is responsible for making laws. Students learn the basics of U.S.

#### Assessment Recommendations:

<b>Needs Improvement:</b>	<p>For a student entering 6th grade who needs improvement in social studies, the key is to spark interest and fill in foundational knowledge in a relatable way. If history was a struggle, try focusing on stories rather than memorizing facts: watch historical movies or shows appropriate for their age (for example, "Hidden Figures" to learn about the Space Race or a documentary about World War II) so they can visualize what happened and why it mattered. Talk about your family's history or cultural background – knowing where their own family came from can make history feel more relevant. For geography, make it interactive: use Google Earth or an atlas to explore the world, or have them plan an imaginary trip (Where would you go? How would you get there? What language do they speak there?). Discuss a few current events as well – even a short weekly chat about a news story can improve their civic awareness. By connecting the subject to real life and stories, they'll develop a better grasp and head into 6th grade more interested and informed.</p>
<b>Approaching Ready:</b>	<p>If your rising 6th grader is nearly ready in social studies, some targeted enrichment can ensure they start the year strong. Think about which area is their weakest: If it's geography, spend time this summer exploring maps – perhaps challenge them to learn all the states and capitals with a puzzle or app, or explore the world map by focusing on one continent per week. If it's history or civics, engage them with materials that bring those topics to life: for example, if they learned about ancient civilizations but found it hard to remember, find a kid-friendly documentary or historical fiction book set in that era. Encourage them to discuss current events with you (at a simple level): if there's a significant news story, talk about how it relates to what they learned (e.g., a new law might connect to "Who makes laws? Remember the branches of government"). These activities will polish their knowledge and critical thinking, so they enter 6th grade ready to participate and learn.</p>
<b>Ready or Above:</b>	<p>For an on-track or advanced 6th grader in social studies, encourage them to broaden and deepen their understanding of the world. Summer travel (even local day trips) can be turned into social studies lessons – visit a state capital, a battlefield, or a cultural festival, and talk about the history or significance of what you see. If they show interest in a particular topic (say, Ancient Rome or the Renaissance), support that: find documentaries, age-appropriate biographies, or online games (like iCivics for government simulations) that let them explore more. You can also challenge them to a project: for example, create a presentation or scrapbook about a historical figure or event they love, and have them share it with friends or family. These enriching experiences will keep them intellectually stimulated and ensure they step into 6th grade with a rich context and enthusiasm for social studies.</p>