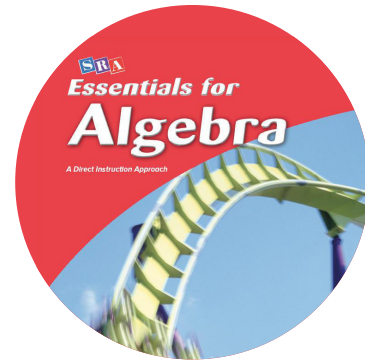
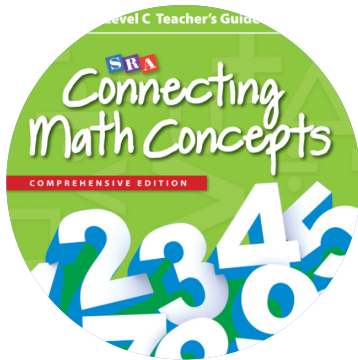
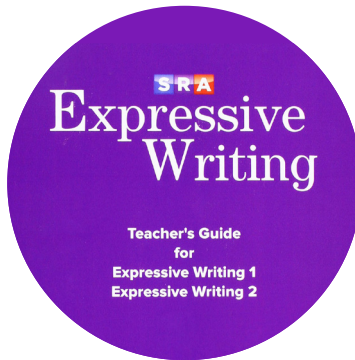
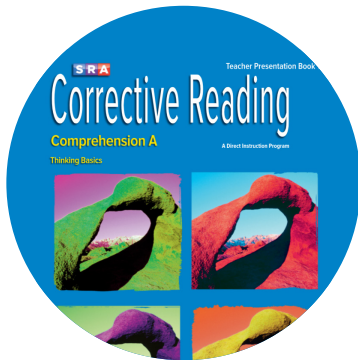
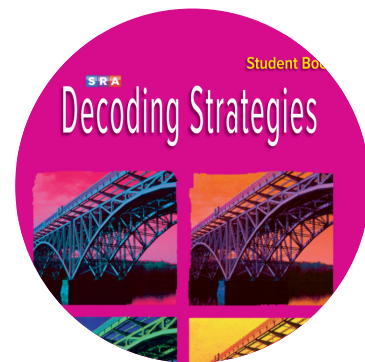
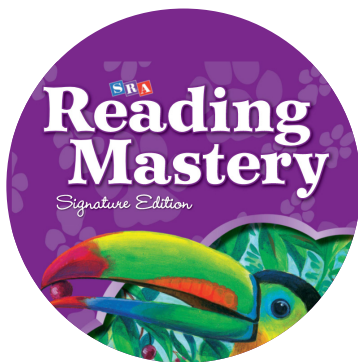




Direct Instruction Placement Testing Kit



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Introduction

Good to Great Schools Australia (GGSA) helps schools to deliver effective teaching. One part of effective teaching is using evidence-based curriculum and pedagogy. GGSA has developed a range of curricula under the banner of its Oz-e-learn products including Oz-e-maths, Oz-e-English and Oz-e-science.

GGSA also supports schools to deliver publisher McGraw Hill's Direct Instruction programs. Direct Instruction is a suite of successful literacy and numeracy programs that have significant success in all school contexts and with all student needs.

Each of McGraw Hill's Direct Instruction programs feature scripted teaching guides, student workbooks, presentation books, displays and assessment tools including placement tests.

GGSA has developed the Direct Instruction Placement Testing Kit (the kit) for schools. The kit is for school leaders and teachers to deliver placement tests to students in all literacy and numeracy programs.

The comprehensive kit covers all programs and levels from Years F–5 in spelling, reading, language and mathematics. The placement tests help to place students into groups so they receive the correct level of instruction according to their ability.

The kit includes all the placement testing requirements from the McGraw Hill digital and print resources. It provides information on how to conduct each placement test, work out the results and place students in the right groups. Each test has a protocol to guide and assist in administering a placement test.

The school's instruction coach coordinates and oversees the administration of the placement tests for the whole school. Instruction coaches, peer coaches and teachers are trained to administer and score placement tests. Teachers can administer the placement test under the direction of the instruction coach. It is not recommended that teacher's aides administer the tests. If a school is new to the program and no instruction coach has been assigned, the school's instructional leadership team is responsible for the coordination of the testing.

Further information on the McGraw Hill programs can be found at <https://www.mheducation.com/>.

The kit is part of the wider suite of tools that GGSA provides schools to support the delivery of Direct Instruction. Instructional training videos can be found in the Deliver Direct Instruction module, which is available in both the 'Teacher' and 'Teaching Assistant' pathways of the Mastery Teaching Pathway. Find these courses on GGSA's Effective Teaching Portal at <https://portal.goodtogreatschools.org.au/>.

GGSA has also developed a professional learning module called Placement Tests to train the school team in how to deliver placement tests. The training can be found in the Specialisations area on GGSA's Effective Teaching Portal at https://portal.goodtogreatschools.org.au/view_course/38.

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Literacy Assessment Materials

Reading Mastery Signature Edition (RMSE) Grades K to 5

Level	Tester Materials	Student Materials (1 copy per student)
RMSE K	<ul style="list-style-type: none"> • RMSE K Teacher's Guide, pages 8–9, test with directions • RMSE K Teacher's Guide, page 83, scoring sheet, one for each student • Copy of Story 110, one for each student if needed • <i>How to Mark Errors for RMSE Grade K</i> and one handout • Pencil • Stopwatch 	<ul style="list-style-type: none"> • Master copy of Story 110
RMSE 1	<ul style="list-style-type: none"> • RMSE 1 Teacher's Guide, pages 2–3, directions • Copy of <i>Cow on the Road</i> story, one for each student • Copy of Story 103, one for each student if needed • <i>How to Mark Errors for RMSE Grade 1</i> and one handout • Pencil • Stopwatch 	<ul style="list-style-type: none"> • Master copy of <i>Cow on the Road</i> story • Master copy of Story 103
RMSE 2	<ul style="list-style-type: none"> • RMSE 2 Teacher's Guide, pages 73–76, directions • RMSE 2 Teacher's Guide, page 76a, test • Pencil • Stopwatch 	<ul style="list-style-type: none"> • RMSE 2 Teacher's Guide, page 76a, word list, story and comprehension questions on which to record student responses • Pencil
RMSE 3	<ul style="list-style-type: none"> • RMSE 3 Teacher's Guide, pages 71–73, directions • RMSE 3 Teacher's Guide, page 74, test • Pencil • Stopwatch 	<ul style="list-style-type: none"> • RMSE 3 Teacher's Guide, page 74, word list, story and comprehension questions on which to record student responses • Pencil
RMSE 4	<ul style="list-style-type: none"> • RMSE 4 Teacher's Guide, pages 39–40, directions • RMSE 4 Teacher's Guide, page 38, test • Pencil • Stopwatch 	<ul style="list-style-type: none"> • RMSE 4 Teacher's Guide, page 38, word list, story and comprehension questions on which to record student responses • Pencil
RMSE 5	<ul style="list-style-type: none"> • RMSE 5 Teacher's Guide, pages 47–48, directions • RMSE 5 Teacher's Guide, page 49, test • Pencil • Stopwatch 	<ul style="list-style-type: none"> • RMSE 5 Teacher's Guide, page 49, word list, story and comprehension questions on which to record student responses • Pencil

Reading Mastery Signature Edition – Language Arts (RMSE-LA) Grades K to 5

Level	Tester Materials	Student Materials (1 copy per student)
RMSE-LA K	<ul style="list-style-type: none"> • RMSE-LA K Teacher's Guide, page 149, directions • RMSE-LA K Story Book or Teacher's Guide, pages 150–151, picture prompts • Placement Test Scoring Sheet, page 153, one copy for each student • Pencil with an eraser • Large empty glass • Small glass filled with water • Pen 	<ul style="list-style-type: none"> • None – students refer to physical items or picture prompts
RMSE-LA 1	<ul style="list-style-type: none"> • RMSE-LA 1 Teacher's Guide, pages 97–98, directions • RMSE-LA 1 Teacher's Guide, page 99, Placement Test Scoring Sheet, one for each student • Piece of paper • A coin – American version reads 'penny' • Pencil or pen 	<ul style="list-style-type: none"> • None – students refer to physical items or picture prompts
RMSE-LA 2	<ul style="list-style-type: none"> • RMSE-LA 2 Writing Test • Pencil or pen 	<ul style="list-style-type: none"> • RMSE-LA 2 Writing Test • Pencil
RMSE-LA 3	<ul style="list-style-type: none"> • RMSE-LA 3 Teacher's Guide, pages 14–15, directions • Stopwatch • Pencil or pen 	<ul style="list-style-type: none"> • RMSE-LA 3 Teacher's Guide, page 93 • Pencil

Level	Tester Materials	Student Materials (1 copy per student)
RMSE-LA 4	<ul style="list-style-type: none"> • RMSE-LA 4 Teacher's Guide, pages 18–19, directions • RMSE-LA 4 Teacher's Guide, page 20, test • RMSE-LA 4 Teacher's Guide, pages 21–22, marking guide • Stopwatch • Pencil or pen 	<ul style="list-style-type: none"> • One master copy: RMSE-LA 4 Teacher's Guide, page 20, test picture prompt • Piece of lined paper • Pencil
RMSE-LA 5	<ul style="list-style-type: none"> • RMSE-LA 5 Teacher's Guide, page 9, directions • RMSE-LA 5 Teacher's Guide, page 10, test • RMSE-LA 5 Teacher's Guide, page 11, marking guide • Pencil or pen 	<ul style="list-style-type: none"> • One master copy: RMSE-LA 5 Teacher's Guide, page 10, test • Piece of lined paper • Pencil

Expressive Writing

Level	Tester Materials	Student Materials (1 copy per student)
Expressive Writing	<ul style="list-style-type: none"> • Expressive Writing Teacher's Guide, pages 35–40 • Expressive Writing Teacher's Guide, page 37, test • Stopwatch • Pencil or pen 	<ul style="list-style-type: none"> • Expressive Writing Teacher's Guide, page 37 • Piece of lined paper • Pencil

Spelling Mastery

Level	Tester Materials	Student Materials (1 copy per student)
Spelling Mastery	<ul style="list-style-type: none"> • Spelling Mastery Series Guide, pages 7–8, directions and test • Pencil or pen 	<ul style="list-style-type: none"> • Lined paper • Pencil

Corrective Reading Decoding

Level	Tester Materials	Student Materials (1 copy per student)
Decoding	<ul style="list-style-type: none"> • Decoding B1 Teacher's Guide, pages 47–49 • Decoding B1 Teacher's Guide, pages 50–51 • <i>How to Mark Errors for Corrective Reading Decoding</i> handout • Pencil or pen • Stopwatch 	<ul style="list-style-type: none"> • Decoding B1 Teacher's Guide pages 50–51 •

Corrective Reading Comprehension

Level	Tester Materials	Student Materials (1 copy per student)
Comprehension	<ul style="list-style-type: none"> • Comprehension A Teacher's Guide, pages 61–65, directions • Comprehension A Teacher's Guide, pages 66–71, test • Pencil or pen • Stopwatch 	<ul style="list-style-type: none"> • Comprehension A Teacher's Guide, pages 66–71 on which to record student responses • Pencil

Numeracy Assessment Materials

Distar Arithmetic

Level	Tester Materials	Student Materials (1 copy per student)
Mathematics – Distar Arithmetic 1	<ul style="list-style-type: none"> Distar Arithmetic 1, test and directions Pencil or pen 	<ul style="list-style-type: none"> Master copy of the test to use to count the balls

Connecting Math Concepts (CMC) Levels A–F

Level	Tester Materials	Student Materials (1 copy per student)
CMC A	<ul style="list-style-type: none"> CMC Series Guide, pages 188–189, three copies depending on class size CMC Series Guide, page 190, test Pencil or pen 	<ul style="list-style-type: none"> CMC Series Guide, page 190, test
CMC B	<ul style="list-style-type: none"> CMC Series Guide, pages 191–195, directions CMC Series Guide, pages 198–199, marking guide Pencil or pen Stopwatch 	<ul style="list-style-type: none"> CMC Series Guide, page 196, Placement Test I CMC Series Guide, page 197, Placement Test II (to be given if student passed Placement Test I) Pencil
CMC C	<ul style="list-style-type: none"> CMC Series Guide, pages 200–202, directions CMC Series Guide, page 206, marking guide Pencil or pen 	<ul style="list-style-type: none"> CMC Series Guide, page 203, Placement Test, Section 1 CMC Series Guide, pages 204–205, Placement Test, Section 2 (to be given if student passed Placement Test, Section 1) Pencil
CMC D	<ul style="list-style-type: none"> CMC Series Guide, pages 207–209, directions CMC Series Guide, page 212, marking guide Pencil or pen Stopwatch 	<ul style="list-style-type: none"> CMC Series Guide, page 210, Placement Test, Section 1 CMC Series Guide, page 211, Placement Test, Section 2 (to be given if student passed Placement Test, Section 1) Pencil
CMC E	<ul style="list-style-type: none"> CMC Series Guide, pages 213–214, directions CMC Series Guide, page 219, marking guide Pencil or pen Stopwatch 	<ul style="list-style-type: none"> CMC Series Guide, pages 215–218, Placement Test Pencil
CMC F	<ul style="list-style-type: none"> CMC Series Guide, pages 220–222, directions CMC Series Guide, page 226 Pencil or pen Stopwatch 	<ul style="list-style-type: none"> CMC Series Guide, page 223, Placement Test, Section 1 CMC Series Guide, pages 224–225, Placement Test, Section 2 (to be given if student passed Placement Test, Section 1) Pencil

Corrective Mathematics

Level	Tester Materials	Student Materials (1 copy per student)
Comprehensive Placement Test (A–D)	<ul style="list-style-type: none"> Corrective Mathematics Series Guide Comprehensive Test, pages 26–29, directions Pencil or pen Stopwatch 	<ul style="list-style-type: none"> Corrective Mathematics Series Guide, pages 31–33, Comprehensive Test, Section I Parts A–D, pages 31–33 Pencil
Comprehensive Placement Test (E–G)	<ul style="list-style-type: none"> Corrective Mathematics Series Guide Comprehensive Test, pages 29–30, directions Pencil or pen Stopwatch 	<ul style="list-style-type: none"> Corrective Mathematics Series Guide, pages 34–35, Comprehensive Test, Section II Parts E–G

Essentials for Algebra

Level	Tester Materials	Student Materials (1 copy per student)
Essentials for Algebra	<ul style="list-style-type: none"> Essentials for Algebra Teacher's Guide, pages 157–158, directions Essentials for Algebra Teacher's Guide, page 159, summary sheet Essentials for Algebra Teacher's Guide, page 166, marking guide Pencil or pen Stopwatch 	<ul style="list-style-type: none"> Essentials for Algebra Teacher's Guide, pages 160–161, Placement Test, Section A Essentials for Algebra Teacher's Guide, pages 162–165, Placement Test, Section B (to be given if student passed Placement Test, Section A) Pen (not pencil)

Literacy Assessment Guidelines

RMSE and RMSE-LA Foundation

Language

The following are the initial placement guidelines for testing students entering Foundation in RMSE and RMSE-LA.

Start testing	If	Then
Give RMSE-LA K Placement Test.	If student speaks some English and places at Lesson 1, 11 or 21 ...	Stop testing. Place in RMSE-LA K Lesson 1, 11, 21. No reading placement at this time.
	If student is a native English speaker and places at Lesson 1, 11 or 21 ...	Stop testing. Place in RMSE-LA K Lesson 1, 11, 21. No reading placement at this time.
	If student places at Lesson 31 ...	Stop testing. Place in RMSE-LA K, Lesson 31. No reading placement at this time.
	If student places at Lesson 41 ...	Stop testing. Place in RMSE-LA K, Lesson 41 and place in RMSE K Reading Lesson 1.
	If student places at Lesson 31 or 41 and a teacher or parent indicates student can read ...	Give RMSE Grade K Placement Test.
Give RMSE Reading K Placement Test.	If placing at RMSE K Lesson 1 or 11 ...	Stop testing. Place in designated RMSE K lesson.
	If placing at Fast Cycle ...	Give RMSE K, story 110.
Give RMSE K, Story 110.	If not passing ...	Stop testing. Place in RMSE K, Lesson 11.
Passing score: 2:00 minutes, 0–3 errors	If passing ...	Stop testing. Place in RMSE K, Lesson 101. (*Not Lesson 110 – see below.)

* Note: Students who place into RMSE K Lesson 110 should start at RMSE K Lesson 101. Students need to receive instruction in lessons preceding COs 108–110. Passing those COs confirms students are initially placed correctly before they get too far into the program.

RMSE and RMSE-LA Year 1

The following are the initial placement guidelines for testing students entering Year 1 in RMSE and RMSE-LA.

Reading

Start testing	If	Then
Give RMSE Grade 1 Placement Test.	If not passing ...	Give RMSE Grade K Placement Test.
Passing score: 2:30 minutes, 0–8 errors	If passing with 1:46–2:30 minutes and 0–8 errors ...	Stop testing. Place in RMSE 1, Lesson 1. Give RMSE-LA 1 Placement Test.
	If passing with 1:16–1:45 minutes and 0–8 errors ...	Stop testing. Place in RMSE 1, Lesson 11. Give RMSE-LA Grade 1 Placement Test.
Give RMSE 1, Story 103.	If not passing ...	Stop testing. Place in RMSE 1, Lesson 11. Give RMSE-LA Grade 1 Placement Test.
	If passing ...	Give RMSE 2 Placement Test.
Give RMSE Grade K Placement Test.	If placing at RMSE K Lesson 1 or 11 ...	Stop testing. Place in designated RMSE K lesson. Give RMSE-LA K Placement Test.
	Placing at Fast Cycle ...	Give RMSE K, story 110.
Give RMSE K, Story 110.	If not passing ...	Stop testing. Place in RMSE K, Lesson 11. Give RMSE-LA K Placement Test.
Passing score: 2:00 minutes, 0–3 errors	If passing ...	Stop testing. Place in RMSE K, Lesson 101. (*Not Lesson 110, see below.)
		Give RMSE-LA K Placement Test.
Give RMSE 2 Placement Test.	If not passing ...	Stop testing. Place at RMSE 1, Lesson 103. Give RMSE-LA 1 Placement Test.
Passing score: Part 1 – 2:00 minutes, 0–5 errors Part 2 – 2:00 minutes, 0–2 errors	If passing ...	Stop testing. Place at RMSE 2, Lesson 1. Place in RMSE-LA 2.

* Note: Students who place into RMSE K Lesson 110 should start at RMSE K Lesson 101. Students need to receive instruction in lessons preceding COs 108–110. Passing those COs confirms students are initially placed correctly before they get too far into the program.

Language

Start testing	If	Then
Give RMSE-LA 1 Placement Test.	If not passing ...	Give RMSE-LA K Placement Test.
Passing score: 0–5 errors	If passing ...	Place in designated RMSE-LA 1.
Give RMSE-LA K Placement Test.	If placing at Lesson 1, 11 or 21 ...	Place in designated RMSE-LA K lesson. Double dose language.
	If placing at Lesson 31 or 41 ...	Place in designated RMSE-LA K lesson and start reading at designated lesson.
Give RMSE-LA 2 Sentence Writing Test.	If not passing ...	Stop testing. Place in RMSE-LA 1, Lesson 1.
Passing score: 4 or more points	If passing ...	Stop testing. Place in RMSE-LA 2, Lesson 1.

RMSE and RMSE-LA Year 2

The following are the initial placement guidelines for testing students entering Year 2 in RMSE and RMSE-LA.

Reading

Start testing	If	Then
Give RMSE 1, Story 103 (<i>Boo the Ghost</i>).	If not passing ...	Give RMSE 1 Placement Test.
Passing score: 2:00 minutes, 0–5 errors	If passing ...	Give RMSE 2 Placement Test.
Give RMSE 1 Placement Test.	If not passing ...	Give RMSE K Placement Test.
Passing score: 2:30 minutes, 0–8 errors	If passing with 0–3 errors ...	Stop testing. Place in RMSE 1, Lesson 11. Give RMSE-LA 1 Placement Test.
	If passing with 4–8 errors ...	Stop testing. Place in RMSE 1, Lesson 1. Give RMSE-LA 1 Placement Test.
Give RMSE 2 Placement Test.	If not passing ...	Stop testing. Place at RMSE 1, Lesson 103. Give RMSE-LA 1 Placement Test.
Passing score: Part 1 – 2:00 minutes, 0–5 errors Part 2 – 2:00 minutes, 0–2 errors	If passing Part 1 with 1:30–2:00 minutes or 4–5 errors ...	Stop testing. Place in RMSE 2, Lesson 1. Give RMSE-LA 2 Sentence Writing Test.
	If passing Part 1 with 1:30 minutes or less and 0–3 errors ...	Give RMSE 3 Placement Test.
	Follow Part 2 passing criteria for both options.	
Give RMSE 3 Placement Test.	If not passing ...	Stop testing. Place in RMSE 2, Lesson 1. Give RMSE-LA 2 Sentence Writing Test.
Passing score: Part 1 – 2:00 minutes, 0–6 errors Part 2 – 5:00 minutes, 0–2 errors	If passing ...	Stop testing. Place in RMSE 3, Lesson 1. Give the RMSE-LA 3 Placement Test.

Language

Start testing	If	Then
Give RMSE-LA 2 Sentence Writing Test.	If not passing (0–3 points) ...	Give RMSE-LA 1 Placement Test.
Passing score: 4 or more points	If passing (4–6 points) ...	Stop testing. Place in RMSE-LA 2, Lesson 1.
Give RMSE-LA 1 Placement Test.	If not passing (6+ errors) ...	Give RMSE-LA K test. Follow Year 1 guidelines.
Passing score: 0–5 errors	If passing ...	Give RMSE-LA 2 Sentence Writing Test. (Note: Place in RMSE-LA 1 if already tested and failed RMSE-LA 2 Writing Test.)
Give RMSE-LA 3 Placement Test.	If student scores 0–7 points ...	Stop testing. Place in RMSE-LA 2, Lesson 1.
Passing score: 16–20 points	If student scores 8–15 points ...	Stop testing. Place in RMSE-LA 2, Lesson 66.
	If student scores 16–20 points ...	Stop testing. Place in RMSE-LA 3, Lesson 1.

RMSE and RMSE-LA Year 3

The following are the initial placement guidelines for testing students entering Year 3 in RMSE and RMSE-LA.

Reading

Start testing	If	Then
Give RMSE 2 Placement Test.	If not passing ...	Give RMSE 1, Story 103.
Passing score: Part 1 – 2:00 minutes, 0–5 errors Part 2 – 2:00 minutes, 0–2 errors	If passing ...	Give RMSE 3 Test.
Give RMSE 1, Story 103.	If not passing ...	Give RMSE 1 Test. Follow Year 2 guidelines.
	If passing ...	Stop testing. Place in RMSE 1, Lesson 103. Give RMSE-LA 1 Placement Test and follow Year 2 guidelines.
Give RMSE 3 Placement Test.	If not passing ...	Stop testing. Place in RMSE 2, Lesson 1. Give RMSE 2 Placement Test.
Passing score: Part 1 – 2:00 minutes, 0–6 errors Part 2 – 5:00 minutes, 0–2 errors	If passing with 1:30 minutes or more or 5–6 errors ...	Stop testing. Place in RMSE 3, Lesson 1. Give RMSE-LA 3 Placement.
	If passing with 1:30 minutes or less with 0–4 errors ...	Give RMSE 4 Placement Test.
	Follow Part 2 passing criteria for both options.	
Give RMSE 4 Placement Test.	If not passing ...	Stop testing. Place in RMSE 3, Lesson 1. Give RMSE-LA 3 Placement Test.
Passing score: Part 1 – 2:00 minutes, 0–6 errors Part 2 – 7:00 minutes, 0–2 errors	If passing ...	Stop testing. Place in RMSE 4, Lesson 1. Give RMSE-LA 4 Placement Test.

Language

Start testing	If	Then
Give RMSE-LA 3 Placement Test.	If student scores 0–7 points ...	Stop testing. Place in RMSE-LA 2, Lesson 1.
Writing Test Passing score: 16–20 points	If student scores 8–15 points ...	Stop testing. Place in RMSE-LA 2, Lesson 66.
	If student scores 16–20 points ...	Stop testing. Place in RMSE-LA 3, Lesson 1.
Give RMSE-LA 2 Sentence Writing Test.	If not passing with a score of 0–3 points ...	Give RMSE-LA 1 Placement Test. Follow Grade 2 guidelines.
Passing score: 4 or more points	If passing with a score of 4–6 points ...	Stop testing. Place in RMSE-LA 2, Lesson 1.
Give RMSE-LA 4 Placement Test.	When students complete test...	Stop testing. Collect tests for evaluation by trained scorer.
Note: The RMSE-LA 4 Placement Test and Expressive Writing Placement Test are the same.		Determine placement after evaluating RMSE-LA Placement Test.

Corrective Reading

Decoding

Start testing	If	Then
Give Decoding Placement Test.	Part 1 ...	Follow Decoding Placement Test Next Step Schedule.
	Part 2 ...	If 41 or more errors, give RMSE K Placement Test.
	If 0–40 errors ...	Follow Decoding Placement Test Next Step Schedule.
	Part 3 (if indicated) ...	Follow Decoding Placement Test Next Step Schedule.
	Part 4 (if indicated) ...	Follow Decoding Placement Test Next Step Schedule.

Comprehension

Start testing	If	Then
Give Comprehension Placement Test 1 (group).	If more than 7 errors ...	Go to Comprehension Placement Test 2.
	If 7 errors or fewer ...	Go to Comprehension Placement Test 3.
Give Comprehension Placement Test 2 (individual).	If 6 errors or more ...	Stop testing. See chart and place in designated level.
	If 6 errors or fewer ...	Go to Comprehension Test 3.
Give Comprehension Placement Test 3 (individual).	If 2 errors or more ...	Stop testing. See chart and place in designated level.
	If 0 to 1.5 errors ...	Go to Expressive Writing Placement Test.*
Give Expressive Writing Placement Test (group).*	When students complete test ...	Collect tests for evaluation by trained scorer.

* Australia – give Expressive Writing Test only if students place into Decoding B2 or C.

Numeracy Assessment Guidelines

Foundation

The following are the initial placement guidelines for testing students entering Foundation Maths in DISTAR Arithmetic and CMC.

Start testing	If	Then
Give the Distar Arithmetic 1 Placement Test.	If student places in Distar at Lesson 1, 16 or 31 ...	Place in Distar Arithmetic Lesson 1, 16, 31.
	If student places in Distar at Lesson 31 ...	Placement test for CMC A.

Connecting Math Concepts

The following are the initial placement guidelines for testing students entering CMC.

Start testing	If	Then
Give CMC A Placement Test.	If more than 8 errors ...	Give Distar Arithmetic 1 Placement Test or provide more language instruction.
	If 0-3 errors ...	Place in CMC A.
Give CMC B Placement Test	If 15 or fewer points ...	Give CMC A Placement Test
	If 16 or more points ...	Give Section 2
Section 2	If 19 or fewer points ...	Begin at Lesson 1 of CMC B
	If 20 or more points ...	Begin at Lesson 16 of CMC B
	If 26 or 27 points ...	Give CMC C Placement Test
Give CMC C Placement Test.	If did not do CMC B ...	Give Section 1.
Section 1	If 4 or more errors ...	Give CMC B Placement test.
	If 0-3 errors ...	Give Section 2.
	If did CMC B ...	Give Section 2.
Section 2	If 11 or more errors ...	Begin at Lesson 1.
	If 0-10 errors ...	Begin at Lesson 11.
Give CMC D Placement Test.	If did not do CMC C ...	Give Section 1.
Section 1	If 7 or more errors ...	Give CMC C Placement Test.
	If 0-6 errors ...	Give Section 2.
	If did CMC C ...	Give Section 2.
Section 2	If do not pass ...	Administer Section 1.
	If pass 1-3 parts ...	Begin at Lesson 1.
	If pass 4 parts ...	Begin at Lesson 26.
Give CMC E Placement Test.	If pass 5 or less parts ...	Give CMC D Placement Test.
	If pass 6-9 parts or score 80 points or more ...	Begin at Lesson 1.
	If pass 10 or 11 parts ...	Begin at Lesson 31 and group according to number of parts passed.
Give CMC F Placement Test.	If did not do CMC E ...	Give Section 1.
Section 1	If fail 3 or more parts ...	Give CMC E Placement Test.

Start testing	If	Then
	If pass 3 or more parts ...	Give Section 2.
	If did CMC E ...	Give Section 2.
Section 2	If have 18 points or less ...	Begin at Lesson 1.
	If have 19 points or more ...	Begin at Lesson 16.

Corrective Mathematics

The following are the initial placement guidelines for testing students entering Corrective Math.

- Note: Addition and Subtraction Placement Tests are given together. Multiplication and Division Placement Tests are given together.
- Basic Fractions, Fractions, Decimals, and Percents, Ratios and Equations are given together.

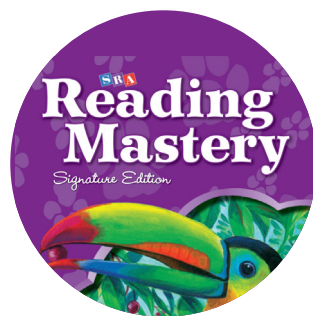
Start testing	If	Then
Section I (Part A–D)		
Give Addition Placement Test.	If 8 or more errors ...	Give Addition Pre-Skill Test.
	If 6–7 errors ...	Present Transition Lesson 8 in Addition Teacher's Presentation Book. Then start instruction at Lesson 8 in the Addition module.
	If 2–5 errors ...	Present Transition Lesson 23 in Addition Teacher's Presentation Book. Then start instruction at Lesson 23 in the Addition module.
	If 0–1 errors ...	Student is too proficient for this module. Test for Subtraction.
Give Pre-Skill Addition Test.	If 0–1 errors in Part A ...	Start at Lesson 1.
	If 0–1 errors in Part B ...	Start at Lesson 1.
	If 2 or more errors in Part A or B ...	Give Distar Arithmetic or CMC A Placement Test.
Give Subtraction Placement Test.	If 11–13 errors ...	Start at Lesson 1 of Subtraction module.
	If 5–10 errors ...	Present Transition Lesson 8 in Subtraction Teacher's Presentation Book. Start Instruction at Lesson 8.
	If 2–4 errors ...	Present Transition Lesson 25 in Addition Teacher's Presentation Book. Then start instruction at Lesson 25 in the Subtraction module.
	If 0–1 errors ...	Student is too proficient for this module. Test in Parts C and D of the Comprehensive Placement Test.
Give Multiplication Placement Test.	If 9 or 10 errors ...	Start at Lesson 1 of Multiplication module.
	If 5–8 errors ...	Present Transition Lesson 10 in Multiplication Teacher's Presentation Book. Then start instruction at Lesson 10 in the Multiplication module.
	If 2–4 errors ...	Present Transition Lesson 27 in Multiplication Teacher's Presentation Book. Then start instruction at Lesson 25 in the Multiplication module.
	If 0–1 errors ...	Student is too proficient for this module. Placement test for the Division module.
Give Division Placement Test.	If 9 or 10 errors ...	Start Lesson 1 of Division module.
	If 5–8 errors ...	Present Transition Lesson 6 in Division Teacher's Presentation Book. Then start instruction at Lesson 6 in the Division module.
	If 2–4 errors ...	Present Transition Lesson 27 in Division Teacher's Presentation Book. Then start instruction at Lesson 27 in the Division module.
	If 0–1 errors ...	Student is too proficient for this module. Test in Section II (Parts E–G) of Comprehensive Placement Test.

Section II (Parts E–G)		
Give Basic Fractions Placement Test.	If 6 or 8 errors ...	Start Lesson 1 of Basic Fractions module.
	If 4 or 5 errors ...	Start Lesson 19 of Basic Fractions module.
	If 2 or 3 errors ...	Start Lesson 30 of Basic Fractions module.
	If 0–1 errors ...	Student is too proficient for this module. Test for Fractions, Decimals and Percents.
Give Fractions, Decimals and Percents Placement Test.	If 5–7 errors in test ...	Start Lesson 1 of Fractions, Decimals and Percents module.
	If 2–4 errors in test ...	Start Lesson 30 of Fractions, Decimals and Percents module.
	If 0–1 errors in test ...	Student too proficient for this module. Test for Ratios and Equations.
Give Ratios and Equations Placement Test.	If 3–5 errors ...	Start Lesson 1 of Ratios and Equations module.
	If 0–2 errors ...	Student is too proficient for this module.

Essentials for Algebra

The following are the initial placement guidelines for testing students entering Essentials for Algebra.

Start testing	If	Then
Give Section A.	If 12 or more errors ...	Student has insufficient skills to place in program.
	If 9–11 errors ...	Start Lesson 1.
	If 0–8 errors ...	Give Section B.
Give Section B.	If student does not pass 3 or more parts ...	Start Lesson 1.
	If 12 or more errors ...	Start at Lesson 1.
	If student does not pass 2 or fewer parts and makes 0–11 errors ...	Start at Lesson 16.



Reading Mastery

Signature Edition Reading (RMSE)
and Language (RMSE-LA)

PLACEMENT TEST

PART 1

Exercise 1 Total possible: 2 points

(Circle 1 point on the scoring sheet for each correct response at *b* and *c*.)

This is an oral exercise. For step *c*, say the sound *d*, not the letter name.

- You're going to say some sounds.**
- (test item) Say** (pause) **rrr. rrr.**
- (test item) Now say** (pause) **d. d.**

Exercise 2 Total possible: 10 points

(Circle 1 point on the scoring sheet for each correct response at *b*.)

- (Point to the sounds.) **These are sounds.** (Point to the boxed **m**.) **This sound is** (pause) **mmm.** **What sounds?** (Touch **m**.) *mmm.*
- (test items)** (Point to each unboxed sound in the column. For each sound, ask:) **Is this** (pause) **mmm?**

(Circle 1 point on the scoring sheet for each correct response at step *d*.)

- (Point to the boxed **a**.) **This sound is** (pause) **āāā. What sound?** (Touch **a**.) *āāā.*
- (test items)** (Point to each unboxed sound in the column. For each sound, ask:) **Is this** (pause) **āāā?**

m

a

m

a

a

m

a

Exercise 3 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *b* and *c*.)

- Let's play Say It Fast. Listen. **Ice** (pause) **box**. I can say it fast. **Icebox**.
- (test item) Listen. **Foot** (pause) **ball**. (Pause.) Say it fast. *Football*. Yes, **football**.
- (test item) Here's another word. Listen. (Pause.) **Nnnōōōzzz**. (Pause.) Say it fast. Nose. Yes, **nose**.

Exercise 4 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *b* and *d*.)

(This is an oral exercise. Do not stop between the sounds when saying **zzzoōoo** or **wwwēēē**.)

- First I'll say a word slowly. Then you'll say that word slowly. I'll say (Pause) **zoo** slowly. Listen. (Pause.) **Zzzoooo**.
- (test item) Your turn. Say (pause) **zzzoōoo**. *Zzzoooo*.
(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)
- Now I'll say (pause) **wē** slowly. Listen. (pause.) **Wwwēēē**.
- (test item) Your turn. Say (pause) **wwwēēē**.
(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)

Add the number of points the child earned on part 1. Note: Administer part 2 **only** to children who made 19 or 20 points on part 1.

PART 2

Exercise 1 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *a* and *b*.)

- (test item))Point to the boxed **m**.) Let's ee if you remember this sound. (Pause.) What sound? (Touch **m**.) *mmm*.
- (test item) (Point to the boxed **a**.) Let's see if you remember this sound. (Pause.) What sound? (Touch **a**.) *äää*.



Exercise 2 Total possible: 6 points

(Circle 1 point on the scoring sheet for each correct response at *b*, *c*, and *d*.)

- I'll say a word slowly. Then I'll say it fast. Listen. (Pause.) **Mmmaaannn**. (Pause.) I can say it fast. **Man**.
- (test item) Your turn. Say (pause) **iiinnn**. *iiinnn*.
(test item) Say it fast. *In*.
- (test item) Your turn. Say (pause) **aaat**. *Aaat*.
(test item) Say it fast. *At*.
- (test item) Your turn. Say (pause) **sssiit**. *Sssiiit*.
(test item) Say it fast. *Sit*.

End of Placement Test

IMPLEMENTING THE PROGRAM

Placement

Before you begin teaching the program, administer the placement test printed below to each child. Use the test to determine whether a child enters *Reading Mastery*, Grade K at lesson 1 or at lesson 11 or whether the child should enter *Reading Mastery: Fast Cycle*. The test is scored on the Placement Test Scoring Sheet, which appears on page 83 of this book. Make one copy of this sheet for each child.

Administer the test individually to each child, circling the number of points earned for each exercise on a Placement Test Scoring Sheet. Then circle the appropriate entry point for the child. Testing each child requires about two to four minutes. You should be able to complete the testing of all the children within one hour on the first day of school. Instruction should begin on the second day.

Summary of Placement Information

Part 1 of the Placement Test

Children who made 0–14 points begin with *Reading Mastery*, Grade K, lesson 1.

Children who made 15–18 points begin with *Reading Mastery*, Grade K, lesson 11.

Children who made 19–20 points should proceed with Part 2 of the placement test.

Part 2 of the Placement Test

Children who made 0–7 points begin with *Reading Mastery*, Grade K, lesson 11.

Children who made 8–10 points should be placed, if possible, in *Reading Mastery: Fast Cycle*.

Placement Test Scoring Sheet for Reading Mastery

Student's Name _____ Date _____

Circle 1 point or 2 points if the student answers correctly.

Part 1

Exercise 1	step b	0	1 point
	step c	0	1 point
Exercise 2	step b	0	1 point
		0	1 point
		0	1 point
		0	1 point
		0	1 point
		0	1 point
	step d	0	1 point
		0	1 point
		0	1 point
		0	1 point
		0	1 point
		0	1 point
Exercise 3	step b	0	2 points
	step c	0	2 points
Exercise 4	step b	0	2 points
	step d	0	2 points

Total Points

Part 2

Exercise 1	step a	0	2 points
	step b	0	2 points
Exercise 2	step b	0	1 point
		0	1 point
	step 3	0	1 point
		0	1 point
	step d	0	1 point
		0	1 point

Total Points

Number of Points

Start At:

0-7

Reading Mastery, Grade K, Lesson 11

8-10

If possible, should be placed in *Reading Mastery: Classic Edition*, Fast Cycle ,

Number of Points

Start At:

0-14

Reading Mastery, Grade K, Lesson 1

15-18

Reading Mastery, Grade K, Lesson 11 (Circle the lesson)

19-20

Continue testing in part 2, (Check box) ☐

How to Mark Errors for RMSE Grades K and 1

Type of Error and Description of Error Marking	Example of Error Marking	How to Score Errors
Omission: student omits a word. <i>Circle the omitted word. Point to the omitted word. If the student reads the word correctly, do not record an error.</i>	... went down the road in a <u>little</u> car.	Count as one error for each if not read correctly after teacher points to the word.
Insertion: student adds a word. <i>Make a caret between the two words where the word was added (if possible, write what word was added).</i>	... sitting ^{it} on the road.	Count as one error for each.
Misidentification or word substitution: student says the word incorrectly or substitutes a different word. <i>Slash the word (if possible, write what student said). Also, tell student the correct word.</i>	felt lift	Count as one error each.
RMSE 1 Sounds out: student sounds out a word correctly but doesn't say the word. For the first occurrence, say to student, "What word?" If student can't identify the word, treat the same as misidentification. Write SO above the word. <u>After</u> the first occurrence, do not prompt with "What word?" and mark one error for each word that is sounded out and is not said the fast way. Note: For RMSE K sounds out: student do not need to say the word for the fast way. Do not count sound outs as errors in RMSE K.	so little	Count as one error
Hesitation: student doesn't say the word in four seconds. <i>Tell student the word and write an H above it.</i>	H down	Count as one error for each.
Self-correct: student says the word incorrectly but corrects the word without a prompt. <i>Write SC above the word.</i>	sc cow	Count as one error for each.
Reversal: student reverses the position of two words ("said he" for "he said"). <i>Mark the transposed part with a loop.</i>	he said	Count as one error for each.
Repetition: student repeats words or phrases. <i>If student says each word correctly both times, you do not need to mark it.</i>	He had sand had sand ...	Not counted as an error.
<i>If student repeats a word or words more than twice in a sentence, mark an error.</i>	He had sand had sand sand sand	Count each word repeated more than twice as an error.
Skips a line: if student skips a line of text, point to the appropriate line.		Do not record an error.

Appendix A: The Placement Test

The Placement Test that begins on the next page is to be administered individually to each child before language instruction begins. All testing should be completed during the first week of school.

Before Giving the Test

The testing material consists of the Placement Test, the Picture Book, and the Placement Test Scoring Sheet. You will need a scoring sheet for each child in your class. (See page 153 for a scoring sheet that you can duplicate for each child.)

Familiarize yourself with the instructions, the Picture Book, and the scoring sheet before testing. Practice presenting the test items using these materials.

The test is divided into three parts. A child's score is based on the number of errors he or she makes.

- If a child makes more than three errors in Part 1, do not use Parts 2 or 3.
- If a child makes three or fewer errors in Part 1, continue testing the child in Part 2.
- If a child makes more than two errors in Part 2, stop testing; do not use Part 3.
- If a child makes two or fewer errors in Part 2, continue testing, and present all of the items in Part 3.

How to Give the Test

1. Allow three to five minutes per child for administering the placement test.
2. Sit at a low table with a child, preferably in a quiet corner of the room.
3. Score the child's response on his or her scoring sheet as you present the test. Circle 0 to indicate a correct response to a test item. Circle 1 to indicate an incorrect response.
4. Accept all reasonable answers, using the suggested answers as guidelines.
5. On statement repetition items (9 and 11 in Part 1, for example), circle a 1 each time you have to repeat the statement until the student produces a correct response. Repeat the statement no

more than four times. (If the student repeats the statement the first time you say it, circle the zero.)

6. At the end of Part 1, total the 1s you have circled. Write the number of incorrect responses in the box.
7. Use the directions at the end of each part of the scoring sheet to determine if the student should be tested on the next part or if you should terminate the testing.
8. For administering Part 2, item 15, you will need a pencil with an eraser. For Part 3, items 1 through 4, you will need a big empty glass and a small glass full of water. For items 6 through 8 you will need a pencil.
9. When referring to the pictures in Parts 1 and 2, you may point to the pictures in the Picture Book or use the pictures in the test.

Determining the Starting Lesson

The directions at the bottom of the scoring sheet indicate the lesson at which each child should be placed in the program.

- Children who score six or more errors in Part 1 begin at lesson 1.
- Children who score four or five errors in Part 1 begin at Lesson 11.
- Children who score six or more errors in Part 2 begin at Lesson 21.
- Children who score between three and five errors in Part 2 and children who score eight or more errors in Part 3 begin at lesson 31. Start these children in the fast cycle of the program.
- Children who score seven or fewer errors in Part 3 begin at lesson 41 and go into the fast-cycle program.

Teaching the Transition Lesson

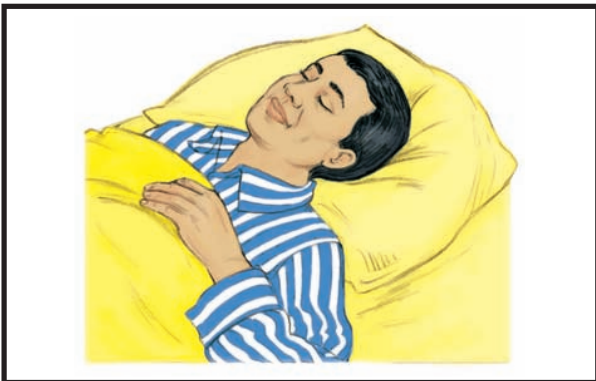
All children who do not begin the program with lesson 1 must be taught the transition lesson on the first day of language instruction. You will find the transition lesson in Appendix B of this guide.

PLACEMENT TEST

Part 1

(You may use the Picture Book, or use the pictures in the test, for items 8 through 13.)

1. **Show me your nose.**
(The child must point to his/her nose.)
2. **Show me your head.**
(The child may point anywhere on his/her head.)
3. **Show me your ear.**
(The child may point to one or both ears.)
4. **Show me your hand.**
(The child may hold up one hand or both hands.)
5. **Show me your chin.**
(The child must point to his/her chin.)
6. **Show me your cheek.**
(The child may touch one cheek or both cheeks.)
7. **Show me your shoulder.**
(The child may point to one shoulder or both shoulders.)



8. (Point to the man.)
What is this man doing?
(Accept *Sleeping*, *Going to sleep*, or *Lying down*.
Don't accept *Sleep*, *Eyes shut*, or *Got to sleep*.)
9. **My turn to say the whole thing.**
This man is sleeping. Say that.
This (or that) man is sleeping.



10. (Point to the girl.)
What is this girl doing?
(Accept *Eating*, *Eating a cookie*, or an entire correct sentence. Don't accept *Eat* or *Eat a cookie*.)
11. **My turn to say the whole thing.**
This girl is eating. Say that.
This girl is eating or
This girl is eating a cookie.



12. (Point to the cat.)
What is this cat doing?
(Accept *Climbing the tree*, *Going up the tree*, *Climbing on a tree*, *Climbing up there*, or *Climbing*.)
13. **My turn to say the whole thing.**
This cat is climbing the tree. Say that.
This cat is climbing the tree.
14. **What's your whole name?**
(The child must give first and last name; middle name is optional.)
15. **What's your first name?**
(The child must give first name only.)

End of Part 1

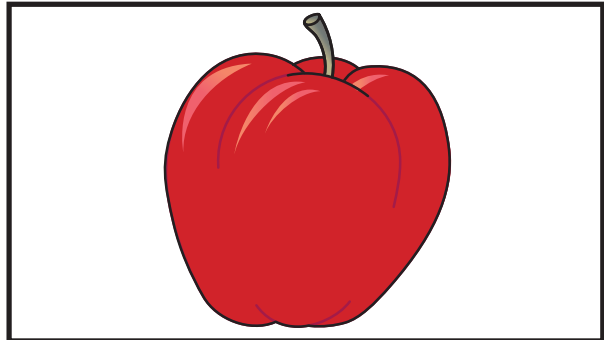
Part 2

You may use the Picture Book (or use the pictures in the test) for items 1 through 7 and item 14. You will need a pencil with an eraser and a point for item 15.



1. (Point to the picture of the car.)
Tell me what is **in front of** the car.
(Accept *Ball* or *A ball*.)
2. Tell me what is **on** the car.
A dog.
3. Tell me what is **in** the car.
(Accept *A man* or *A boy*.)
4. Look at the dog. Is the dog sleeping?
No.
5. My turn to say the whole thing.
This dog is not sleeping. Say that.
This dog is not sleeping.
6. Look at the dog. Is the dog climbing a tree?
(Accept *No* or *No, he's on the car*.)
7. My turn to say the whole thing.
This dog is not climbing a tree. Say that.
This dog is not climbing a tree.
8. Show me your chest.
(The child is to point to his/her chest.)
9. Show me your waist.
(The child is to point to his/her waist.)
10. Put your hand on your head, and hold it there.
Look at me. (Touch your own nose.)
What am I doing?
(Accept *Touching your nose* or *Putting your hand on your nose*.)
Keep your hand on your head.

11. (The child should still be touching his/her head.)
What are you doing?
(Accept *Touching my head*, *Putting my hand on my head*, or an entire correct sentence.)
12. (The child must answer both parts correctly to score 0.)
Hold your hand over your leg.
(The child must hold his/her hand over leg.)
Tell me where you are holding your hand.
Over my leg.
13. (The child must answer both parts correctly to score 0.)
Hold your hand under your leg.
(The child must hold his/her hand under his/her leg.)
Tell me where you are holding your hand.
Under my leg.



14. (Point to the apple.)
This is **an** apple. What is this?
(Accept *An apple*. Don't accept *Apple* or *A apple*.)
15. (The child must answer all three parts correctly to score 0. Stop testing if the child misses one item.)
 - a. (Point to the eraser of a pencil.)
What's this part of a pencil called?
(Accept *Eraser* or *An (the) eraser*.)
 - b. (Point to the pencil point.)
What is this part of a pencil called?
(Accept *Point*, *A point*, or *Lead*.
Don't accept *Drawer* or *Writer*.)
 - c. (Point to the whole pencil.)
What do you call the whole thing?
(Accept *Pencil* or *A pencil*.)

End of Part 2

Part 3

(You will need a big glass that is empty and a small glass that is full for items 1 through 4. You will need a pencil for items 6 through 8.)

(Present a big glass and a small glass. The big glass should be empty, and the small glass full.)

1. **Touch the big glass.**
(The child touches the big glass.) **Put your hand down.**
2. **Touch the glass that is empty.**
(The child touches the empty glass.) **Put your hand down.**
3. **Touch the glass that is full.**
(The child touches the full glass.) **Put your hand down.**
4. **Touch the small glass.**
(The child touches the small glass.) **Put your hand down.**
5. **My turn to say the days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.**
(Do not repeat the days more than twice.)
Say the days of the week. Start with Sunday.
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
6. (The child must answer all three parts correctly to score 0.)
(You place the pencil on the table.)
Is the pencil on the table? *Yes.*
(Hold the pencil over the table.)
Is the pencil on the table? *No.*
(Keep holding the pencil over the table.)
Was the pencil on the table? *Yes.*

7. (Keep holding the pencil.)
My turn to say the whole thing.
The pencil was on the table. Say that.
The pencil was on the table.
8. **Where is the pencil?**
(Accept *In your hand*, *Over the table*, or *Off the table*.)
9. (The child must answer all four parts correctly to score 0.)
Touch your ears.
(The child must touch both ears.)
Touch your leg.
(The child must touch one leg.)
Touch your ear.
(The child must touch one ear.)
Touch your legs.
(The child must touch both legs.)
10. **Put your hand in back of your head.** (The child may put one or both hands in back of his/her head or neck.) **Put your hand down.**
11. **Point to the floor, and point to the ceiling.**
(The child must point to the floor **and** to the ceiling.)
12. **What do we call the white fluffy things in the sky?**
Clouds.
13. **What do we call a person who fixes teeth?**
(Accept *A dentist* or *A doctor*.)
14. **Name three kinds of food.**
(Accept all appropriate responses.)
15. **Name three kinds of vehicles.**
(Accept all appropriate responses.)

End of Test

PLACEMENT TEST SCORING SHEET

Student's Name _____ Date _____

PART 1			PART 2			PART 3		
Items	Correct Responses	Incorrect Responses	Items	Correct Responses	Incorrect Responses	Items	Correct Responses	Incorrect Responses
1	0	1	1	0	1	1	0	1
2	0	1	2	0	1	2	0	1
3	0	1	3	0	1	3	0	1
4	0	1	4	0	1	4	0	1
5	0	1	5	0	1 1 1 1	5	0	1 1
6	0	1	6	0	1	6	0	1
7	0	1	7	0	1 1 1 1	7	0	1 1 1 1
8	0	1	8	0	1	8	0	1
9	0	1 1 1 1	9	0	1	9	0	1
10	0	1	10	0	1	10	0	1
11	0	1 1 1 1	11	0	1	11	0	1
12	0	1	12	0	1	12	0	1
13	0	1 1 1 1	13	0	1	13	0	1
14	0	1	14	0	1	14	0	1
15	0	1	15	0	1	15	0	1
Total of All Incorrect Responses		<input type="text"/>	Total of All Incorrect Responses		<input type="text"/>	Total of All Incorrect Responses		<input type="text"/>
Score			Score			Score		
Student's Score	Starts at Lesson		Student's Score	Starts at Lesson		Student's Score	Starts at Lesson	
6 or more	1		6 or more	21		8 or more	31	
4 or 5	11		3 to 5	31		0 to 7	41	
	(Circle the lesson)			(Circle the lesson)			(Circle the lesson)	
0 to 3	Continue testing in part 2.		0 to 2	Continue testing in part 3.				
	(Check box) <input type="checkbox"/>			(Check box) <input type="checkbox"/>				

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PLACEMENT

No placement test is required for children who met the final Fluency: Rate/Accuracy criterion in *Reading Mastery*, Grade K. Place those children as follows:

- Children who passed all individual Fluency Checkouts on their first attempt (without first failing a checkout and then later making it up) start at lesson 11 of *Reading Mastery*, Grade 1 and proceed at the rate of one lesson a day.
- Children who initially failed some individual Fluency Checkouts but who successfully passed the final Fluency Checkout at lesson 160 start at lesson 1 in *Reading Mastery*, Grade 1 and proceed at the rate of one lesson a day.

The placement test should be presented to the following children:

- Children who completed more than 135 lessons of *Reading Mastery*, Grade K, but who did not complete all 160 lessons. (Children who did not get as far as lesson 135 in *Reading Mastery*, Grade K are to continue where they left off at the end of the year and are to complete *Reading Mastery*, Grade K before starting *Reading Mastery*, Grade 1.)
- Children who initially failed the final Fluency Checkout at lesson 160 of *Reading Mastery*, Grade K.
- Children who are to be placed in a *Reading Mastery* program after completing one year of instruction in another reading program.

Placement Test

The test appears on page 1 of *Storybook 1*. A copy appears below, with the instructions for administering the test.

Present the placement test to each child individually before beginning *Reading Mastery*, Grade 1. Children are not to observe other children taking the placement test before they take the test themselves.

Instructions: **I want you to read this story very carefully. Take your time. Start with the title and read the story as well as you can.**

the cow on the rōad
lots of men went down the
rōad in a little car.
a cow was sittin̄g on the
rōad. sō the men ran to the cow.
“wē will lift this cow,” they said.
but the men did not lift the
cow. “this cow is sō fat wē can
not lift it.”
the cow said, “I am not sō
fat. I can lift mē.” then the cow
got in the car.
the men said, “now wē can
not get in the car.” sō the men
sat on the rōad and the cow
went hōmē in the car.
the end

Story 1 Placement Test

102 words/2.5 min = 41 wpm

Allow each child 2½ minutes to read the passage. Stop the child who hasn't finished after 2½ minutes. Record each child's time and tally the child's errors on a test summary form. A sample appears here.

Placement Test Summary Form

Child's Name	Number of Errors	Time (min:sec)	Entry Lesson	Instructional Group
Joel	7	2:19		
Maria	2	1:46		
Sandy	13	2:30		

Count any of the following as errors:

1. If a child misidentifies a word, tell the child the word and mark an error.
2. If a child "self-corrects," saying the word incorrectly and then identifying it correctly, mark an error.
3. If a child fails to identify a word after about four seconds, tell the child the word and mark an error.
4. If a child omits a word, point to the place where the word was omitted. If the child correctly reads the word, do not record an error.
5. If a child skips a line of text, point to the appropriate line. If the child correctly reads the words, do not record an error.
6. For the first word a child sounds out instead of saying it fast, (wwweeennnt instead of went), ask, "What word is that?" If the child identifies the word, do not record an error. If the child sounds it out again, record an error. After the first word a child sounds out, do not ask, "What word is that?" Mark one error for each word that is sounded out.
7. If a child repeats a word or words more than twice in a sentence, mark an error.
8. If a child does not finish the passage during the 2½ minute timing, count every word not read as an error.

Placing the Children in the Program

1. Children who score no more than 3 errors on the entire story begin with lesson 11 and do one lesson a day, except as specified in the Presentation Book.
2. Children who score between 4 and 8 errors begin at lesson 1 and do one lesson a day, except as specified in the Presentation Book.
3. Children who make more than 8 errors are placed in *Reading Mastery*, Grade K. To determine an appropriate placement for these children, give them the individual Fluency Checkouts from *Reading Mastery*, Grade K, Presentation Book C and the Storybooks. Start with the Fluency Checkout for lesson 140. If a child passes this Fluency Checkout, place the child at lesson 141. If a child does not pass it, present the Fluency Checkout for lesson 130. Continue in this manner until the child passes a Fluency Checkout. Place the child in the lesson number following the Fluency Checkout that the child passes.

Here is a sample test summary form indicating the group and lesson placement for each child.

Placement Test Summary Form

Child's Name	Number of Errors	Time (min:sec)	Entry Lesson	Instructional Group
Joel	7	2:19	1	b
Maria	2	1:46	11	a
Sandy	13	2:30	121(RM)	c

Initial Grouping of the Children

Here are the rules for initially grouping the children:

1. If possible, avoid dividing the class into more than three small groups.
2. Make the lowest-performing group the smallest, preferably with no more than five or six children.
3. Make the higher-performing groups larger. The top group and the middle group may contain as many as twelve children.
4. As the children progress through the program, the groups may be made larger.

STORY 1

the cow on the rō_{ad}

lots of men went down the
rō_{ad} in a little car.

a cow was sitting on the
rō_{ad}. sō the men ran to the cow.
“wē will lift this cow,” they said.

but the men did not lift the
cow. “this cow is sō fat wē can
not lift it.”

the cow said, “I am not sō
fat. I can lift mē.” then the cow
got in the car.

the men said, “now wē can
not get in the car.” sō the men
sat on the rō_{ad} and the cow
went hō_{me} in the car.

the end

How to Mark Errors for RMSE Grades K and 1

Type of Error and Description of Error Marking	Example of Error Marking	How to Score Errors
Omission: student omits a word. <i>Circle the omitted word. Point to the omitted word. If the student reads the word correctly, do not record an error.</i>	... went down the road in a <u>little</u> car.	Count as one error for each if not read correctly after teacher points to the word.
Insertion: student adds a word. <i>Make a caret between the two words where the word was added (if possible, write what word was added).</i>	... sitting ^{it} on the road.	Count as one error for each.
Misidentification or word substitution: student says the word incorrectly or substitutes a different word. <i>Slash the word (if possible, write what student said). Also, tell student the correct word.</i>	felt lift	Count as one error each.
RMSE 1 Sounds out: student sounds out a word correctly but doesn't say the word. For the first occurrence, say to student, "What word?" If student can't identify the word, treat the same as misidentification. Write SO above the word. <u>After</u> the first occurrence, do not prompt with "What word?" and mark one error for each word that is sounded out and is not said the fast way. Note: For RMSE K sounds out: student do not need to say the word for the fast way. Do not count sound outs as errors in RMSE K.	so little	Count as one error
Hesitation: student doesn't say the word in four seconds. <i>Tell student the word and write an H above it.</i>	H down	Count as one error for each.
Self-correct: student says the word incorrectly but corrects the word without a prompt. <i>Write SC above the word.</i>	sc cow	Count as one error for each.
Reversal: student reverses the position of two words ("said he" for "he said"). <i>Mark the transposed part with a loop.</i>	he said	Count as one error for each.
Repetition: student repeats words or phrases. <i>If student says each word correctly both times, you do not need to mark it.</i>	He had sand had sand ...	Not counted as an error.
<i>If student repeats a word or words more than twice in a sentence, mark an error.</i>	He had sand had sand sand sand	Count each word repeated more than twice as an error.
Skips a line: if student skips a line of text, point to the appropriate line.		Do not record an error.

2. Make a copy of the score sheet on page 101 for each child.
3. Familiarize yourself with the instructions and the score sheet before testing.
4. Sit at the same side of a low table with the child, preferably in a quiet corner of the room.
5. Score the child's response on the score sheet as you present each test item. Circle 0 to indicate a correct response to a test item and 1 to indicate an incorrect response. Each error counts as 1 and the child's score is the total number of errors he or she makes.
6. Stop testing as soon as a child makes six errors and if possible, give the test for the Kindergarten Language Program. If a child makes five or fewer errors, he or she can begin instruction in Grade 1 Language Arts.

Part 1

(Place a sheet of paper on the table. Hand the child a penny. If the child answers "there" in any of the following tasks, say:) Tell me where it is.

1. Put the penny on the piece of paper. Wait. Tell me. Where is the penny?
The child is to put the penny on the paper and say, *On the paper.*
2. Now hold the penny over the piece of paper. Wait. Tell me. Where is the penny now?
The child is to hold the penny so that it is over the piece of paper, but not touching, and say, *Over the paper.*
3. Now put the penny next to the piece of paper. Wait. Tell me. Where is the penny now? The child is to put the penny next to the paper and say, *Next to the paper.*
4. Put the penny under the piece of paper. Wait. Tell me. Where is the penny now? The child is to put the penny under the paper and say, *Under the paper.*

Part 2

I'll say sentences. Say them just the way I say

Appendix A—Entry Test

How to Administer the Test

1. Plan to administer the entry test individually to each child who has not been taught the kindergarten language program. Allow three to five minutes for each child you will test.

them.

5. **Listen.** (Pause.) **If it rains, the cows will get wet. Say that.** (Repeat the statement once if the child fails on the first attempt. If the child repeats the statement correctly either the first or second trial, score the item correct.)
6. **Listen.** (Pause.) **They were having a good time on their vacation. Say that.** (Repeat the statement once if the child fails on the first attempt. If the child repeats the statement correctly on the first or second trial, score the item correct.)

Part 3



Look at the picture.

7. **Two of these elephants are wearing the same thing.** (Point to the two elephants that are wearing the same thing.)
8. **What are they wearing that is the same?** (The child is to respond *hats* or *a hat*.)
9. **Two of these elephants are holding the same thing.** (Point to the two elephants that are holding the same thing.)
The child is to point to elephant 1 and elephant 2.
10. **What are they holding that is the same?** (The child is to respond *flowers* or *a flower*.)

Part 4

Tell me if I hold up some of my fingers, all of my fingers, or none of my fingers. (If the child identifies the *number* of fingers in any of the following tasks, ask:) Am I holding up some of my fingers, all of my fingers, or none of my fingers?

11. **Hold up all ten fingers. What am I holding up?** The child is to respond *all of your fingers* or *all*.
12. **Hold up seven fingers. What am I holding up?** The child is to respond *some of your fingers* or *some*.
13. **Hold up three fingers. What am I holding up?** The child is to respond *some of your fingers* or *some*.
14. **Hold up a closed fist. What am I holding up?** The child is to respond *none of your fingers* or *none*.

Part 5

I'm going to tell you a story about a tiger. I'm going to tell the story one time. So listen carefully. Here is the story. The tiger lived in the jungle. The tiger hunted at night. The tiger did not hunt during the day. It slept all day long.

(Accept all reasonable responses to the following items.)

15. **Who hunted?** *The tiger.*
16. **Where did the tiger live?** *In the jungle.*
17. **When did the tiger hunt?** *At night.*
18. **When did the tiger sleep?** *In the day.*
19. **What did the tiger do during the day?** *Slept (or) Sleeping.*
20. **What did the tiger do during the night?** *Hunted (or) Hunt.*

ENTRY TEST SCORE SHEET

Grade 1 Language Arts

This test is to be given only to those children who have not been taught *Grade K Language*. Stop testing as soon as a child makes six errors. Give that child the *Grade K Language* Placement Test.

Student's name _____

Date _____

Items	Correct Responses	Incorrect Responses
PART 1		
1	0	1
2	0	1
3	0	1
4	0	1
PART 2		
5	0	1
6	0	1
PART 3		
7	0	1
8	0	1
9	0	1
10	0	1
PART 4		
11	0	1
12	0	1
13	0	1
14	0	1
PART 5		
15	0	1
16	0	1
17	0	1
18	0	1
19	0	1
20	0	1
Total Score		_____

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APPENDIX A

PLACEMENT

Administering the Placement Test

As a rule of thumb, students who have successfully completed *Reading Mastery Signature Edition*, Grade 1 or a first grade reading program should be able to succeed in *Reading Mastery Signature* Grade 2. However, this rule may not apply to all students, particularly those who can decode words silently but cannot read aloud with sufficient accuracy (no more than two errors per hundred words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Signature Edition*, Grade 2.

The reproducible Placement Test on page 76 determines the rate-accuracy and comprehension performance of students. Administer the test to all students before placing them in *Reading Mastery Signature Edition*, Grade 2 or *Reading Mastery Signature Edition*, Transition. The test results will provide you with:

- “baseline” information about students’ reading rate and accuracy.
- a basis for gauging the process of students who are prepared to begin Grade 2.
- a means of identifying students who need the additional instruction and practice provided by Transition and those who should be placed in a Grade 1 sequence.

Instructions

- Make a copy of the blackline master of the Transition Placement Test (page 76) for each student.
- Part 1 of the test consists of ten vocabulary words and a reading passage. The vocabulary word reading is not scored. The reading passage contains 159 words and is timed and scored.
- Part 1 of the test is to be administered individually to the students. They should not observe others taking the test. Part 1 requires about three minutes per student. You will need a stopwatch.
- Part 2 of the test may be presented to all the students at the same time. Part 2 requires the students to write answers to comprehension questions about the part 1 passage. Students have two minutes to complete part 2.

Test Administration Directions

Part 1 – Vocabulary Word Reading (Not Scored)

- a. (Call a student to a corner of the room, where the test will be given.)
- b. (Give a copy of the test to the student.)
 - (Teacher reference:)

- | | |
|---------------|----------------|
| 1. expert | 7. difference |
| 2. clinic | 8. mirror |
| 3. interest | 9. through |
| 4. changes | 10. practicing |
| 5. themselves | 11. questions |
| 6. people | |

- c. (Point to the column of words at the top of the test. Tell the student:) **Touch word 1.** (Pause.) **That word is expert.**
- d. (Repeat step c for words 2–10.)
- e. **Your turn to read those words.**
- f. **Word 1. What word?**
 - (Repeat for words 2–10.)
- g. (Repeat step f until firm.)

Part 1 – Passage Reading

- h. (Point to the passage in part 1.)
- i. (Tell the student:) **You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have three minutes to read the passage. Go.**
- j. (Time the student. If the student takes more than three seconds on a word, say the word, count it as an error, and permit the student to continue reading. Make one tally mark for each error.)

Count each of the following behaviors as an error:

- Misreading a word
- Omitting a word part
- Skipping a word
- Skipping a line (Immediately show the student the correct line.)
- Not identifying a word within three seconds (Tell the word.)

Also count each word not read by the end of the three-minute time limit as an error. For example, if the student is 8 words away from finishing the passage by the end of the time limit, count 8 errors.)

- k. (Collect the test sheets.)

Criteria for Part 1

- Students who make 5 or fewer errors and read the passage in two minutes or less should proceed to part 2 of this test.
- Students who make fewer than 8 errors or read the passage between 2:01 and 3:00 minutes do not proceed to part 2 of this test. These students should be placed in the *Reading Mastery Signature Edition*, Transition program. (See Placement Criteria.)
- Students who make 8 or more errors should be placed in the Grade 1 sequence or in a reading program with comparable reading skills.

Part 2 – Story Items

For students who have met the criteria, present part 2, which is a group test. Administer part 2 no more than two hours after students complete part 1. Here are the steps to follow:

- a. (Assemble the students.)
- b. (Give each student a copy of the placement test.)
- c. (Give the group these instructions:) **Follow along as I read the passage you read earlier.**

Bill tried to say things that would interest other people. He asked questions and tried to get people to talk about themselves. He said things that were funny. He talked faster and louder. He tried to smile more when he talked. But all those changes made no difference. After Bill was through speaking, everybody else was sleeping.

One day, Bill was at home. He was practicing in front of the mirror. He smiled, moved around a lot, and talked to the mirror.

Just then the door bell rang. Bill opened the door and saw a woman who said, "I am an expert at making people sleep. I work for the Sleep More Clinic. We help people who have trouble sleeping. I hear that you can make people sleep, too."

"Yes," Bill said. "If I speak for a while, people will sleep."

"That is interesting," the sleep expert said. "Can you explain why people sleep?"

"Yes, I can," Bill said.

(After reading the passage, say) **At the bottom of the page are questions about the passage. Read the questions to yourself. Write or underline the answers. You have two minutes to finish.**

- d. (Time the students. Collect the test sheets after two minutes.)

Answer Key Part 2

- What was the first name of the man in the story? Bill
- Underline 4 things he did to try to be more interesting.
 - frown more
 - smile more
 - whisper
 - ask questions
 - answer questions
 - talk louder
 - talk softer
 - talk faster
 - talk slower
- His problem was that he
 - was old
 - had five dogs
 - put people to sleep

- He practiced in front of
 - his wife
 - the mirror
 - the TV
- Who came over when he was practicing?
 - a sleeper
 - a dog expert
 - a sleep expert
- Name the place where she worked.

Sleep More Clinic

Scoring Criteria for the Placement Test

All students who make more than 8 errors on part 1 of the Transition Placement test should be placed in the Grade 1 sequence or in a program that teaches comparable reading skills.

Students who **should** be placed in the Transition program and begin instruction on Lesson 1 meet the following criteria on the Transition Placement Test:

- Students who make fewer than 8 errors on part 1 and read the passage between 2:01 and 3 minutes.
- Students who make 6 or 7 errors on part 1 and read the passage in 2 minutes or less.
- Students who make 5 or fewer errors on part 1 and read the passage in 2 minutes or less and make 2 or more errors on part 2.

Students who make 5 or fewer errors on part 1, read the passage in 2 minutes or less and make 1 or no errors on part 2 should be placed in the Grade 2 sequence and begin instruction on Lesson 1. These students can also be placed in the Transition program if necessary.

The following table shows the placement criteria for the Transition Placement Test:

Performance				
	Errors Part 1	Time Part 1	Errors Part 2	Place-ment
Grade 1	8 or more	3 minutes or less	NA	Grade 1
Transition	Fewer than 8	2:01 to 3 minutes	NA	Transition
Transition	6 or 7	2 minutes or less	NA	Transition
Transition	5 or fewer	2 minutes or less	2 or more	Transition
Grade 2	5 or fewer	2 minutes or less	1 or 0	Grade 2 OR Transition

Rate Table for the Placement Test

The following table shows the words per minute students read for specific times and numbers of errors on part 1 of the Transition Placement Test.

Errors									
Time	0	1	2	3	4	5	6	7	8
3:00	53	53	52	52	52	51	51	51	50
2:50	56	56	55	55	55	54	54	54	53
2:40	60	59	59	59	58	58	57	57	57
2:30	64	63	63	62	62	62	61	61	60
2:20	68	68	67	67	66	66	66	65	65
2:10	73	73	72	72	72	71	71	70	70
2:00	80	79	79	78	78	77	77	76	76
1:50	87	86	86	85	85	84	83	83	82
1:40	95	95	94	94	93	92	92	91	91
1:30	106	105	105	104	103	103	102	101	101
	Words per minute								

Part 1

1. expert
2. clinic
3. interest
4. changes
5. themselves
6. people
7. difference
8. mirror
9. through
10. practicing
11. questions

Bill tried to say things that would interest other people. He asked questions and tried to get people to talk about themselves. He said things that were funny. He talked faster and louder. He tried to smile more when he talked. But all those changes made no difference. After Bill was through speaking, everybody else was sleeping.

One day, Bill was at home. He was practicing in front of the mirror. He smiled, moved around a lot, and talked to the mirror.

Just then the door bell rang. Bill opened the door and saw a woman who said, "I am an expert at making people sleep. I work for the Sleep More Clinic. We help people who have trouble sleeping. I hear that you can make people sleep, too."

Yes," Bill said. "If I speak for a while, people will sleep."

"That is interesting," the sleep expert said. "Can you explain why people sleep?"

"Yes, I can," Bill said.

Part 2

1. What was the first name of the man in the story?

3. His problem was that he

- was old
- had five dogs
- put people to sleep

2. Underline 4 things he did to try to be more interesting.

4. He practiced in front of

- his wife
- the mirror
- the TV

5. Who came over when he was practicing?

- a sleeper
- a dog expert
- a sleep expert

6. Name the place where she worked.

- frown more
- smile more
- whisper
- ask questions
- answer questions

- talk louder
- talk softer
- talk faster
- talk slower

Signature Language Sentence Writing Grade 2 Test

1. (Show picture of the bird on the rope – lesson 109.) **Look at this picture.** ✓
 - **You're going to write sentences about this picture.**
 - **Touch the picture of the bird and the bug.** ✓
 - **The picture shows what the bird was on and what the bug was on. What was the bird on?** (Signal.) *A rope.*
 - **What was the bug on?** (Signal.) *A rug.*
2. **Say the sentence for what the bird was on.** (Signal.) *The bird was on a rope.*
3. (Repeat step 2 until firm.)
4. **The word box shows how to spell the words was, rope, and rug. You can figure out how to spell the other words.**
5. **Write the sentence for what the bird was on. Pencils down when you're finished.** ✓
 - **Now go to the next line and write the sentence for what the bug was on. Pencils down when you're finished.** ✓

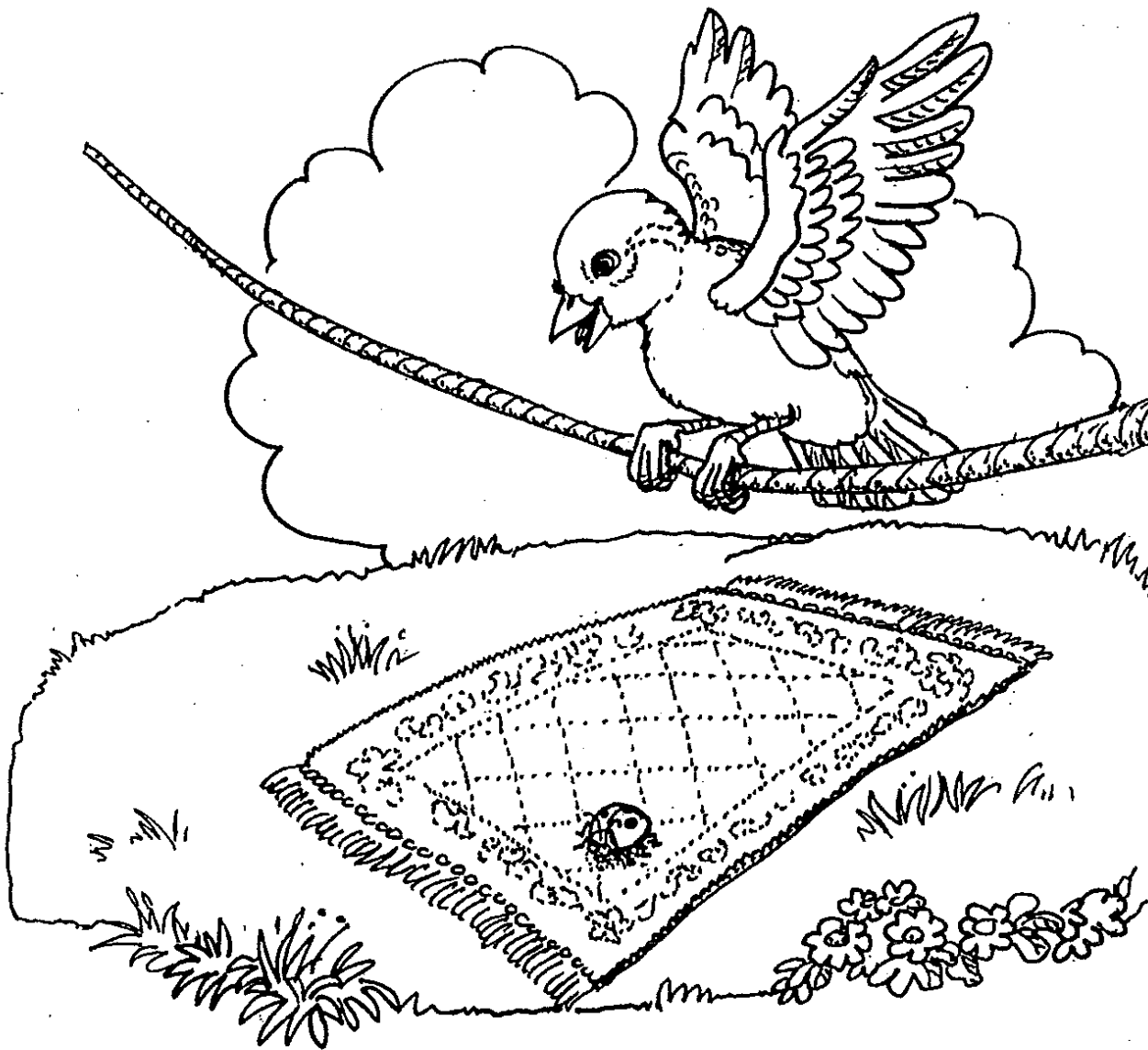
Scoring the Test

- 1 point for each period.
- 1 point for each capital.
- 1 point for each complete sentence.
- Subtract 1 point for additional capitals and subtract 1 point for other additional punctuation.

Pass: 4 or more points.

Signature Sentence Writing

was rope rug



APPENDIX A

PLACEMENT

Administering the Placement Test

As a rule, students who have performed well in a third grade reading program should be able to succeed in *Reading Mastery Signature Edition*, Grade 3. However, this rule may not apply to all students, particularly those who can decode words silently but cannot read aloud with sufficient accuracy (no more than two errors per 100 words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Signature Edition*, Grade 3.

The placement test on page 74 determines the rate-accuracy and comprehension performance of students. Administer the test to all the students before placing them in the program. The test results will provide you with:

- “baseline” information about their reading rate and accuracy
- a basis for evaluating their improvement after they have completed the program
- a means of identifying students who may be placed in the program “on trial,” and those who should not be placed in the program.

Part 1 of the test is to be administered individually to the students. They should not observe others taking the test. Part 1 requires about two minutes per student. You will need a stop watch. *If students make more than six errors on Part 1, do not administer Part 2 to those students.*

Part 2 of the test may be presented to more than one student at the same time. Part 2 requires the students to write answers to comprehension questions about the Part 1 passage.

Instructions for Part 1

Reproduce the one-page Placement Test that appears on page 74. Make one copy for each student that you are to test.

1. Call a student to a corner of the room, where the test will be given.
2. Give a copy of the test to the student.
3. Point to the column of words at the top of the test. Tell the student:
“Touch word 1.” (Wait.) “That word is California.”
4. Repeat step 3 for words 2–5.
5. Point to the passage in part 1.
6. Tell the student: “You’re going to read this passage out loud. I want you to read it as well as you can. Don’t try to read it so fast that you make mistakes. But don’t read it so slowly that it doesn’t make any sense. You have two minutes to read the passage. Go.”
7. Time the student. If the student takes more than three seconds on a word, say the word, count it as an error, and permit the student to continue reading. To record errors, make one tally mark for each error.

Count all the following behaviors as errors:

- Misreading a word (Count as one error.)
- Omitting a word part (Listen carefully for s and ed.) (Count as one error.)
- Sounding out a word but not saying the word at a normal speaking rate (Count as one error.)
- Skipping a word (Count as one error.)
- Skipping a line (Immediately show the student the correct line.) (Count as one error.)
- Not identifying a word within three seconds (Tell the word.) (Count as one error.)
- Reading a word incorrectly and then reading it correctly (Count as one error.)

Also count each word not read by the end of the two-minute time limit as an error. For example, if the student is eight words from the end of the passage by the end of the time limit, count eight errors.

Instructions for Part 2

After you've administered Part 1 to all the students, present Part 2 to those students who made no more than six errors on Part 1. (Part 2 is a group test.)

1. Assemble the students.
2. Give each student a copy of the placement test.

3. Make sure the students have pencils.
4. Give the group these instructions:
"These are questions about the passage that you read earlier. Write the answers to the comprehension items at the bottom of your paper. You have five minutes to finish the questions."
5. Collect the test sheets after five minutes

Answer Key Part 2

1. Idea: Because the ship was on fire
2. Linda, Kathy 3. lifeboats
4. Linda 5. 13 6. 10 7. hand
8. Idea: In a lifeboat 9. Japan
10. Idea: To see their father 11. 3 days

Placement Criteria

Use the table below to determine placement for each student.

Errors	Placement
If a student makes seven errors or more on Part 1 OR three errors or more on Part 2	Place the student in a reading program more elementary than <i>Reading Mastery Signature Edition</i> , Grade 3.
If a student makes no more than six errors on Part 1 AND no more than two error on Part 2.	Place the student at <i>Reading Mastery Signature Edition</i> , Grade 3, Level 1.

If you suspect that some students are too advanced for the program (students who score 0 or 1 on the placement test and who exhibit good comprehension skills), present the main story from lesson 103 to them. Present the tasks specified for the main story oral reading, and assign items 1–10 (17 responses) from lesson 103 in the workbook.

If the student makes no more than eight story-reading errors and no more than two workbook errors on lesson 103, place the student in a higher-level program, *Reading Mastery Signature Edition*, Grade 4.

Remedies

- If students fail Part 1, they are weak in decoding. The simplest remedy for these students is to select material that they are able to read without making more than two errors per 100 words. Set rate criterion for these students (based on the

rate at which they are able to read making no more than two errors per 100 words) and as they improve, change the criterion so they are required to read faster.

Continue to provide lots of practice until the students read at the minimum rate of 100 words per minute without making more than two errors per 100 words.

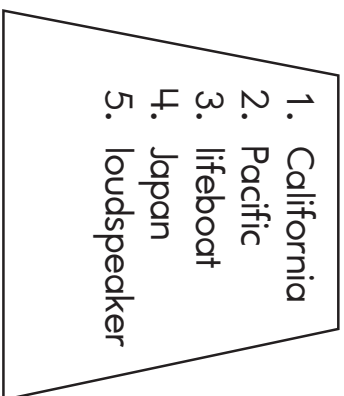
- If students fail Part 2, provide practice on basic comprehension questions (who, what, when, where, why). Direct these students to read aloud. Ask questions after each sentence. Make sure that each question can be clearly answered by the passage that the students read. Provide this kind of practice until the students are proficient at answering questions.

When you feel the students are firm on skills that were initially deficient, readminister the placement test.

Name _____

READING MASTERY SIGNATURE EDITION GRADE 3 PLACEMENT TEST

Part 1



"Fire! Fire!" a voice said over the loudspeaker. "The forward deck is on fire," the voice announced. "Everybody, leave the ship. Get into the lifeboats!"

Linda and her sister were on their way from the United States to Japan. Linda was thirteen years old, three years older than Kathy. Their father was in Japan, and they were on their way to visit him. Three days before, they had left California on a great ship called an ocean liner. They were now somewhere in the middle of the Pacific Ocean.

"Fire! Fire!" the voice shouted. "Everybody get into the lifeboats!"

People were running this way and that way on the deck of the ship. They were yelling and crying.

"Hold on to my hand," Linda said. The girls went to the lifeboats. People were all around them, shoving and yelling. Linda could not see much. She was afraid. Suddenly she was no longer holding Kathy's hand.

Suddenly a strong pair of arms grabbed Linda. "In you go," a voice said. A big man picked Linda up and put her in the lifeboat.

"Where's my sister?" Linda asked. Linda looked but she couldn't see her younger sister.

Part 2

1. Why was everybody trying to leave the ship?

2. Name the two sisters that were on the ship.

3. People were trying to get into the

_____.

4. Which sister was older?

5. How old was that girl?

6. How old was her sister?

7. Linda told Kathy, "Hold on to my _____."

8. When the big man picked up Linda, where did he

put her? _____

9. What country were the girls going to?

10. Why were the girls going there?

11. How long had they been on the ship?

Placement

Grade 3 Language Arts is appropriate for students who read on at least a beginning third-grade level, who can copy words at no less than 10 words a minute, and who can follow basic directions. Students who do not meet these criteria will have trouble performing on many of the activities presented in Grade 3 Language Arts.

A placement test evaluates students' performance at copying and following directions. A reproducible copy of the test appears on page 93. The test is group administered and requires about 10 minutes for students to complete. The script for presenting the test appears below.

Administering the Test

Pass out a test form to each student. Students are to write their name in the space on the top. Present the following nonscorable (warm up) items and 4 scorable items.

- **Get ready to follow some directions.**
(**Note:** These are nonscorable items.)
- **Touch the picture of the dog.**
(Observe students and give feedback.)
- **The dog is not the first or second or third picture. Raise your hand when you know the number for the dog.**
- **Everybody, what's the number for the dog?**
(Signal.) 6
(**Note:** These are scorable items. Allow 5 seconds for each item.)
- **I'll tell you directions. Do exactly what the directions tell you to do. Get your pencils ready.**
- **Listen: Circle the first picture.**
(Pause 5 seconds.)
- **New directions: Make a box around the last picture.**
(Pause 5 seconds.)
- **New directions: Make a line **under** the picture that is just after the bird.**
- **Listen again: Make a line **under** the picture that is just after the bird.**
(Pause 5 seconds.)
- **New directions: Make a line **over** the picture that is just before the snake.**
- **Listen again: Make a line **over** the picture that is just before the snake.**
(Pause 5 seconds.)
- **Everybody, put your pencil down and don't touch it until I tell you.**
- **Touch the little story that is in the box.**
- **I'll read that story. Follow along: Three men sat in their boat. One of those men jumped into the water. A big fish chased him.**
- **Everybody, touch the lines below the story. You're going to copy that whole story. Everybody, touch the letter **A**. You'll start right after the letter **A**. You'll copy the story just the way it is written. You'll spell all the words correctly. You'll put in the capital letters and the periods just the way they are shown in the story.**
- **The first sentence of the story is: **Three men sat in their boat**. That's the first sentence you'll copy. Then you'll copy the rest of the story. Pencils ready. You have 2 minutes. Get ready. Go.**
(Time students. After 2 minutes, say:) **Everybody, if you're not finished, stop now and put your pencil down.**
- (Collect tests.)

Placement Test**Grade 3 Language Arts**

Name: _____ Date: _____



Three men sat in their boat. One of those men jumped into the water. A big fish chased him.

A.	

1. Number of errors on picture items	0	1	2	3	4	
2. Number of omitted words (words not copied)	0	1	2	3	4	5
3. Number of copied words misspelled	0	1	2	3	4	5

Scoring the Test

An answer key for the pictures appears below:



On each student's test form, record the number of errors for each criterion.

Line 1: Circle the number of errors the student made on **picture items**. If the student missed no items, circle 0. If the student missed all 4 picture items, circle 4.

Line 2: Circle the number of **omitted words** (words not copied). Read each student's story. Make sure all the sentences have the correct words. Mark any places where the student omitted words. Count the number of omitted words (those overlooked or those at the end of the story that were not written). If the number is 5

or less, circle the appropriate number on line 2. If the number is more than 5, write the number in the box at the end of line 2.

Line 3: Circle the number of **misspelled words**. Mark each misspelled word. Count the number. If the number is 5 or less, circle the appropriate number on line 3. If the number is more than 5, write the number in the box at the end of line 3.

Placement Criteria

Students should not be placed in Grade 3 Language Arts unless they meet all the following criteria:

1. The student should read on at least the beginning third grade level. If you have doubts about the student's reading ability, direct the student to read the following sentences from part A of lesson 1:

1. The three men were brothers.	reports	does not report
2. Three men fished from a boat.	reports	does not report
4. A big dog stood in the boat.	reports	does not report
5. All the men wore hats.	reports	does not report
8. A large fish was on the end of the line.	reports	does not report

Point to each item the student is to read and say: "Read this sentence." If the student gets stuck on a word, tell the word after about 3 seconds. The student should complete the reading in no more than 45 seconds and should make no more than 3 decoding errors. Students who exceed these limits probably do not read well enough to benefit from Grade 3 Language Arts.

2. The student should pass all the criteria listed on lines 1, 2, and 3 at the bottom of the placement test. The criterion for each line is indicated by the boldfaced number.

1. Number of errors on picture items	0	1	2	3	4	
2. Number of omitted words (words not copied)	0	1	2	3	4	5
3. Number of copied words misspelled	0	1	2	3	4	5

If a student passes all the criteria but one and just barely misses meeting that criterion, the student could be placed in Grade 3 Language Arts.

Placement Test

Grade 3 Language Arts

Name: _____ Date: _____



Three men sat in their boat. One of those men jumped into the water. A big fish chased him.

A.

- | | | | | | | |
|---|---|---|---|---|---|----------------------------|
| 1. Number of errors on picture items | 0 | 1 | 2 | 3 | 4 | |
| 2. Number of omitted words (words not copied) | 0 | 1 | 2 | 3 | 4 | 5 <input type="checkbox"/> |
| 3. Number of copied words misspelled | 0 | 1 | 2 | 3 | 4 | 5 <input type="checkbox"/> |

The Placement Test

The placement test has two parts. In part 1, each student reads a passage aloud as you count decoding errors. In part 2, students answer comprehension questions about the passage.

Instructions for Part 1

You should administer part 1 in a corner of the classroom so that other students will not overhear the testing. Use the following procedure.

1. (Give the student a copy of the placement test.)
2. (Point to the passage and say:) You're going to read the passage aloud. I want you to read it as well as you can. Don't try to read it so fast you make mistakes, but don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.
3. (Time the student and make one tally mark for each error.)
4. (After two minutes, stop the student. Count every word not read as an error.)
5. (Total the student's errors.)

Use the following guidelines for counting decoding errors in part 1.

- If the student misreads a word, count one error.
- If the student omits a word ending, such as s or ed, count on error.
- If the student reads a word incorrectly and then correctly, count one error.
- If the student sounds out a word instead of reading it normally, count one error.
- If the student does not identify a word within three seconds, tell the student the word and count one error.
- If the student skips a word, count one error.

- If the student skips a line, point to the line and count one error.
- If the student does not finish the passage within the given time limit, count every word not read as an error. For example, if the student is eight words from the end of the passage at the end of the time limit, count eight errors.

Instructions for Part 2

After all the students have finished part 1, administer part 2 to the entire group. Use the following procedure.

1. (Assemble the student.)
2. (Give each student a copy of the placement test.)
3. (Say:) Here is the passage you read earlier. Read the passage again silently; then answer the questions in part 2. You have seven minutes. Go.
4. (Collect the test papers after seven minutes.)
5. (Total each student's errors, using the answer key below.)

Answer Key for Part 2

1. Idea: *the Bermuda Islands*
2. Idead: *to dive; to see the bottom of the ocean*
3. Response: *warm*
4. Response: *the guide*
5. Ideas: *partner; person*
6. Idea: *Signal the guide.*
7. Idea: *Go to the surface of the water.*
8. Idea: *The diver might get the bends.*
9. Response: *pressure*

Placement Guidelines

Place your students as follows:

- Students who made zero errors or one error should be given the placement test

for *Reading Mastery Signature Edition*, Grade 5.

- Students who made zero to six errors on part 1 *and* zero to two errors on part 2 can be placed in *Reading Mastery Signature Edition*, Grade 4.
- Students who made more than six errors on part 1 *or* more than two errors on part 2 should be given the placement test for *Reading Mastery Signature Edition*, Grade 3.

Placement Test

PART 1

An Underwater World

The diving boat was anchored in a place where the water changed from light green to dark, dark blue. One by one, the divers went down the ladder on the side of the boat and entered the warm water. The boat was about 1,600 kilometers east of Florida. They were south of the Bermuda Islands. Darla was the last diver to go down the ladder and enter the warm water.

“Now stick together,” the guide said as he floated with his mask tilted back on his forehead. “You’ve got your partners. Stay with your partner. If you see something you want to look at, signal me. If one person stops, we all stop or somebody’s going to get lost.”

The guide continued, “If you get separated, go to the surface of the water. Don’t try to look for the rest of us. Just go to the surface. And remember, don’t go up too fast. Take at least two minutes to go up, or you may get the bends.”

The bends. Darla had read about the bends. She knew that a person gets them because of the great pressure of the water.

Name _____

PART 2

1. Near which islands does this story take place?

2. Why was the group in this place?

3. Was the water warm or cold?

4. Who led the group?

5. Each diver was supposed to stay with a

6. What was a diver supposed to do if the diver wanted to stop to examine something?

7. What was a diver supposed to do if the diver got separated from the group?

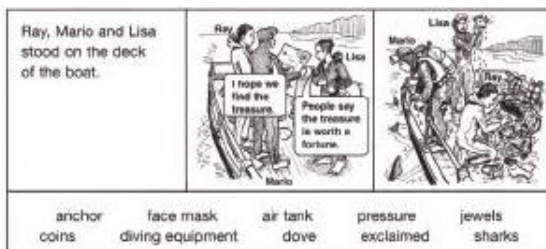
8. What problem would the diver have if the diver went up to the surface too fast?

9. This problem was caused by the great
_____ of the water.

PLACEMENT

Grade 4 Language Arts is appropriate for students who have mastered the basics of narrative writing. They can write a coherent passage. Generally students who can place in the Grade 4 Reading Mastery Signature Edition program will have sufficient writing skills. So, using the placement test for the Grade 4 Language Arts program may not be necessary.

The placement test to evaluate student's readiness for Grade 4 Language Arts appears below. Each student will need a copy of the placement test Blackline Master (found on page 19–20), lined paper and a pencil.



Directions for Placement Test:

- Look at the pictures. You're going to write a story that tells what happened. You'll begin your story with the sentence in the first box. That sentence says, **Ray, Mario and Lisa stood on the deck of the boat.**
- The first picture shows what happened at the beginning of the story. The second picture shows how the story ended. Lots of things must have happened between the first picture and second picture.
- I'll read the words in the vocabulary box below the pictures: anchor, face mask, air tank, , pressure, jewels, coins, diving equipment, dove, exclaimed, sharks. Be sure to spell those words correctly if you use them in your passage.

- d. I'll make up a beginning to the story.

Ray, Mario and Lisa stood on the deck of the boat. They looked at a map. They were getting ready to search for a sunken treasure. Maria said, "I hope we find the treasure."

Lisa said, "People say the treasure is worth a fortune." The divers put on their diving equipment and stood by the side of the boat.

- e. Start with the sentence in the box that tells what Ray, Lisa and Mario did and write an interesting story. Tell what the characters did and what they said. Be sure to tell all the important things that must have happened between the pictures. You have 20 minutes.
- f. (After 20 minutes, collect the students' papers.)

- Write an interesting story. Use lined paper.
- Start with the sentence in the first box.
 - Tell what the characters did and what they said.

<p>Ray, Mario and Lisa stood on the deck of the boat.</p>	<p>Ray</p> <p>Lisa</p> <p>Mario</p>	<p>Ray</p> <p>Lisa</p> <p>Mario</p>
<p>anchor coins</p>	<p>face mask diving equipment</p>	<p>air tank dove pressure exclaimed jewels sharks</p>

MARKING THE TEST

It is very hard to establish fair criteria for “scoring” a writing test, but quite easy to gain a sense of the range of students who should be placed in the program. If you want to, you can circle various problems. When you find that your circles start to overlap, the student is probably too low to be in the program.

Placement Guidelines

The examples below provide a sense of the range of students who should be placed in *Grade 4 Language Arts* and those who are too low for the program. The passages are taken from the students’ writing and are not made up for illustration purposes. Read the passages and notice the writing tendencies of the better students and those who are too low for the program.

Students who are prepared for the *Grade 4 Language Arts*:

The examples below show the writing of students who are prepared for *Grade 4 Language Arts*. The writing of these students is coherent and clear. Students use a variety of sentence types, correct punctuation and not only on regular sentences, but more complex sentences that begin with part of the predicate and those that have quotes.

Example 1

... They dove into the water and sunk into the deep until they disappeared. They had forgotten to put the anchor down in the water. Under the water everything looked pitch black so it was a good thing they remembered to bring flashlights. Also the pressure underneath the water was tougher and heavier. They separated themselves but not too much so they wouldn't get lost. Mario felt something on the floor and called Ray and Lisa to come help. They had found the treasure.

Example 2

... At last Ray, Mario and Lisa had there diving equipment ready. They prepared themselves for the freezing cold water.

The first one to go in was Lisa. Lisa swam around for a minute or two to get used to the water. Finally she was ready. Second was Mario. He put on his face mask and

jumped in. Ray did the same as Lisa so he could get used to it as well. Last was Mario. Mario jumped in, but as soon as he dove in he had a really bad feeling.

Ray set his navigator to the point where the treasure was known to be. They swam to the spot. Mario suggested, “Maybe we should back to the boat for safety.” ...

Example 3

... When they dove into the water they came across many different sharks. One of them almost got Mario. They also saw many beautiful fish. Finally they found what they went after. The treasure. It was very hard to open because of the pressure. When they opened it they found amazing and beautiful things. They exclaimed, “Wow.” There were vases full of jewels, necklaces with pearls, and rubies. They also found coins from the old times. When they finally climbed up on the boat they continued admiring the jewels. This treasure made them very rich and famous. It was hard to get it but it was worth it.

The examples below show the writing of students who have an understanding of how to construct a narrative passage, but who have gaps in their knowledge of punctuation and clarity. These students may be placed in *Grade 4 Language Arts*, but are likely to need support.

Example 1

... Just then, Lisa shouted I found something. Mario, and Ray looked and looked to see what she found. Oh, look it's a crown Ray said. So they dug for more treasure. They found jewels, diamonds and coins. They kept digging until the next morning. So around 7:45AM the next morning they found more things than they really needed. They gathered there dividing equipment and steered the boat all the way back to where they needed to go ...

Example 2

... They saw the ship and went to it. Before they could get to the boat a octopus appeared from no were Lisa was so scared. Ray told Lisa to move. All of a sudden Lisa took off swimming to the other side of the ship. “Watch out Ray said.” The octopus chased her. Then Ray chased after the octopus. The octopus couldn't find Lisa and Ray couldn't find the octopus. So Ray just went in. Then he saw Lisa swim into the back hole. They saw all different kind of fish down in the ship.

Example 3

The crew put on there diving equipment there air tanks and face masks. Then they dove under the water. They saw sharks and other kinds of fish. Then they found the treasure. They took it back up to the boat. They looked inside the treasure chest. They saw lots of valuabl things. Lisa found a crown She said This is beautiful.

Students who are too low to be placed in Grade 4 Language Arts

The examples below show the writing of students who do not have the basic writing skills needed for *Grade 4 Language Arts*. These passages give evidence that the writer does not know English well or does not have basic punctuation and sentence-construction knowledge. The passages have run-on sentences and sentence fragments. The passages lack verb agreement and tense consistency. Writers leave out details and express things in awkward ways. These students need systematic and explicit instruction in basic writing. They would be more appropriately placed in *Grade 3 Language Arts*.

Example 1

... When Ray was swimming with Mario. Ray hit his back on the treasure. So Lisa wint to Mario and Ray everybody carry the treasre up and then Lisa use a anchor to open the treasure. Then it dove open coins and diamonds, rubies pop open when they took out the jewels they seen necklaces and perls stook on the bottoms of the treasure ...

Example 2

... Ray Mario an Lisa stood on the deck of the boat took out the diving equipment and dove in the water an they seen a big anchor hook on a treasure box soon as they put the treasure box here come sharks they pull the big anchor up to the water the sharks brock the lock and they didn't now the lock was brocke when they was about to thowr it back in the water...

Example 3

... They were so happy they swim up the water. Until they seen a sharks they flow up the water got in to the boat the sharks was still swimming around the boat But Lisa and ray wasn't paying no mine's at the shark but they was looking at the treasure. Mario was looking at the sharks until Lisa said come on Ray we have treasure...

Program

Reference Materials

The Placement Test

The placement test has two parts. In part 1, each student reads a passage aloud as you count decoding errors. In part 2, students answer comprehension questions about the passage.

Instructions for Part 1

You should administer part 1 in a corner of the classroom so that other students will not overhear the testing. Use the following procedure.

1. (Give the student a copy of the placement test.)
2. (Point to the passage and say:) **You're going to read the passage aloud. I want you to read it as well as you can. Don't try to read it so fast you make mistakes, but don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.**
3. (Time the student and make one tally mark for each error.)
4. (After two minutes, stop the student. Count every word not read as an error.)
5. (Total the student's errors.)

Use the following guidelines in counting decoding errors for part 1.

- If the student misreads a word, count one error.
- If the student omits a word ending, such as s or ed, count one error.
- If the student reads a word incorrectly and then correctly, count one error.

- If the student sounds out a word instead of reading it normally, count one error.
- If the student does not identify a word within three seconds, tell the student the word and count one error.
- If the student skips a word, count one error.
- If the student skips a line, point to the line and count one error.
- If the student does not finish the passage within the given time limit, count every word not read as an error. For example, if the student is eight words from the end of the passage at the end of the time limit, count eight errors.

Instructions for Part 2

After all the students have finished part 1, administer part 2 to the entire group. Use the following procedure.

1. (Assemble the students.)
2. (Give each student a copy of the placement test.)
3. (Say:) **Here is the passage you read earlier. Read the passage again silently; then answer the questions in part 2. You have seven minutes. Go.**
4. (Collect the test papers after seven minutes.)
5. (Total each student's errors, using the answer key below.)

Answer Key for Part 2

1. Response: A king.
2. Response: A princess.
3. Ideas: His daughter; Marygold.
4. Response: Gold.
5. Ideas: His daughter; gold.
6. Idea: They weren't gold.
7. Response: Roses.
8. Response: Perfume.
9. Idea: How much it would be worth if the roses were gold.

Placement Guidelines

Place your students as follows:

- Students who made zero to six errors on part 1 *and* zero to two errors on part 2 can be placed in *Reading Mastery Signature Edition*, Grade 5.
- Students who made more than six errors on part 1 or more than two errors on part 2 should be given the placement test for *Reading Mastery Signature Edition*, Grade 4.

Placement Test

PART 1

The Golden Touch

Once upon a time in ancient Turkey there lived a rich king named Midas, who had a daughter named Marygold.

King Midas was very fond of gold. The only thing he loved more was his daughter. But the more Midas loved his daughter, the more he desired gold. He thought the best thing he could possibly do for his child would be to give her the largest pile of yellow, glistening coins that had ever been heaped together since the world began. So Midas gave all his thoughts and all his time to collecting gold.

When Midas gazed at the gold-tinted clouds of sunset, he wished they were real gold and that they could be herded into his strong box. When little Marygold ran to meet him with a bunch of buttercups and dandelions, he used to say, "Pooh, pooh, child. If these flowers were as golden as they look, they would be worth picking."

And yet, in his earlier days, before he had this insane desire for gold, Midas had shown a great love for flowers. He had planted a garden with the biggest and sweetest roses any person ever saw or smelled. These roses were still growing in the garden, as large, as lovely, and as fragrant as they were when Midas used to pass whole hours looking at them and inhaling their perfume. But now, if he looked at the flowers at all, it was only to calculate how much the garden would be worth if each of the rose petals was a thin plate of gold.

PART 2

1. *Circle the answer.* What kind of royal person was Midas?
• an emperor • a king • a prince
2. *Circle the answer.* So his daughter was _____.
• an empress • a queen • a princess
3. What did Midas love most of all?

4. What did he love almost as much?

5. The more Midas loved _____,
the more he desired _____.
6. Why did Midas think that dandelions were not worth picking?

7. What kind of flowers had Midas planted in his earlier days?

8. Midas used to inhale the _____
of those flowers.
9. What did Midas think about his garden now?

PLACEMENT

Grade 5 Language Arts is appropriate for students who have completed Grade 4 Language Arts. A placement test evaluates students' performance to determine whether they have the preskills needed for Grade 5 Language Arts. A reproducible copy of the test appears on page 10. The test is group administered and requires about 10 minutes for students to complete. Directions for presenting the test appear below.

ADMINISTERING THE TEST

Reproduce copies of the test. Pass out a test and a piece of lined paper to each student. Direct students to write their name on the lined paper. Present the directions below:

1. Find part 1.
 - Some of these items are sentences. Some are not. All the items begin with a capital and end with a period, but don't be fooled. Not all of them are sentences.
 - Write the number of each item that is a sentence. Don't write the numbers for the items that are not sentences. Raise your hand when you're finished.
(Observe students but do not give feedback.)
2. Part 2 shows a passage that is not written well. At the end of each line is a number that tells how many mistakes are on the line.
 - You're going to rewrite the passage so it has no mistakes. Write clear sentences. Don't change anything in the original passage unless it is a mistake. Raise your hand when you've written the passage so it has no mistakes.
(Observe students but do not give feedback.)
3. Part 3 has two underlined sentences at the beginning of the passage. These sentences say: **He finally decided to get it fixed. He took it there.** We don't know what **it** is, and we don't know where **there** is.
 - Read the passage carefully. Find out what **it** refers to and what **there** refers to. Then rewrite the underlined sentences with words that tell what **it** is and the **place** he took it to. Raise your hand when you're finished.
(Observe students but do not give feedback.)
 - (Collect papers.)

SCORING THE TEST

Key:

Part 1: 1, 4, 5, 8, 9, 10.

Part 2: Jan collected butterflies. **Some** **were** small, and some **were** large. She told her friends that she **was** going to catch a rare pink butterfly. **She** went out with a net. **She** came back with four butterflies.

Part 3: He finally decided to get **an/his** (require either **an** or **his**) **old** (use of **old** is optional) **car** fixed. He took it to **a mechanic** or **Al's garage** or **a garage** (require use of one location).

PART 1

Total possible points: 12

Passing criterion: 8

Score two points for every correct item; deduct two points for every non-sentence listed.

PART 2

Total possible points: 10

Passing criterion: 7

Deduct one point for every punctuation mark or capital that does not correspond to the key.

PART 3

Total possible points: 10

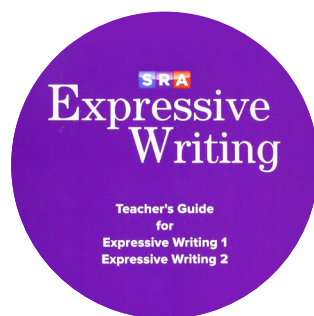
Passing criterion: 9

Deduct two points for each sentence that does not convey an adequate meaning.

PLACEMENT CRITERIA

Students who fail more than one part of the test should not be placed in Grade 5 Language Arts. If more than one-third of the class fails more than one part of the test, the class should not be placed in Grade 5 Language Arts.

To determine appropriate placement for students who do not meet the placement criteria for Grade 5 Language Arts, administer the placement test for Grade 4 Language Arts.



Expressive Writing

Placement

Placing students

There are four options for placing students in *Expressive Writing*:

1. *Expressive Writing 1*, lesson 1
2. *Expressive Writing 2*, Preprogram lesson 1
3. *Expressive Writing 2*, lesson 1
4. *Expressive Writing 2*, lesson 1, accelerated schedule

Some students should be placed in material more sophisticated than *Expressive Writing 2*.

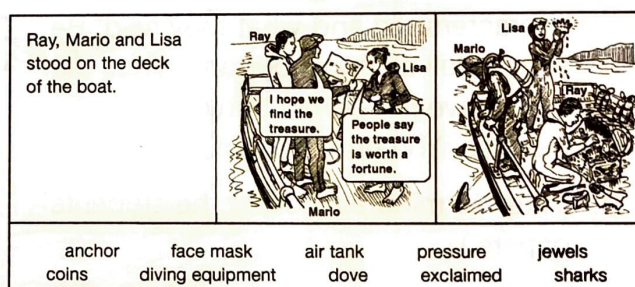
General Criteria for Placement

As a general rule, if students write in a manner that lacks coherence (you can't follow what they are trying to say), if it's difficult to identify sentences, and if their passages have serious language mistakes, students should be placed in *Expressive Writing 1*. If students write in a manner that demonstrates coherence, and if much of what they write can be transformed into acceptable writing by correcting punctuation, they may be placed in *Expressive Writing 2*.

Most students in grades 4 and above who have had previous writing instruction will place in *Expressive Writing 2*. The majority of students who place in *Expressive Writing 1* will be English-language learners who lack understanding of English vocabulary and structure. Their writing is characterized by mistakes in singular-plural, noun-verb agreement, tense, punctuation, and by sentences that don't make sense. In contrast, students who place in *Expressive Writing 2* write coherently, although they may make a variety of mistakes.

The Placement Test

The following sections provide more specific indications about the characteristics of students who place in: *Expressive Writing 1*, *Expressive Writing 2* Preprogram, *Expressive Writing 2* regular program and *Expressive Writing 2* accelerated schedule. The criteria are illustrated by samples of student writing. All the examples are responses to the placement test. The samples don't start with the first part of the students' narratives because this part involves a great deal of copying. Directions for the placement test appear below. Each student will need a copy of the placement test Blackline Master (found on page 37), lined paper and a pencil.



Directions for Placement Test:

- Look at the pictures. You're going to write a story that tells what happened. You'll begin your story with the sentence in the first box. That sentence says: **Ray, Mario and Lisa stood on the deck of the boat.**
- The first picture shows what happened at the beginning of the story. The second picture shows how the story ended. Lots of things must have happened between the first picture and second picture.

- c. I'll read the words in the vocabulary box below the pictures: anchor, face mask, air tank, pressure, jewels, coins, diving equipment, dove, exclaimed, sharks. Be sure to spell those words correctly if you use them in your passage.

- d. I'll make up a beginning to the story.

Ray, Mario and Lisa stood on the deck of the boat. They looked at a map. They were getting ready to search for a sunken treasure. Mario said, "I hope we find the treasure."

Lisa said, "People say the treasure is worth a fortune." The divers put on their diving equipment and stood by the side of the boat.

- e. Start with the sentence in the box that tells what Ray, Lisa and Mario did and write an interesting story. Tell what the characters did and what they said. Be sure to tell all the important things that must have happened between the pictures. You have 20 minutes.
- f. (After 20 minutes, collect the students' papers.)

Placement Guidelines

1. Placement in *Expressive Writing* 1

Below are parts of four passages written by students who need the training in and understanding of usage provided by *Expressive Writing* 1.

Example 1

... So Ray put the anchor so the boat want move anywhere else. So they look at the map to find it and then they dove and then they was underwater fro about 15 minute finding the treasue and Mario fund it so they took it up to the boat.

Example 2

... When Ray was swiming with Mario. Ray hit his back on the treasure. So Lisa wint to Mario and Ray everybody carry the treasre up and then Lisa use a anchor to open the treasure. Then it dove open coins and diamonds, rubies pop open when they took out the jewels they seen necklaces and perls stook on the bottoms of the treasure...

Example 3

... Ray Mario an Lisa stood on the deck of the boat took out the diving equipment and dove in the water an they seen a big anchor hook on a treasure box soon as they put the treasure box here come sharks they pull the big anchor up to the water the sharks brock the lock and they didn't now the lock was brocke when they was about to thowr it back in the water...

Example 4

... They were so happy they swim up the water. Until they seen a sharks they flow up the water got in to the boat the sharks was still swimming around the boat But Lisa and ray wasn't paying no mine's at the shark but they was looking at the treasure. Mario was looking at the sharks until Lisa said come on Ray we have treasure...

Note that in all these examples, the number of different kinds of mistakes makes it unlikely that it would be possible to correct all or most of them without overloading the students with information. Note also that these passages indicate the students' lack of understanding of basic English-language conventions and vocabulary. Making any of these passages acceptable requires replacing many words with others that are more appropriate for what the student apparently tried to convey and restructuring the text so it presents acceptable sentences.

- Write an interesting story. Use lined paper.
- Start with the sentence in the first box.
 - Tell what the characters did and what they said.

<p>Ray, Mario and Lisa stood on the deck of the boat.</p>	<p>Ray: I hope we find the treasure.</p> <p>Lisa: People say the treasure is worth a fortune.</p>	<p>Mario: jewels</p> <p>Lisa: sharks</p>
<p>anchor coins</p>	<p>face mask diving equipment</p>	<p>air tank dove</p>

2. Placement in *Expressive Writing 2*, Preprogram

The preprogram contains ten lessons that appear before regular lesson 1 in *Expressive Writing 2*. The preprogram teaches students to write and punctuate a passage with regular-order sentences and to avoid the use of run-on sentences.

The general rule about students who place in the preprogram of *Expressive Writing 2* is that their writing is basically sequential and coherent. They tend to make mistakes in punctuating sentences, maintaining the same tense, expressing correct subject-verb agreement and using acceptable vocabulary. These mistakes aren't as frequent as they are for the students who place in *Expressive Writing 1*. As a rule, students who place in the preprogram for *Expressive Writing 2* tend to make the same kind of mistake repeatedly, which makes their work easier to correct. They may start sentences without capitals, write run-on sentences and begin sentences with *and*, *and then* or *so*. However, much of their writing could be corrected by teaching them a few rules or conventions that they currently haven't learned. In other words, the teaching required to prepare these students to begin lesson 1 of *Expressive Writing 2* is much less than for the students who place in *Expressive Writing 1*.

Below are four passages written by students who would place in the preprogram for *Expressive Writing 2*.

Example 1

... They looked at the map carefully and went to find the treasure. They were looking for the treasure and they felt something hard. It was the treasure. The treasure was neaby it was a hard to get it to the boat. Their was sharks all over. They finally got to the boat. They opened

the treasure. Their was lots of things Lisa found a crown she look at it and she said this must be from a queen. Ray was looking in the treasure and Mario was looking at the sharks sorrrounding the boat.

Example 2

... Ray, Mario and Lisa stood on the deck of the boat. They turned the anchor of the boat so they can leave. They went far into the ocean. They found the spot they put on their face mask and their other diviing equipment they dove into the water. But there were sharks everywhere around the treasure. Lisa was scaring the sharks away while Mario and Ray where getting the treasure. They got it on the boat they opened it there were lots of things.

Example 3

... They put there face mask and there air tanks on and lower the anchor and dove into the water. Then they seen the treasure and the pressure of the water started to put pressure on there air tanks. So they grabbed the treasure and swam up the surface of the water. And then a whole bunch of sharks came and Mario, Lisa and Ray swam faster, Ray and Lisa got into the boat safely but Marios diving suite got torn by a shark and then Mario got into the boat. They openend the treasure chest they seen jewels, gold coins, and neclases. They rasied the anchor and set back to the docks...

Example 4

... Then Mario says "Let's go" So they hook up there air tanks and dove. While they are down in the water they see some sharks and lots of fish they start to swim a little faster to get away from the sharks. And then Lisa say's "I see it I see the treasure" "follow me Lisa says. Then mario and Ray pick up the treasure and start to swim off. And they get to the boat two minutes before there airtanks's run out. They hop on deck. Mario say's "Look at all those sharks as he is looking at the water."

3. Placement in *Expressive Writing 2*, Regular Program, Lesson 1

The following passages are written by students who would place in *Expressive Writing 2* at regular lesson 1. These students tend to be able to tell a story, although their story may have parts that are repetitive and details that are vague. The students mark nearly all their sentences with a capital and a period. Even those sentences that are not marked tend to be easily identified as sentences. The students may have problems with tense, verb agreement, vocabulary usage and spelling, particularly homophones like *their* and *there*. However, what sets these students apart from those who place in the preprogram is that their writing is not only coherent, but it has a relatively lower rate of mistakes. The students have less to learn than those who place in the preprogram.

Students who place in *Expressive Writing 2* at lesson 1 may have difficulty punctuating sentences with quotations, sentences that begin with phrases or clauses and sentences that include a series of events or names. These are not serious problems because *Expressive Writing 2* teaches students how to punctuate these types of sentences.

Example 1

... Just then, Lisa shouted I found something. Mario, and Ray looked and looked to see what she found. Oh, look it's a crown Ray said. So they dug for more treasure. They found jewels, diamonds and coins. They kept digging until the next morning. So around 7:45AM the next morning they found more things than they really needed. They gathered there dividing equipment and steered the boat all the way back to where they needed to go...

Example 2

... They saw the ship and went to it. Before they could get to the boat a octopus appeared from no were Lisa was so scared. Ray told Lisa to move. All of a sudden Lisa took off swimming to the other side of the ship. "Watch out Ray said." The octopus chased her. Then Ray chased after the octopus. The octopus couldn't find Lisa and Ray couldn't find the octopus. So Ray just went in. Then he saw Lisa swim into the back hole. They saw all different kind of fish down in the ship.

Example 3

... The crew put on there diving equipment there air tanks and face masks. Then they dove under the water. They saw sharks and other kinds of fish. Then they found the treasure. They took it back up to the boat. They looked inside the treasure chest. They saw lots of valuabl things. Lisa found a crown She said This is beautiful.

4. Placement in *Expressive Writing 2*, Accelerated Schedule

Students whose writing demonstrates a more sophisticated use of language, broader vocabulary, more sentence forms and more detail may not need to go through all the lessons in *Expressive Writing 2*. In some cases, these students may not learn as much from *Expressive Writing 2* as they would from a more sophisticated writing program, such as *Reasoning and Writing Level D*. If they are placed in *Expressive Writing 2*, they should ideally begin at lesson 1 and skip every other lesson, finishing the program in twenty-five periods. The program will clarify some conventions they may not understand well and give them useful practice in expressing themselves succinctly.

Here are passages by three students who could be placed either on an accelerated schedule in *Expressive Writing 2* or in a more sophisticated writing program.

Example 1

... They dove into the water and sunk into the deep until they disappeared. They had forgotten to put the anchor down in the water. Under the water everything looked pitch black so it was a good thing they remembered to bring flashlights. Also the pressure underneath the water was tougher and heavier. They separated themselves but not too much so they wouldn't get lost. Mario felt something on the floor and called Ray and Lisa to come help. They had found the treasure.

Example 2

... At last Ray, Mario and Lisa had there diving equipment ready. They prepared themselves for the freezing cold water.

The first one to go in was Lisa. Lisa swam around for a minute or two to get used to the water. Finally she was ready. Second was Mario. He put on his face mask and jumped in. Ray did the same as Lisa so he could get used to it as well. Last was Mario. Mario jumped in but as soon as he dove in he had a really bad feeling.

Ray set his navigator to the point where the treasure was known to be. They swam to the spot. Mario suggested, "Maybe we should back to the boat for safety."...

Example 3

... When they dove into the water they came across many different sharks. One of them almost got Mario. They also saw many beautiful fish. Finally they found what they went after. The treasure. It was very hard to open because of the pressure. When they opened it they found amazing and beautiful things. They exclaimed, "Wow." There were vases full of jewels, necklaces with pearls, and rubies. They also found coins from the old times. When they finally climbed up on the boat they continued admiring the jewels. This treasure made them very rich and famous. It was hard to get it but it was worth it.

Grouping Students for Instruction

The ideal grouping for students would be homogeneous, with the groups for *Expressive Writing 1* or *Expressive Writing 2* Preprogram not including more than fifteen students. Groups for *Expressive Writing 2* regular lessons may be as large as twenty-five students. However, the realities of scheduling and number of students per class may make it impossible for you to achieve ideal grouping. You may have one period to work with students who vary greatly in skill. Try to follow these guidelines:

- Don't group *Expressive Writing 1* and *Expressive Writing 2* students together. You will have to spend far too much time working with the *Expressive Writing 1* students.
- You can group students who place in the *Expressive Writing 2* Preprogram and students who place in *Expressive Writing 2* regular lesson 1 together. Start instruction with the preprogram even though it may be too elementary for some of the students.
- If some of the students need more practice than the others, try to work with them in a smaller group several times a week for five to ten minutes while the main group does an extra assignment. During the small group session, go over those skills that the slower students have trouble mastering. Also monitor these students more closely as they write. You may want to enlist some of the higher-performing students to assist you in helping the students who have more problems.
- If you have a handful of students who can go through the accelerated sequence and you don't have time to provide them with a separate period, you might schedule them to participate with the larger group each second day. On the other day, you can provide them with extra assignments.



Spelling Mastery

III. ASSESSMENT AND REVIEW

Assessment and review go hand-in-hand in Direct Instruction. *Spelling Mastery* lessons review and assess words and skills cumulatively. That is, words and skills are introduced, practiced, assessed, reviewed, expanded on, and continue to be reviewed and assessed throughout the program.

Types of Assessment

Spelling Mastery contains two types of assessment: formal and informal. Formal assessments include the following.

1. Placement Tests determine students' instructional levels.
2. End-of-Level or Criterion Tests may be used as a pretest and posttest to show student achievement.
3. Regular Assessment—Bonus Activities and Optional Weekly Tests in Levels A and B and Spelling Tests in Levels C through F assess the words and skills students have been learning.

The CD-ROM contains Standardized Test Preparation materials to supplement the regular program. These tests give students practice in applying their spelling skills to standardized tests.

In addition, there are informal assessments, such as Spelling Contests and Challenges, built into *Spelling Mastery*.

Placement Tests

Placement Tests help determine which level of *Spelling Mastery* is appropriate for a student. If a student has successfully completed one level of *Spelling Mastery*, it is not necessary to administer the Placement Test. Students should be able to go from one level of the program to the next without testing. Administer Placement Tests if you have doubts

about where all your students should be placed in the program. You can find the Placement Tests on the following page and at SRAonline.com.

Level Specific Placement Tests

Placement Tests help determine the appropriate instructional level of *Spelling Mastery* for students.

Students Being Considered For	May Be Given
Level A	Tests A, B
Level B	Tests A, B, C
Level C	Tests B, C, D
Level D	Tests C, D, E
Level E	Tests D, E
Level F	Test E

Administration Procedure The test may be administered individually or to a group.

1. (Introduce the test. Say:) You are going to write some words. Some of the words are hard to spell, so don't worry if you don't know them all. But you should do the best you can.
2. (Present the first word.)
First word: **many**.
What word? (Signal.) *Many*.
Everybody, write **many**.
TO CORRECT:
 - a. The word is (Pause.) **many**.
There are **many** colors.
 - b. What word? (Signal.) *Many*.
Everybody, write **many**.
3. (Repeat Step 2 for each word. Words are dictated in sentences only if students do not correctly identify the words in isolation.)

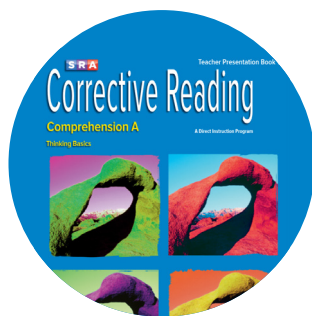
Placement Tests				
Test A	Test B	Test C	Test D	Test E
1. many	1. tough	1. listening	1. brushes	1. exploration
2. hands	2. does	2. starred	2. featuring	2. critically
3. come	3. should	3. sizable	3. injection	3. disproven
4. going	4. thought	4. lengthen	4. exercise	4. necessary
5. book	5. speak	5. believe	5. worthiness	5. preferred
6. sharp	6. ground	6. helplessness	6. duties	6. adventure
7. they	7. green	7. author	7. fashionable	7. commitment
8. stop	8. plant	8. stretcher	8. provision	8. fascinated
9. give	9. these	9. madness	9. misconception	9. admission
10. friend	10. said	10. previewed	10. athletes	10. environment

Scoring and Placement

Placement Tests are an initial guide for placing a student in a particular level of *Spelling Mastery*. A student's actual performance on lessons may indicate that another level is more appropriate for that student. See pages 15–16 for grouping and regrouping students.

The following table indicates placement criteria.

Test A	
5–10 errors	Place in Level A
0–4 errors	Give Test B
Test B	
5–10 errors	Place in Level B
0–4 errors	Give Test C
Test C	
5–10 errors	Place in Level C
0–4 errors	Give Test D
Test D	
5–10 errors	Place in Level D
0–4 errors	Give Test E
Test E	
5–10 errors	Place in Level E
0–4 errors	Place in Level F



Corrective Reading

• Appendix A •

Decoding Placement Test

Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 50 and 51 of this guide.

Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student and a stopwatch or a watch with a second hand. When administering the test, sit across from the student. Position the test form so that the student cannot see what you are writing on the form.

Fill out the top lines of the test form (student information). Keep this filled-out test form and hand the student a clean copy of the test.

PART I

Tell the student **Read this story out loud. Follow along with your finger so you don't lose your place. Read carefully.** Begin timing as soon as the student begins reading the first sentence.

Record each decoding mistake the student makes in oral reading. Mark an X on the filled-out form to show where the student made each mistake.

- If the student omits a word, mark an X above the omitted word.

- If the student adds a word that does not appear in the story, mark an X between two words to show where the word has been added.
- If the student misidentifies a word, mark an X above the misidentified word. Do not count the same misidentified word more than once. (For example, if the student misidentified the name "Hurn" four times count only 1 error.)
- If the student cannot identify a word within 3 seconds, say the word and mark an X above it.
- If the student makes a mistake and then self-corrects by saying the correct word, mark an X above the word.
- If the student sounds out a word but does not pronounce it at a normal speaking rate ask **What word?** If the student does not identify it, mark an X above the word.
- Do not count the rereading of a word or phrase as an error if the word is read correctly both times.

Note: If you wish to use diagnostic procedures, you can use additional code information to indicate the type of mistake the student makes. You may, for example, write **SC** above self-corrections, **SO** above sound-out mistakes, and **O** above the omitted words. You may also wish to write in what the student calls the misidentified words or what the student adds.

After each word-identification error, tell the student the correct word.

• Appendix A •

When recording the errors, make sure your copy of the story is not visible to the student. The student should not be able to see the marks you are making.

Stop timing as soon as the student completes the story.

Enter the total errors for Part I on the appropriate line at the top of the filled-in test form. Also record the time required by the student to read Part I.

Refer to the placement schedule for Part I to determine placement or whether you should administer another part of the test.

PART II

Part II is a series of sentences that are to be read aloud by the student. You do not need to time this part of the test. To administer, present the section labeled Part II and tell the student **Read these sentences out loud. Follow along with your finger so you don't lose your place. Read carefully.**

Record each decoding error the student makes while reading. When the student finishes reading Part II, enter the total errors for Part II on the appropriate line at the top of the test form. Then determine the student's placement by referring to the placement schedule for Part II. Fill in the "Placement" blank at the top of the test form.

PARTS III and IV

Each of these sections is a passage that is to be read aloud by the student and timed. To administer, present the appropriate section and tell the student **I'm going to time your reading of this selection. Read out loud and read carefully.** Record errors as specified for Part I.

When the student finishes reading Part III, enter the total errors and time required at the top of the test form. Then refer to the placement schedule for Part III to determine placement or whether you should administer Part IV.

When the student finishes reading Part IV, enter the total errors and time required at the top of the test form. Then determine the student's placement and fill in the "Placement" blank.

• Appendix A •

Decoding Placement Schedule

ERRORS	TIME	PLACEMENT OR NEXT TEST
PART I		
22 or more	—	Administer PART II Test
12 to 21	more than 2:00	Level A, Lesson 1
12 to 21	2:00 or less	Administer PART II Test
0 to 11	more than 2:00	Level B1, Lesson 1
0 to 11	2:00 or less	Administer PART III Test
PART II		
41 or more	—	No Corrective Reading placement; use a beginning reading program
8 to 40	—	Level A, Lesson 1
0 to 7	—	Level B1, Lesson 1
PART III		
16 or more	—	Level B1, Lesson 1
6 to 15	more than 2:30	Level B1, Lesson 1
6 to 15	2:30 or less	Level B2, Lesson 1
0 to 5	more than 2:30	Level B2, Lesson 1
0 to 5	2:30 or less	Administer PART IV Test
PART IV		
9 or more	—	Level B2, Lesson 1
4 to 8	more than 1:30	Level B2, Lesson 1
4 to 8	1:30 or less	Level C, Lesson 1
0 to 3	more than 1:20	Level C, Lesson 1
0 to 3	1:20 or less	Doesn't need Corrective Reading Decoding program

Decoding Placement Test

Name _____ Class _____ Date _____

School _____ Tester _____

PART I

Errors _____ Time _____

PART II

Errors _____

PART III

Errors _____ Time _____

PART IV

Errors _____ Time _____

Placement _____

PART I

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for me to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

PART II

Can she see if it is dim?
And it can fit in a hand.
Now the hat is on her pet pig.
I sent her a clock last week.
How will we get dinner on this ship?
The swimming class went well.
When they met, he felt happy.
Then she told me how happy she was.
The tracks led to a shack next to the hill.
They said, "We will plant the last of the seeds."
What will you get when you go to the store?
You left lots of things on her desk.

PART III

Hurn was sleeping when it happened. Hurn didn't hear the big cat sneak into the cave that Hurn called his home. Suddenly Hurn was awake. Something told him, "Beware!" His eyes turned to the darkness near the mouth of the cave. Hurn felt the fur on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn's mother had come back with them after she had been out hunting. She had always come back. And Hurn had always been glad to see her. But now she was not in the cave. Hurn's sister, Surt, was the only happy smell that reached Hurn's nose.

PART IV

During a good year, a large redwood will produce over twelve pounds of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over fifteen pounds of seed that year, enough seed to start a forest that would be six square miles in size. However, only a few redwood seeds survived. In fact, only three of the seeds from the parent tree survived their first year, and only one of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.

• Appendix A •

Comprehension Placement Tests

The placement procedure for the **Corrective Reading** Comprehension program is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or group.

Students who make more than 7 errors on the screening test take a second test (Test 2) that places them in Comprehension A, Comprehension A Fast Cycle, or Comprehension B1. This test is individually administered.

Students who make 7 or fewer errors on the screening test take a second test (Test 3) that places them in Comprehension B1, Comprehension B1 Fast Cycle, or Comprehension C. This test requires written responses and is presented to an entire class or group.

The battery of placement tests is also designed to identify students who perform either too low or too high for the Comprehension programs.

Test 1

The screening test (Test 1) is made up of 16 multiple-choice items. Students are to complete it in no more than 10 minutes.

Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 66–67 of this guide.

Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will circle the correct answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

Scoring

The Answer Key below shows the correct answers. Count one error for each item that is incorrect. Note that for items 2 and 4, students are to circle four answers. If they don't circle all four correct answers, the item is scored as one error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine which placement test to administer to each student. Students who make more than 7 errors take Test 2. Students who make 7 or fewer errors take Test 3.

Answer Key	
1. c	9. a
2. a, d, e, h	10. b
3. d	11. b
4. b, e, h, j	12. c
5. d	13. d
6. b	14. b
7. c	15. c
8. d	16. b

• Appendix A •

Test 2

Test 2 is administered individually. The teacher or another tester presents the test orally to each student. Students respond orally and the tester records whether the responses are incorrect. The test contains 22 items, some of which have more than one part. Test 2 requires about 10 minutes per student.

Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 68–69 of this guide. Each tester should become thoroughly familiar with both the presentation procedures and the acceptable responses for the various comprehension items. Tester judgment is called for in evaluating the appropriateness of responses to many items. (For a discussion of procedures and responses, see pages 64–65.)

Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student.

When administering the test, sit across from the student. Fill out the top lines of the test form (student information). Keep the filled-out test form and position it so that the student cannot see what you are writing on the form.

Start by presenting the following general instructions: **I'm going to ask you some questions. Do your best to answer them. There's**

no time limit, but if you don't know the answer, tell me and we'll move on to the next item. This test is not designed to grade you. It's designed to help us figure out how we can work with you most effectively.

Present the items in order, starting with item 1. If a student responds incorrectly, circle the response number that follows the item. To help you keep track, you may want to draw a line through the number when the item is answered correctly.

Scoring

Total the student's errors by counting every circled response number. Enter the total in the score blank at the beginning of the test form. Then determine the placement of the student.

Placement

The table below shows program placements based on the number of errors made in Test 2.

Errors	Program Placement
31 or more	Place in a beginning language program, such as <i>Language for Learning</i>
27 to 30	Provisional placement in Comprehension A, Lesson A*
17 to 26	Comprehension A, Lesson A
14 to 16	Comprehension A, Lesson 1
11 to 13	Comprehension A Fast Cycle, Lesson 1
7 to 10	Comprehension B1, Lesson 1
0 to 6	(Administer Test 3.)

* Some students who perform in this range may perform well on Lessons A through E of Level A. If not, place them in a beginning language program.

• Appendix A •

Test 3

Test 3 is a written test of 19 items administered to the group. Students underline sentence parts, write answers to questions, and indicate correct responses to multiple-choice items. The test requires about 10 minutes to administer.

Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 70–71 of this guide.

Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will write the answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

Scoring

The Answer Key below shows the correct answers. Each incorrect response counts as 1 error. If students correctly underline only part of the specified group of words in section A or B, score 1/2 error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine the placement of the student.

Answer Key

- a. frampos
b. (words underlined: *little plants that grow in twinglers*)
- a. drosling
b. (words underlined: *a small kerchief around his wrist*)
- a. 1,000 gallons
b. 1,100 gallons
c. Idea: The price of milk will go up.
- a. 7 e. 16 i. 4
b. 1 f. 2 j. 10
c. 15 g. 3 k. 6
d. 5 h. 8 l. 12

Placement

The table below shows program placements based on the number of errors made in Test 3.

Errors	Program Placement
more than 8	Comprehension B1, Lesson 1
5 to 8	Comprehension B1 Fast Cycle, Lesson 1
2 to 4½	Comprehension C, Lesson 1
0 to 1½	too advanced for Corrective Reading series

• Appendix A •

Presentation Notes for Test 2

Items 1–3: Same-Different

These items test the concepts “same” and “different.” Present the instructions in a normal speaking voice. Each item has three response numbers. In item 1, for example, if a student names two acceptable ways that a hamburger and an ice-cream cone are different, draw lines through 1a and 1b. If the student does not name a third acceptable way, circle 1c.

You may prompt a student by saying: *You’ve named two ways that they’re the same. Can you think of another way?* If the student does not respond within 10 seconds after the reminder, circle the response number and go to the next item.

The responses printed on the test sheet are only samples—not an exhaustive list of appropriate answers. A student’s response is appropriate if it (a) expresses how the objects are the same (or how they are different), and (b) has not already been given for the pair of objects.

Note that responses are correct for the different items if a student mentions only one of the items. For instance, if the student says the ice-cream cone has a cone, but does not mention the hamburger, the assumption is that the hamburger does not have a cone. Therefore, the response is acceptable.

If you are in doubt about the acceptability of a response, ask the student to give a different one. For example, a student may respond to item 1 by indicating that a hamburger is hot, that a hamburger has a bun, and that an ice-cream cone is cold. The last response is questionable because it is the opposite of the first response. Say: *Can you name another way that an ice-cream cone is different from a hamburger?* Score the student’s response to your question.

Items 4–6: Analogies

Item 4 is an analogy that tells where objects are found (or where the objects typically operate). Any response that accurately tells *where* is acceptable, for example: *lake, stream, fishing hole, ocean, aquarium, or under lily pads.*

Item 5 tells which class each object is in. Acceptable responses include *cold-blooded things, animals, food, and living things.*

Item 6 deals with parts of objects. Acceptable responses include *fins, tails, gills, scales, eyes, and teeth.*

• Appendix A •

**Items 7 and 8:
Statement Repetition**

These items test statement-repetition skills. The student receives as many as three tries at repeating the statement. You say the statement and tell the student to repeat it. If the student says exactly what you say, draw a line through the response number for that trial. If the student does not say exactly what you say, circle the number. As soon as the student repeats the statement correctly, go to the next item.

For example, if the student correctly says the statement in item 7 on the first try, draw a line through 7a and go to item 8. If the student does not say the statement correctly on the first try, circle 7a and say: **Let's try it again.** Repeat the statement. Continue until the student has said the item correctly or until you have circled 7c.

Students must say the words clearly so they are not confused with other words. Watch for word substitutions, word omissions, and omission of word endings—for example, saying *twenty-seven* instead of *twenty-seventh* in item 7. On the second and third try, you may emphasize the part of the sentence the student said incorrectly.

**Items 9–13: Basic
Information**

These items test knowledge of general information. For items 9 and 12, there is more than one acceptable response. For the others, however, only one answer is acceptable.

Items 14–17: Deductions

These items assess the student's ability to use deductions. Nonsense words are used in item 17. If students object to the nonsense words, remind them: **You can still answer the questions even if you don't know the meaning of some of the words.**

Students are not required to use the precise words specified for the items; however, they should give acceptable substitutions.

**Items 18 and 19: Divergent
Reasoning**

These items test the student's ability to use concepts related to true and false. Item 18 deals with descriptions that are true of some things, while item 19 deals with a contradiction (one part must be false if the other part is true).

• Appendix A •

Blackline Master for Test 1

Name _____ Class _____ Date _____

School _____ Tester _____

Errors _____ Give Test 2 _____ Give Test 3 _____

1. Circle the answer.

Tom and Jerrit are the same age. Jerrit is 15 years old. So...

- a. Tom is at least 16 years old.
- b. Tom is less than 15 years old.
- c. Tom is 15 years old.
- d. Tom is older than Jerrit.

2. Circle the name of each object that is a container.

- a. bag
- b. phone
- c. book
- d. purse
- e. briefcase
- f. ring
- g. belt
- h. dresser

3. Circle the answer.

What is the holiday we celebrate on January 1?

- a. Labor Day
- b. Memorial Day
- c. Thanksgiving
- d. New Year's Day
- e. The 4th of July

4. Circle the name of every season.

- a. Jump
- b. Spring
- c. July
- d. Monday
- e. Winter
- f. Pepper
- g. September
- h. Fall
- i. Warm
- j. Summer
- k. Tuesday

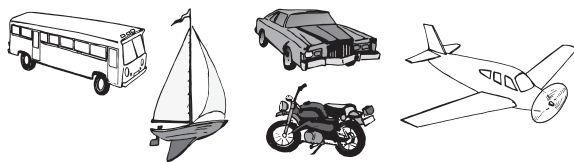
5. Circle the item that is true.

- a. All dogs bark.
Collies are dogs.
So some collies bark.
- b. All dogs bark.
Collies are dogs.
So all dogs are collies.
- c. All dogs bark.
Collies are dogs.
So no collies are dogs.
- d. All dogs bark.
Collies are dogs.
So all collies bark.

• Appendix A •

6. Circle the class name for the objects.

- a. containers c. animals
b. vehicles d. tools

**7. Circle the word that means *build*.**

- a. buy
b. protect
c. construct
d. predict

For items 8–11, circle the word that means the same thing as the underlined part.

8. She resides near New York.

- a. visits
b. drives
c. works
d. lives

9. The doctor looked at the patient's arm.

- a. examined
b. predicted
c. selected
d. calculated

10. They will modify the plans.

- a. support
b. change
c. observe
d. announce

11. She concealed her belief.

- a. announced
b. hid
c. explained
d. confirmed

For items 12–14, circle the answer.

12. A *simile* is a statement that tells how things...

- a. are different
b. are funny
c. are the same
d. are complicated

13. If information is *irrelevant* to an issue, the information is...

- a. untrue
b. hard to understand
c. important
d. unimportant

14. If a passage is *repetitive*, it...

- a. introduces many unfamiliar words
b. says the same thing again and again
c. uses no unfamiliar words
d. has long sentences

For items 15 and 16, write the letter of the answer.

- \ — | /
a. b. c. d.

15. Which line is vertical? _____

16. Which line is horizontal? _____

Blackline Master for Test 2

Name _____ Class _____ Date _____

School _____ Tester _____

Errors _____ Comprehension Placement _____

(Read to the student.)	(Circle errors.)
1. Name three ways that an ice-cream cone is different from a hamburger. (Ideas: <i>One is hot; a hamburger has a bun; one is sweet; one has meat; an ice-cream cone has a cone; and so forth</i>)	1a 1b 1c
2. Name three ways that an ice-cream cone is like a hamburger. (Ideas: <i>They are food; each is bigger than an ant; both have parts; both are purchased; you eat them; and so forth</i>)	2a 2b 2c
3. Name three ways that a tree is the same as a cat. (Ideas: <i>They are alive; each is bigger than an ant; both die; they reproduce; both have coverings; and so forth</i>)	3a 3b 3c
4. Finish this sentence: An airplane is to air as a fish is to . . . (Ideas: <i>Water; a lake; an ocean; and so forth</i>)	4
5. Finish this sentence: An airplane is to vehicles as a fish is to . . . (Ideas: <i>Animals; food; living things; and so forth</i>)	5
6. Finish this sentence: An airplane is to wings as a fish is to . . . (Ideas: <i>Fins; tail; and so forth</i>)	6

(Read to the student.)	(Circle errors.)
I'll say some sentences. After I say a sentence, you try to say it exactly as I said it.	
7. Here's a new sentence: It was March twenty-seventh, nineteen sixty-five. Say it. <i>It was March twenty-seventh, nineteen sixty-five.</i>	7a 7b 7c
8. Here's a new sentence: Some of the people who live in America are illiterate. Say it. <i>Some of the people who live in America are illiterate.</i>	8a 8b 8c
9. Listen: It has four wooden legs and a seat and a back. What is it? (Ideas: <i>Couch; chair.</i>)	9
10. Listen: We celebrate this day every year because it's the first day of the new year. What date is that? <i>January 1; the first of January.</i> (In countries other than the United States, substitute a comparable local holiday.)	10

(Read to the student.)	(Circle errors.)
11. Say the days of the week. (Students may start with any day 11 of the week, but the days must be) recited in order.)	
12. What is a synonym for sad? (Ideas: <i>Unhappy; downcast.</i>)	12
13. One season of the year is summer. Name the three other seasons. <i>Fall; winter; spring</i> (can be given 13 in any order).	
14. Listen: If a dog is green, it has five legs. a. Pam's dog is green. What else do you know about it? (Idea: <i>It has five legs.</i>)	14a
b. Jim has something with five legs. Is it green? (Ideas: <i>Maybe; I don't know.</i>)	14b
15. Listen: Some lobsters are red. a. Tony has a lobster. Is it red? (Ideas: <i>Maybe; I don't know.</i>)	15a
b. Mary has a lobster. Is it red? (Ideas: <i>Maybe; I don't know.</i>)	15b

(Read to the student.)	(Circle errors.)
16. Listen: No brick walls have paint specks. Jerome has a brick wall. What else do you know about it? (Idea: <i>It doesn't have paint specks.</i>)	16
17. Here's a rule. The rule has silly words, but you can still answer the questions. Listen: All lerbs have pelps. Listen again: All lerbs have pelps. a. Tom has a lerb. What do you know about his lerb? (Idea: <i>It has pelps.</i>)	17a
b. What would you look for to find out if something is a lerb? (Idea: <i>Pelps.</i>)	17b
18. Listen: It is a farm animal that has four legs, goes "moo," and gives milk. Is that true of only a cow? <i>Yes</i>	18
19. Listen to this statement and tell me what's wrong with it. He was fifteen years old and his younger sister was eighteen years old. (Idea: <i>His younger sister is not younger than he is.</i>)	19

Blackline Master for Test 3

Name _____ Class _____ Date _____

School _____ Tester _____

Errors _____ Comprehension Placement _____

1. They planted frampos, little plants that grow in twinglers.
 - a. The sentence tells the meaning of a word. Which word? _____
 - b. Underline the part of the sentence that tells what the word means.

2. His drosling, a small kerchief around his wrist, was made of silk and grummicks.
 - a. The sentence tells the meaning of a word. Which word? _____
 - b. Underline the part of the sentence that tells what the word means.

3. Here's a rule: When the demand is greater than the supply, prices go up.
 Here's what's happening: Digo Dairy sells 1,000 gallons of milk every day. Digo Dairy has orders for 1,100 gallons of milk every day.
 - a. How much is the supply of milk? _____
 - b. How much is the demand for milk? _____
 - c. What is going to happen to the price of milk at Digo Dairy?



Distar Arithmetic 1

An instructional System

DISTAR Arithmetic Placement

DISTAR Arithmetic I is for students who:

- Can not yet count to 10
- Do not recognize and can not write numbers or symbols such as +, -, =
- Who may not have one-to-one correspondence when they count

Outcome skills

After completing DISTAR I, students should be able to:

- Handle the basic operations of addition, algebra addition (missing addends), and subtraction with numbers from 1 to 100.
- Work simple story problems that involve the operations above
- Work simple problems using the greater than, less than symbols $<$ $>$
- Derive new arithmetic facts based on an understanding of approximately 35 facts.
- Apply ordinal counting to simple picture problems

The placement test for DISTAR Arithmetic I is individually administered. It involves having the students count a row of balls. The number they are able to count determines where they will start in the program.

DISTAR Arithmetic I Placement Test

This test is to be administered before the first arithmetic class.
Present the test to every child individually.

a. Point to the row of objects. I'm going to touch and count all the objects. Watch me touch and count.

Touch the objects from left to right at one-second intervals and count. Get ready. One two three four ...five six seven eight nine ten.

b. Your turn. Touch and count all the objects. (Pause.)

Get ready. Count. 1,2, 3, 4, 5, 6, 7, 8, 9, 10.

Children can begin the program at one of three entry points, based on their performance on the placement test.

1. If a child correctly touches and counts three objects or less, he should begin the program at lesson 1.
2. If a child correctly touches and counts four to seven objects, he should begin the program at lesson 16.
3. If a child correctly touches and counts eight objects or more, he should begin the program at lesson 31.



DISTAR Arithmetic II

This level is appropriate for students who can count to, write, and recognize numbers to 100 and work with basic addition and subtraction facts involving adding/subtracting 0, 1, or 2 to any number in the range of numbers from 1 to 100. Students should have the skills mentioned as the outcomes for DISTAR I.

The first Take-Home (or workbook) page is attached to give you an idea of the skills students are asked to have to begin this level. Administer the test below to determine if the students you are considering for placement can be taught at this level or need to be taught using DISTAR Arithmetic I first.

TEST for DISTAR II

Directions:

Work these problems on your own. Be careful. Students are allowed to draw lines and count to work these problems, but are not to use manipulatives. Students who make no more than 3 errors can begin at Lesson 1 of DISTAR II.

Name _____

$4 + 5 = \underline{\quad}$ $8 + 3 = \underline{\quad}$

$6 + 2 = \underline{\quad}$ $2 + 4 = \underline{\quad}$

1

$$\textcircled{5+1} = 6$$

$$\textcircled{5+2} = 7$$

$$\textcircled{5+3} = 8$$

2

$$3+1 = 4$$

$$4+1 = 5$$

$$5+1 = 6$$

$$6+1 = 7$$

$$4+1 = 5$$

$$3+1 = 4$$

$$5+1 = 6$$

$$6+1 = 7$$

$$7+1 = 8$$

$$4+1 = 5$$

$$6+1 = 7$$

$$3+1 = 4$$

$$6+1 = 7$$

$$4+1 = 5$$

$$7+1 = 8$$

3

1 2 3 4 5 6 7 8 9 1° 1°1

1 2 3 4 5 6 7 8 9 1° 1°1

1°2 1°3 1°4 1°5 1°6 1°7 1°8 1°9 2°

1°2 1°3 1°4 1°5 1°6 1°7 1°8 1°9 2°

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TAKE-HOME 1 SIDE 2

4



$$4+1 = 5$$

$$4+2 = 6$$

$$7+0 = 7$$

$$7+1 = 8$$

$$7+2 = 9$$

$$7+3 = 1°$$

$$5+1 = 6$$

$$5+2 = 7$$

$$9+1 = 1°$$

$$9+2 = 1°1$$

$$6+1 = 7$$

$$6+2 = 8$$

$$4+1 = 5$$

$$4+2 = 6$$

$$5+2 = 7$$

$$6+2 = 8$$

$$7+0 = 7$$

$$9+0 = 9$$

$$2°7+0 = 2°7$$

$$8°3+0 = 8°3$$

$$1°4+0 = 1°4$$

$$2+0 = 2$$

$$0+0 = 0$$

$$1+0 = 1$$

$$4+0 = 4$$

$$4+1 = 5$$

$$4+2 = 6$$

$$4+3 = 7$$

$$4+4 = 8$$

5

$$\textcircled{4+5} = 9$$

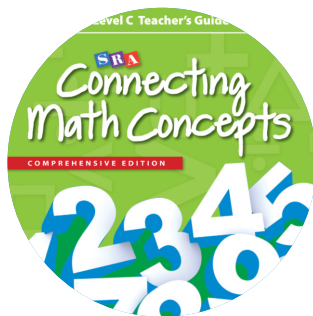
$$\textcircled{8+3} = 1°1$$

$$\textcircled{6+2} = 8$$

$$\textcircled{2+4} = 6$$

$$\textcircled{7+6} = 1°3$$

$$\textcircled{5+3} = 8$$



Connecting Math Concepts

Comprehensive Edition

Placement Testing

Level A Placement Test

CMC Level A is appropriate for children who meet the placement criteria. The *Level A* Placement Test is used to measure children's abilities to follow oral directions.

A reproducible copy of the Placement Test Summary Sheet and the test for *Level A* appear on the following pages. The test consists of teacher's instructions (on the summary sheet) and child's sheet. The child's sheet can be reused since it does not get marked. The Summary Sheet, however, does get marked. Depending on the size of your class, you will need one to three Summary Sheets.

The test is administered to children individually, not to groups of children. Administration takes less than 1 minute per child.

ADMINISTERING THE PLACEMENT TEST

Arrange to test children in a place that is reasonably quiet. The test may be administered by parents or volunteers.

The administrator is to:

- Fill out the child's name at the top of the summary sheet
- Present items 1–11 as specified
- Write + or – to indicate pass or fail
- Write the total number of errors
- Circle P (for 3 or fewer errors) or NP (for 4 or more errors)

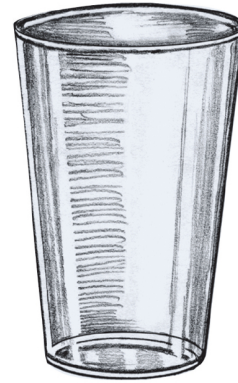
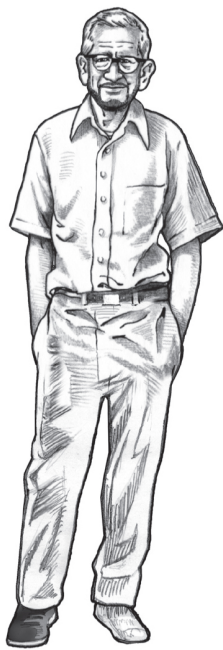
Children must pass 8 of the 11 items in order to place in Level A. If the child does not pass the test, the child should not be placed in Level A. The child needs to receive more language instruction before beginning the program. (A possible program is *Language for Learning*.) After the children's language skills improve, they can be retested.

CMC Level A Placement Test Summary Sheet

Names												
(Point to the first picture, of a man.)	Record + or – for each item											
1. Is this a man or a woman? <i>Man.</i>												
2. Is this man wearing a coat? <i>No or head shake no.</i>												
3. Is this man wearing both shoes? <i>No or shake head no.</i>												
4. Is this man wearing a shirt? <i>Yes or head shake yes.</i>												
5. Touch his shirt. <i>Child touches man's shirt.</i>												
6. Touch his shoe. <i>Child touches man's shoe.</i>												
7. Show me where his other shoe should be. <i>Child touches man's other foot.</i>												
(Point to next picture, of ice-cream cone.)												
8. What is this? <i>Ice cream or ice-cream cone.</i>												
(Point to last picture, of glass.)												
9. What is this? <i>Glass or cup.</i>												
10. Do you drink from a cup? <i>Yes or head shake yes.</i>												
11. Do you drink water from an ice-cream cone? <i>No or head shake no.</i>												
Total Errors												
Passing Criterion: 3 or lower error Circle P or NP	P NP	P NP	P NP	P NP	P NP	P NP	P NP	P NP	P NP	P NP	P NP	P NP

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CMC Level A Placement Test



(Point to first picture.)

1. Is this a man or a woman?
2. Is this man wearing a coat?
3. Is this man wearing both shoes?
4. Is this man wearing a shirt?
5. Touch his shirt.
6. Touch his shoe.
7. Show me where his other shoe should be.

(Point to next picture.)

8. What is this?

(Point to last picture.)

9. What is this?
10. Do you drink from a cup?
11. Do you drink water from an ice-cream cone?

Level B Placement Test

NOTE: There are two sections to this test. Section I is on the first page of the test sheet. Present Section I to all students who are being considered for placement in *CMC Level B*. After presenting Section I, collect and grade Section I of the test sheet. Use the placement criteria to determine the next assessment that should be presented to each student.

Distribute the second page of the test to students who meet the criterion for taking Section II of the Placement Test. Present Section II. After presenting Section II, collect and grade Section II. Use the placement criteria to determine the placement or next assessment for each of the students who took Section II.

- For this test, each student will need a pencil.
- Try to arrange students so they cannot look at other students' responses.
- Make sure student's name is on their test sheet.
- After students have completed the test, collect the test sheets and mark students' responses.
- Allow no more than the time indicated for students to complete each part. Students who can successfully work the problems but require more than the time allotted by the test will not be successful in *CMC Level B*.
- After grading students' test sheets, record their performance on the Placement Test Summary Sheet. Use the placement criteria to determine each student's placement or the assessment that should be administered next.

TEACHER PRESENTATION

SECTION I

Part 1 (5 points possible)

- a. Touch the diamond on your test sheet. ✓



I'm going to say numbers. You'll say the number, then you'll write it.

- Touch the first box next to the diamond. ✓
- That's where you'll write the first number.
- Listen: 7. What number did I say? (Signal.) 7.
- Write 7 in the first box.
(Observe but do not give feedback.)
- b. Touch the next box. ✓
- The next number is 3. What number? (Signal.) 3.
- Write 3.
(Observe but do not give feedback.)
- c. Touch the next box. ✓
- The next number is 9. What number? (Signal.) 9.
- Write 9.
(Observe but do not give feedback.)
- d. Touch the next box. ✓
- The next number is 5. What number? (Signal.) 5.
- Write 5.
(Observe but do not give feedback.)
- e. Touch the last box. ✓
- The last number for this part is zero. What number? (Signal.) Zero.
- Write zero.
(Observe but do not give feedback.)

Part 2 (8 points possible)

- a. Touch the moon on your test sheet. ✓

$7 = \text{ }$	$3 = \underline{\hspace{1cm}}$	$5 = \underline{\hspace{1cm}}$
$2 = \underline{\hspace{1cm}}$	$4 = \underline{\hspace{1cm}}$	

Each problem shows a number and an equal sign. You're going to make lines to make the sides equal. The first problem is already worked. It shows 7 equals, so there are 7 lines on the other side.

- Touch the equals next to 3. ✓
How many lines will you make to complete that equation? (Signal.) 3.
 - Touch the equals next to 5. ✓
How many lines will you make to complete that equation? (Signal.) 5.
 - Touch the equals next to 2. ✓
How many lines will you make to complete that equation? (Signal.) 2.
 - Touch the equals next to 4. ✓
How many lines will you make to complete that equation? (Signal.) 4.
(Repeat tasks that were not firm.)
- b. Make lines to complete each equation in this part.
(Observe but do not give feedback.)
(After students are finished or after no more than 3 minutes, present Part 3.)

Part 3 (6 points possible)

- a. Touch the problem 8 plus 1. ✓

$8 + 1 =$	$4 + 1 =$	$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$
$5 + 0 =$	$10 + 0 =$		

Some of the problems in this part are written in rows. Some of them are written in columns. Each of the problems in this part is either plus 1 or plus zero. I'll read the problems written in rows first. You touch them as I read them.

- The first problem is 8 plus 1. ✓
 - The next problem is 4 plus 1. ✓
 - The first problem in the next row is 5 plus 0. ✓
 - The next problem is 10 plus 0. ✓
 - The first column problem for this part is 6 plus 1. ✓
 - The next column problem is 9 + 0. ✓
- b. Work the plus-1 problems and the plus-zero problems in this part.
(Observe students but do not give feedback.)
(After students are finished or after no more than 4 minutes, present Part 4.)

Part 4 (6 points possible)

- a. Touch the problem 10 minus 1. Another way to read that problem is 10 take away 1. Touch it. ✓

$10 - 1 =$	$5 - 1 =$	$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$
$2 - 1 =$	$3 - 0 =$		

Some of the problems in this part are written in rows. Some of them are written in columns. Each of the problems in this part is either minus 1 or minus 0. I'll read the problems written in rows first. You touch them as I read them.

- The first problem is 10 minus 1. ✓
 - The next problem is 5 minus 1. ✓
 - The first problem in the next row is 2 minus 1. ✓
 - The next problem is 3 minus zero. ✓
 - The first column problem for this part is 8 minus 1. ✓
 - The next column problem is 6 minus 0. ✓
- b. Work the minus-1 problems and the minus-zero problems in this part.
(Observe students but do not give feedback.)
(After students are finished or after no more than 4 minutes, collect test sheets, and grade them. For students who meet the criterion for taking Section II, distribute page 2 of test sheets and present Section II.)

SECTION II

Part 5 (5 points possible)

- a. Touch the star on your test sheet. ✓

I'm going to say numbers. You'll say each number, then you'll write it.

- Touch the first box next to the star. ✓
That's where you'll write the first number.
- Listen: 47. What number did I say? (Signal.) 47.
- Write 47 in the first box.
(Observe but do not give feedback.)
- b. Touch the next box. ✓
- The next number is 64. What number? (Signal.) 64.
- Write 64.
(Observe but do not give feedback.)
- c. Touch the next box. ✓
- The next number is 80. What number? (Signal.) 80.
- Write 80.
(Observe but do not give feedback.)
- d. Touch the next box. ✓
- The next number is 18. What number? (Signal.) 18.
- Write 18.
(Observe but do not give feedback.)

- e. Touch the last box. ✓
- The last number is 13. What number? (Signal.) 13.
- Write 13.
(Observe but do not give feedback.)

Part 6 (4 points possible)

- a. Touch the heart on your test sheet. ✓

I'm going to say equations. You'll say each equation. Then you'll write it.

- Touch the line next to the heart. ✓
That's where you'll write the first equation.
- Listen to the first equation: 5 plus 2 equals 7. Say that equation. (Signal.) 5 plus 2 equals 7.
(Repeat until firm.)
- Write 5 plus 2 equals 7 on the first line next to the heart.
(Observe but do not give feedback.)
- b. Touch the next line. ✓
- The equation you'll write for that line is 9 minus 3 equals 6. Say that equation. (Signal.) 9 minus 3 equals 6.
(Repeat until firm.)
- Another way of saying 9 minus 3 equals 6 is 9 take away 3 equals 6. Say 9 take away 3 equals 6. (Signal.) 9 take away 3 equals 6.
(Repeat until firm.)
- Write 9 minus 3 equals 6.
(Observe but do not give feedback.)

Part 7 (6 points possible)

- a. Touch the problem 4 plus 2. ✓

$4 + 2 =$	$9 + 2 =$	15	39
$27 + 1 =$	$13 + 2 =$	$+ 1$	$+ 0$

Some of the problems in this part are written in rows. Some of them are written in columns. All of the problems in this part plus-2, plus-1, or plus zero. Work the plus problems in this part.

(Observe but do not give feedback.)

(After students are finished or after no more than 4 minutes, collect test sheets, and grade them.)

Part 8 (12 points possible)

- a. Touch the problem 20 plus 10. ✓

$20 + 10 =$	$60 + 3 =$	8	2
$27 + 10 =$	$20 + 5 =$	$+ 40$	$+ 58$

Work the problems in this part.

(Observe but do not give feedback.)

(After students are finished or after no more than 4 minutes, collect test sheets and grade them. Use the placement criteria to determine student placement or additional assessments.)

SCORING NOTES

When grading the Placement Test, accept reversed digits. $8 = 3$.

Do not accept transposed digits. $12 \neq 21$.

Do not accept transposed symbols. $5 + 2 \neq 5 2 +$.

OVERVIEW

SECTION	SCORE	ACTION
I	0–15	Test for placement in an entry level or K program (CMC Level A, Distar Arithmetic)
	16–25	Present Section II
II	0–19	Place on Lesson 1 of CMC Level B
	20–27	Place on Lesson 16 of CMC Level B
	(26–27)	(Assess more advanced placement)

SECTION I, PARTS 1–4

Part 1: Students earn 1 point for writing the correct number in each box in Part 1. Students earn zero points for a box that does not have the correct number in it or for a box with more than the correct number in it.

Students can earn 5 points for Part 1.

Part 2: Students earn 2 points for completing each equation with the correct number of lines. Students earn zero points for equations that do not have the correct number of lines.

Students can earn 8 points for Part 2.

Part 3: Students earn 1 point for each correct answer. Students earn zero points for equations that do not have only the correct answer written.

Students can earn 6 points for Part 3.

Part 4: Students earn 1 point for each correct answer. Students earn zero points for equations that do not have only the correct answer written.

Students can earn 6 points for Part 4.

SECTION I CRITERION

The total number of points possible for Section I is 25. For students who score 15 or fewer points in Section I, test them for placement in a Kindergarten math sequence. For students who score above 15 points, present Section II.

SECTION II, PARTS 5–8

Part 5: Students earn 1 point for writing the correct number in each box for part 5. Students earn zero points for boxes that do not have the correct number in it or for boxes with symbols other than the correct number in it.

Students can earn 5 points for Part 5.

Part 6: Students earn 2 points for writing the correct equation on each line. Students earn zero points for an equation if it doesn't have only the correct digits in the correct order.

Students can earn 0 points, 2 points, or 4 points for Part 6.

Part 7: Students earn 1 point for each correct answer. Students earn zero points for incorrect answers or answers with symbols other than the correct digits.

Students can earn 6 points for Part 7.

Part 8: Students earn 2 points for each correct answer. Students earn zero points for incorrect answers or answers with symbols other than the correct digits.

Students can earn 12 points for Part 8.

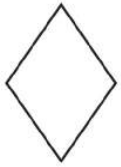
SECTION II CRITERION

The total number of points possible for Section II is 27. For students who score 19 or fewer points in Section II, begin instruction on Lesson 1 of the Pre-program. For students who score 20 or more points, they should begin instruction on Lesson 16 of the program. Consider assessing children who score 26 or 27 for placement in the middle of *CMC Level B* sequence or in a second-grade program.

Placement Test

Name _____

Section I



$$\text{7} = \text{|||||}$$

$$3 = \underline{\hspace{2cm}}$$

$$5 = \underline{\hspace{2cm}}$$

$$2 = \underline{\hspace{2cm}}$$

$$4 = \underline{\hspace{2cm}}$$

$$8 + 1 =$$

$$4 + 1 =$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

$$5 + 0 =$$

$$10 + 0 =$$

$$10 - 1 =$$

$$5 - 1 =$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$2 - 1 =$$

$$3 - 0 =$$

Placement Test

Section II

Name _____




$4 + 2 =$	$9 + 2 =$	$\begin{array}{r} 15 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 39 \\ + 0 \\ \hline \end{array}$
$27 + 1 =$	$13 + 2 =$		
$20 + 10 =$	$60 + 3 =$	$\begin{array}{r} 8 \\ + 40 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 58 \\ \hline \end{array}$
$27 + 10 =$	$20 + 5 =$		


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CMC Level B Placement Test Answer Key, Section I

Placement Test Name _____

Section I

 7 3 9 5 0

 7 = ||||| 3 = ||| 5 = |||||

2 = || 4 = ||||

$8 + 1 = 9$	$4 + 1 = 5$	$\begin{array}{r} 6 \\ + 1 \\ \hline 7 \end{array}$	$\begin{array}{r} 9 \\ + 0 \\ \hline 9 \end{array}$
$5 + 0 = 5$	$10 + 0 = 10$	$\begin{array}{r} 8 \\ - 1 \\ \hline 7 \end{array}$	$\begin{array}{r} 6 \\ - 0 \\ \hline 6 \end{array}$
$10 - 1 = 9$	$5 - 1 = 4$		
$2 - 1 = 1$	$3 - 0 = 3$		


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Connecting Math Concepts Placement Test Section 105

CMC Level B Placement Test Answer Key, Section II

Placement Test

Section II

 47 64 80 18 13

 $5 + 2 = 7$ $9 - 3 = 6$

$4 + 2 = 6$	$9 + 2 = 11$	$\begin{array}{r} 15 \\ + 1 \\ \hline 16 \end{array}$	$\begin{array}{r} 39 \\ + 0 \\ \hline 39 \end{array}$
$27 + 1 = 28$	$13 + 2 = 15$	$\begin{array}{r} 8 \\ + 40 \\ \hline 48 \end{array}$	$\begin{array}{r} 2 \\ + 58 \\ \hline 60 \end{array}$
$20 + 10 = 30$	$60 + 3 = 63$		
$27 + 10 = 37$	$20 + 5 = 25$		

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106 Placement Test Section I Connecting Math Concepts

Placement Test Summary Sheet

Name

Section I																
Total points for Part 1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Total points for Part 2	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Total points for Part 3	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Total points for Part 4	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Total score for Section I	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Test for entry level program	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Present Section II	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Section II																
Total points for Part 5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Total points for Part 6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total points for Part 7	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Total points for Part 8	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
Total score for Section II	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Start on CMC Level B L1	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Start on CMC Level B L16	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Assess more advanced placement	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

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Level C Placement Test

The Placement Test provides for three outcomes:

- The student lacks the necessary skills to place in *CMC Level C*.
- The student places at Lesson 1 of *CMC Level C*.
- The student places at Lesson 11 of *CMC Level C*.

The test has two sections: 1 and 2.

Students who have not gone through *CMC Level B* should take Section 1. Results of this section will determine whether each student has the necessary skills to place at Lesson 1. Students who have gone through *CMC Level B* should take Section 2. Results of this section will determine whether a student places at Lesson 1 or Lesson 11 of *Level C*.

If possible, present the Placement Test on the first day of instruction. Pass out a test to each student. Present the wording in the test Administration Directions script.

Note: What you say is shown in blue type. When observing students, make sure that they are working on the correct part of the test. Do not prompt them in a way that would let them know the answer to an item.

Reproducible copies of the test appear on pages 139–141 of this guide.

CONNECTING MATH CONCEPTS— LEVEL C

PLACEMENT TEST, Section 1

Administration Directions

- (Hand out Placement Test, Section 1.)
 - Write your name on the top line.
(Check student responses.)
- Touch Part 1. ✓

a. $6 - 1 = \underline{\quad}$	d. $10 + 1 = \underline{\quad}$
b. $5 - 1 = \underline{\quad}$	e. $7 - 2 = \underline{\quad}$
c. $2 + 6 = \underline{\quad}$	f. $9 + 0 = \underline{\quad}$

You'll read each problem.

- Touch A. ✓
Read the problem. (Signal.) $6 - 1$.
- Touch B. ✓
Read the problem. (Signal.) $5 - 1$.
- Touch C. ✓
Read the problem. (Signal.) $2 + 6$.
- Touch D. ✓
Read the problem. (Signal.) $10 + 1$.
- Touch E. ✓
Read the problem. (Signal.) $7 - 2$.
- Touch F. ✓
Read the problem. (Signal.) $9 + 0$.
- c. Write answers to all the problems in Part 1.
If you don't know an answer, do not look at anybody else's paper. Pencils down when you're finished.
(Observe students but do not give feedback.)
- d. Touch Part 2. ✓

a. _____ b. _____ c. _____ d. _____ e. _____

I'll say numbers. You'll write them.

- Touch A. ✓
52. What number? (Signal.) 52.
Write it. ✓

- Touch B. ✓
71. What number? (Signal.) 71.
Write it. ✓
- Touch C. ✓
12. What number? (Signal.) 12.
Write it. ✓
- Touch D. ✓
17. What number? (Signal.) 17.
Write it. ✓
- Touch E. ✓
80. What number? (Signal.) 80.
Write it. ✓
- e. Touch Part 3. ✓

a.	42	43	44	_____
b.	67	68	69	_____
c.	8	9	10	_____

You'll write a number in each blank.
The numbers you'll write are the numbers
you say when you count.

- Touch A. ✓
The numbers that are shown are 42,
43, 44.
Write the next two numbers that come
after 44.
(Observe students.)
- Touch B. ✓
The numbers that are shown are 67,
68, 69.
Write the next two numbers.
(Observe students.)
- Touch C. ✓
The numbers that are shown are 8, 9, 10.
Write the next two numbers.
(Observe students.)
- f. (Collect and score Placement Test,
Section 1.)

SCORING THE TEST

Students who make zero to 3 errors should
take Section 2 of the Placement Test.
Students who make more than 3 errors
lack the entry-level skills for this level of the
program.

CONNECTING MATH CONCEPTS— LEVEL C

PLACEMENT TEST, SECTION 2

Administration Directions

- a. (Hand out Placement Test, Section 2.)
- Write your name on the top line.
(Check student responses.)
- b. Touch Part 1. ✓

	hundreds	tens	ones
a.			
b.			
c.			
d.			

You're going to write numbers. Some are
ones numbers, some are tens numbers,
and some are hundreds numbers.

- Touch A. ✓
5 hundred 13. What number? (Signal.) 513.
Write it. ✓
- Touch B. ✓
7. What number? (Signal.) 7.
Write it. ✓
- Touch C. ✓
30. What number? (Signal.) 30.
Write it. ✓
- Touch D. ✓
6 hundred 5. What number? (Signal.) 605.
Write it. ✓

c. Touch Part 2. ✓

a. $6 + 1 = \underline{\quad}$	c. $9 - 1 = \underline{\quad}$
$6 + 2 = \underline{\quad}$	$9 - 2 = \underline{\quad}$
b. $3 + 1 = \underline{\quad}$	d. $7 - 1 = \underline{\quad}$
$3 + 2 = \underline{\quad}$	$7 - 2 = \underline{\quad}$

Some problems plus 1 and plus 2. Some problems minus 1 and minus 2.

- Read each problem to yourself and write the answer. ✓

d. Touch Part 3. ✓

a. 10 9 <u> </u> 4 <u> </u>
b. 20 <u> </u> 18 <u> </u> 13 <u> </u>

- Fill in the missing numbers. ✓

e. Touch part 4. ✓

a. $4 \xrightarrow{2} 6$	b. $6 \xrightarrow{3} 9$
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

- Write four facts for each family. ✓

f. Touch Part 5. ✓

a. $4 + 1$	b. $7 - 7$	c. $6 - 1$	d. $8 + 0$	e. $10 + 2$
f. $6 - 0$	g. $9 + 1$	h. $3 + 2$	j. $8 - 1$	k. $5 - 5$

- Read each problem to yourself and write the answer. ✓

g. Touch Part 6. ✓

a. 342	b. 50	c. 417
hundreds digit <u> </u>	tens digit <u> </u>	hundreds digit <u> </u>
ones digit <u> </u>	ones digit <u> </u>	tens digit <u> </u>

- Touch the number for A. ✓
You'll write the hundreds digit and the ones digit.
Listen again: Hundreds digit and ones digit.
Write them. ✓
- Touch the number for B. ✓
You'll write the tens digit and the ones digit.
Listen again: Tens digit and ones digit.
Write them. ✓
- Touch the number for C. ✓
You'll write the hundreds digit and the tens digit.
Listen again: Hundreds digit and tens digit.
Write them. ✓
- h. Touch Part 7. ✓

a. $32 + 12$	b. $47 + 30$	c. $54 + 21$
--------------	--------------	--------------

- Work each problem. ✓
(Collect and score Placement Test, Section 2.)

SCORING THE TEST

(Students who make zero to 10 errors begin instruction at Lesson 11. Students who make more than 10 errors begin instruction at Lesson 1.)

errors

CMC Level C Placement Test Section 1 Name _____

Part 1

a. $6 - 1 = \underline{\quad}$

d. $10 + 1 = \underline{\quad}$

b. $5 - 1 = \underline{\quad}$

e. $7 - 2 = \underline{\quad}$

c. $2 + 6 = \underline{\quad}$

f. $9 + 0 = \underline{\quad}$

Part 2

a. _____ b. _____ c. _____ d. _____ e. _____

Part 3

a. $\begin{array}{ccccccc} & 42 & 43 & 44 & & & \\ \hline & \cdot & \cdot & \cdot & \cdot & \cdot & \end{array} \rightarrow$

b. $\begin{array}{ccccccc} & 67 & 68 & 69 & & & \\ \hline & \cdot & \cdot & \cdot & \cdot & \cdot & \end{array} \rightarrow$

c. $\begin{array}{ccccccc} & 8 & 9 & 10 & & & \\ \hline & \cdot & \cdot & \cdot & \cdot & \cdot & \end{array} \rightarrow$

errors

CMC Level C Placement Test Section 2 Name _____

Part 1

	hundreds	tens	ones
a.			
b.			
c.			
d.			

Part 2

a. $6 + 1 = \underline{\quad}$

c. $9 - 1 = \underline{\quad}$

$6 + 2 = \underline{\quad}$

$9 - 2 = \underline{\quad}$

b. $3 + 1 = \underline{\quad}$

d. $7 - 1 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

Part 3 Write the missing numbers.

a. $10 \quad 9 \quad \underline{\quad} \quad \underline{\quad} \quad \underline{\quad} \quad \underline{\quad} \quad 4 \quad \underline{\quad} \quad \underline{\quad} \quad \underline{\quad}$

b. $20 \quad \underline{\quad} \quad 18 \quad \underline{\quad} \quad \underline{\quad} \quad \underline{\quad} \quad 13 \quad \underline{\quad} \quad \underline{\quad} \quad \underline{\quad}$

Part 4 Write 4 facts for each family.

a. $4 \xrightarrow{2} 6$

b. $6 \xrightarrow{3} 9$

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errors

CMC Level C Placement Test Section 2 cont. Name _____

Part 5

a.
$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

Part 6

a. 342

b. 50

c. 417

hundreds digit _____

tens digit _____

hundreds digit _____

ones digit _____

ones digit _____

tens digit _____

Part 7

a.
$$\begin{array}{r} 32 \\ + 12 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 47 \\ + 30 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 54 \\ + 21 \\ \hline \end{array}$$

CMC Level C Placement Test Answer Key, Section 1

errors
CMC Level C Placement Test Section 1 Name _____

Part 1

a. $6 - 1 = 5$ d. $10 + 1 = 11$
b. $5 - 1 = 4$ e. $7 - 2 = 5$
c. $2 + 6 = 8$ f. $9 + 0 = 9$

Part 2

a. 52 b. 71 c. 12 d. 17 e. 80

Part 3

a. 42 43 44 45 46
b. 67 68 69 70 71
c. 8 9 10 11 12

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Connecting Math Concepts Placement Test 139

CMC Level C Placement Test Answer Key, Section 2

errors
CMC Level C Placement Test Section 2 Name _____

Part 1

hundreds	tens	ones
a. 5	1	3
b.		7
c.	3	0
d.	6	0

Part 2

a. $6 + 1 = 7$ c. $9 - 1 = 8$
 $6 + 2 = 8$ $9 - 2 = 7$
b. $3 + 1 = 4$ d. $7 - 1 = 6$
 $3 + 2 = 5$ $7 - 2 = 5$

Part 3 Write the missing numbers.

a. 10 9 8 7 6 5 4 3 2 1
b. 20 19 18 17 16 15 14 13 12 11 10

Part 4 Write 4 facts for each family.

a. $4 \xrightarrow{2} 6$
 $4 + 2 = 6$
 $2 + 4 = 6$
 $6 - 2 = 4$
 $6 - 4 = 2$

b. $6 \xrightarrow{3} 9$
 $6 + 3 = 9$
 $3 + 6 = 9$
 $9 - 3 = 6$
 $9 - 6 = 3$

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140 Placement Test Connecting Math Concepts

errors
CMC Level C Placement Test Section 2 cont. Name _____

Part 5

a. $\begin{array}{r} 4 \\ + 1 \\ \hline 5 \end{array}$ b. $\begin{array}{r} 7 \\ - 7 \\ \hline 0 \end{array}$ c. $\begin{array}{r} 6 \\ - 1 \\ \hline 5 \end{array}$ d. $\begin{array}{r} 8 \\ + 0 \\ \hline 8 \end{array}$ e. $\begin{array}{r} 10 \\ + 2 \\ \hline 12 \end{array}$
f. $\begin{array}{r} 6 \\ - 0 \\ \hline 6 \end{array}$ g. $\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$ h. $\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$ j. $\begin{array}{r} 8 \\ - 1 \\ \hline 7 \end{array}$ k. $\begin{array}{r} 5 \\ - 5 \\ \hline 0 \end{array}$

Part 6

a. 342 b. 50 c. 417
hundreds digit 3 tens digit 5 hundreds digit 4
ones digit 2 ones digit 0 tens digit 1

Part 7

a. $\begin{array}{r} 32 \\ + 12 \\ \hline 44 \end{array}$ b. $\begin{array}{r} 47 \\ + 30 \\ \hline 77 \end{array}$ c. $\begin{array}{r} 54 \\ + 21 \\ \hline 75 \end{array}$

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Connecting Math Concepts Placement Test 141

Level D Placement Test

The Placement Test provides for three outcomes:

- The student lacks the necessary skills to place in *CMC Level D*.
- The student places at Lesson 1 of *CMC Level D*.
- The student places at Lesson 26 of *CMC Level D*.

The test has two sections: 1 and 2.

Students who have **not** gone through *CMC Level C* should take Section 1. Results of this section will determine whether each student has the necessary skills to place at Lesson 1. Students who have gone through *CMC Level C* should take Section 2. Results of this section will determine whether each student places at Lesson 1 or Lesson 26 of *Level D*.

If possible, present the Placement Test on the first day of instruction. Pass out a test to each student. Present the wording in the test Administration Directions script.

Note: What you say is shown in blue type. When observing students, make sure that they are working on the correct part of the test. Do not prompt them in a way that would let them know the answer to an item.

Reproducible copies of the test appear on pages 186–187 of this guide.

CONNECTING MATH CONCEPTS— LEVEL D

PLACEMENT TEST, Section 1

Administration Directions

- (Hand out Placement Test, Section 1.)
 - Write your name on the top line.
(Check student responses.)
- Touch Part 1. ✓
(Teacher reference:)

a. _____ b. _____ c. _____ d. _____

I'll say numbers. You'll write them on the lines.

- Touch A. ✓
400. What number? (Signal.) 400.
Write 400. ✓
- Touch B. ✓
260. What number? (Signal.) 260.
Write 260. ✓
- Touch C. ✓
103. What number? (Signal.) 103.
Write 103. ✓
- Touch D. ✓
375. What number? (Signal.) 375.
Write 375. ✓
- Pencils down. ✓
- c. Touch Part 2. ✓
(Teacher reference:)

a. 8 + 3	b. 3 + 6	c. 10 + 4	d. 2 + 9	e. 4 + 6	f. 3 + 5	g. 10 + 7	h. 5 + 4
i. 10 - 4	j. 7 - 7	k. 7 - 3	l. 9 - 8	m. 9 - 4	n. 10 - 7	o. 4 - 0	p. 9 - 6

For Part 2, you'll write answers to addition and subtraction problems. I'll time you. You'll have 1 minute and 15 seconds to write the answers to the problems in Part 2.

- Pencils read. Go. ✓

- (After 1 minute and 15 seconds, say:) **Stop.** Put an **X** next to any problem you didn't work. (Observe students but do not give feedback.)

d. **Touch Part 3.** ✓

(Teacher reference:)

a. $\begin{array}{r} 324 \\ + 54 \\ \hline \end{array}$	b. $\begin{array}{r} 462 \\ - 130 \\ \hline \end{array}$	c. $\begin{array}{r} 756 \\ + 203 \\ \hline \end{array}$	d. $\begin{array}{r} 846 \\ - 35 \\ \hline \end{array}$
---	--	--	---

These are addition and subtraction problems.

- **Work the problems in Part 3. Pencils down when you're finished.**

(Observe students but do not give feedback.)

- e. (Collect and score Placement Test, Section 1.)

PLACEMENT CRITERIA

Students who make 0 to 6 errors, including items not worked.	Place at Lesson 1 of CMC D.
Students who make 7 or more errors, including items not worked.	Administer CMC Level C Placement Test.

CONNECTING MATH CONCEPTS—LEVEL D

PLACEMENT TEST, Section 2

Administration Directions

- a. (Hand out Placement Test, Section 2.)

- **Write your name on the top line.**

(Check student responses.)

- **Pencils down.** ✓

- b. **Touch Part 1.** ✓

(Teacher reference:)

a. $\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$	b. $\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$	c. $\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$	d. $\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	e. $\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$	f. $\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	g. $\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	h. $\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$	i. $\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$	j. $\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$
k. $\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$	l. $\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$	m. $\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	n. $\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$	o. $\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$	p. $\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	q. $\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	r. $\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	s. $\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$	t. $\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$

You'll write the answer to each problem in Part 1.

I'll time you. You'll have 1 minute and 30 seconds. Be careful. The first row has addition problems. The second row has subtraction problems.

- **Pencils ready. Go.** ✓

- (After 1 minute and 30 seconds, say:) **Stop.** Put an **X** next to any problem you didn't work. (Observe students but do not give feedback.)

- c. **Touch Part 2.** ✓

(Teacher reference:)

a. $\begin{array}{r} 30 \\ \hline \end{array} \xrightarrow{f} 65$	b. $\begin{array}{r} 17 \\ \hline \end{array} \xrightarrow{3} k$
c. $\begin{array}{r} m \\ \hline \end{array} \xrightarrow{4} 26$	d. $\begin{array}{r} 13 \\ \hline \end{array} \xrightarrow{131} b$

Part 2 has number families with two numbers and a letter.

- **For each number family, work a column problem to figure out what the letter equals. Pencils down when you're finished.** (Observe students but do not give feedback.)

d. Touch Part 3. ✓

(Teacher reference:)

a. The tree is 34 feet taller than the house. →	b. Mary has 16 fewer stickers than Amy has. →
c. The duck is 25 inches shorter than the cat. →	d. James weighs 14 more pounds than Robert weighs. →

These are sentences that compare two people or two things. I'll read each sentence. Follow along.

- Sentence A: The tree is 34 feet taller than the house.
- Sentence B: Mary has 16 fewer stickers than Alice has.
- Sentence C: The duck is 25 inches shorter than the cat.
- Sentence D: James weighs 14 more pounds than Robert weighs.
- For each sentence, write two letters and a number in the number family. Pencils down when you're finished.

(Observe students but do not give feedback.)

e. Touch Part 4. ✓

(Teacher reference:)

a. $\begin{array}{r} 470 \\ - 26 \\ \hline \end{array}$	b. $\begin{array}{r} 524 \\ - 293 \\ \hline \end{array}$	c. $\begin{array}{r} 382 \\ - 56 \\ \hline \end{array}$	d. $\begin{array}{r} 903 \\ - 73 \\ \hline \end{array}$
---	--	---	---

These are subtraction problems.

- Work each problem.
Pencils down when you're finished.
(Observe students but do not give feedback.)
- f. (Collect and score Placement Test, Section 2.)

SCORING THE TEST

Part	Pass	Not Pass
Part 1	0 to 4 errors	5 or more errors
Part 2	0 or 1 error	2 or more errors
Part 3	0 or 1 error	2 or more errors
Part 4	0 or 1 error	2 or more errors

PLACEMENT CRITERIA

Students who pass 4 Parts	Begin CMC Level D at Lesson 26
Students who pass 1, 2 or 3 Parts	Begin CMC Level D at Lesson 1
Students who pass no Parts	Administer Section 1



errors

CMC Level D Placement Test Section 1 Name: _____

Part 1

a. _____ b. _____ c. _____ d. _____

Part 2

a. $\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$ b. $\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$ c. $\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$ d. $\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$ e. $\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$ f. $\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$ g. $\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$ h. $\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$

i. $\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$ j. $\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$ k. $\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$ l. $\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$ m. $\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$ n. $\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$ o. $\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$ p. $\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$

Part 3

a. $\begin{array}{r} 324 \\ + 54 \\ \hline \end{array}$ b. $\begin{array}{r} 462 \\ - 130 \\ \hline \end{array}$ c. $\begin{array}{r} 756 \\ + 203 \\ \hline \end{array}$ d. $\begin{array}{r} 846 \\ - 35 \\ \hline \end{array}$

errors

CMC Level D Placement Test Section 2 Name: _____

Part 1

a. $\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$ b. $\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$ c. $\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$ d. $\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$ e. $\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$ f. $\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$ g. $\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$ h. $\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$ i. $\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$ j. $\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$

k. $\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$ l. $\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$ m. $\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$ n. $\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$ o. $\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$ p. $\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$ q. $\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$ r. $\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$ s. $\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$ t. $\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$

Part 2

a. $\begin{array}{c} 30 \xrightarrow{f} 65 \end{array}$

b. $\begin{array}{c} 17 \xrightarrow{3} k \end{array}$

c. $\begin{array}{c} m \xrightarrow{4} 26 \end{array}$

d. $\begin{array}{c} 13 \xrightarrow{131} b \end{array}$

Part 3

a. The tree is 34 feet taller than the house.

_____ →

b. Mary has 16 fewer stickers than Amy has.

_____ →

c. The duck is 25 inches shorter than the cat.

_____ →

d. James weighs 14 more pounds than Robert weighs.

_____ →

Part 4

a. $\begin{array}{r} 470 \\ - 26 \\ \hline \end{array}$

b. $\begin{array}{r} 524 \\ - 293 \\ \hline \end{array}$

c. $\begin{array}{r} 382 \\ - 56 \\ \hline \end{array}$

d. $\begin{array}{r} 903 \\ - 73 \\ \hline \end{array}$

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CMC Level D Placement Test Answer Key, Section 1

varies errors
CMC Level D Placement Test Section 1 Name: _____

Part 1

a. 400 b. 260 c. 105 d. 375

Part 2

a. $\begin{array}{r} 8 \\ +3 \\ \hline 11 \end{array}$ b. $\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$ c. $\begin{array}{r} 10 \\ +4 \\ \hline 14 \end{array}$ d. $\begin{array}{r} 2 \\ +9 \\ \hline 11 \end{array}$ e. $\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$ f. $\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$ g. $\begin{array}{r} 10 \\ +7 \\ \hline 17 \end{array}$ h. $\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$

i. $\begin{array}{r} 10 \\ -4 \\ \hline 6 \end{array}$ j. $\begin{array}{r} 7 \\ -7 \\ \hline 0 \end{array}$ k. $\begin{array}{r} 7 \\ -3 \\ \hline 4 \end{array}$ l. $\begin{array}{r} 9 \\ -8 \\ \hline 1 \end{array}$ m. $\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array}$ n. $\begin{array}{r} 10 \\ -7 \\ \hline 3 \end{array}$ o. $\begin{array}{r} 4 \\ -0 \\ \hline 4 \end{array}$ p. $\begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$

Part 3

a. $\begin{array}{r} 324 \\ +54 \\ \hline 378 \end{array}$ b. $\begin{array}{r} 462 \\ -130 \\ \hline 332 \end{array}$ c. $\begin{array}{r} 756 \\ +203 \\ \hline 959 \end{array}$ d. $\begin{array}{r} 846 \\ -35 \\ \hline 811 \end{array}$

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Connecting Math Concepts Placement Test 1

CMC Level D Placement Test Answer Key, Section 2

varies errors
CMC Level D Placement Test Section 2 Name: _____

Part 1

a. $\begin{array}{r} 6 \\ +9 \\ \hline 15 \end{array}$ b. $\begin{array}{r} 3 \\ +8 \\ \hline 11 \end{array}$ c. $\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$ d. $\begin{array}{r} 0 \\ +8 \\ \hline 8 \end{array}$ e. $\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array}$ f. $\begin{array}{r} 9 \\ +7 \\ \hline 16 \end{array}$ g. $\begin{array}{r} 9 \\ +5 \\ \hline 14 \end{array}$ h. $\begin{array}{r} 7 \\ +6 \\ \hline 13 \end{array}$ i. $\begin{array}{r} 9 \\ +8 \\ \hline 17 \end{array}$ j. $\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$

k. $\begin{array}{r} 17 \\ -9 \\ \hline 8 \end{array}$ l. $\begin{array}{r} 13 \\ -5 \\ \hline 8 \end{array}$ m. $\begin{array}{r} 14 \\ -6 \\ \hline 8 \end{array}$ n. $\begin{array}{r} 11 \\ -7 \\ \hline 4 \end{array}$ o. $\begin{array}{r} 16 \\ -7 \\ \hline 9 \end{array}$ p. $\begin{array}{r} 13 \\ -7 \\ \hline 6 \end{array}$ q. $\begin{array}{r} 15 \\ -6 \\ \hline 9 \end{array}$ r. $\begin{array}{r} 14 \\ -9 \\ \hline 5 \end{array}$ s. $\begin{array}{r} 15 \\ -8 \\ \hline 7 \end{array}$ t. $\begin{array}{r} 14 \\ -5 \\ \hline 9 \end{array}$

Part 2

a. $\begin{array}{r} 30 \xrightarrow{f} 65 \\ -30 \\ \hline 35 \end{array}$ b. $\begin{array}{r} 17 \xrightarrow{3} k \\ +3 \\ \hline 20 \end{array}$

c. $\begin{array}{r} m \xrightarrow{4} 26 \\ -4 \\ \hline 22 \end{array}$ d. $\begin{array}{r} 13 \xrightarrow{131} b \\ +131 \\ \hline 144 \end{array}$

Part 3

a. The tree is 34 feet taller than the house.
 $\begin{array}{r} 34 \xrightarrow{h} t \end{array}$

b. Mary has 16 fewer stickers than Amy has.
 $\begin{array}{r} 16 \xrightarrow{M} A \end{array}$

c. The duck is 25 inches shorter than the cat.
 $\begin{array}{r} 25 \xrightarrow{d} c \end{array}$

d. James weighs 14 more pounds than Robert weighs.
 $\begin{array}{r} 14 \xrightarrow{R} j \end{array}$

Part 4

a. $\begin{array}{r} 4\cancel{X}0 \\ -26 \\ \hline 444 \end{array}$ b. $\begin{array}{r} 5\cancel{S}24 \\ -293 \\ \hline 231 \end{array}$ c. $\begin{array}{r} 3\cancel{8}2 \\ -56 \\ \hline 326 \end{array}$ d. $\begin{array}{r} 8\cancel{O}3 \\ -73 \\ \hline 830 \end{array}$

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2 Placement Test Connecting Math Concepts

Level E Placement Test

The Placement Test provides for three outcomes:

- The student lacks the necessary skills to place in *CMC Level E*.
- The student places at Lesson 1 of *CMC Level E*.
- The student places at Lesson 31 of *CMC Level E*.

If possible, present the Placement Test on the first day of instruction. Pass out a test to each student. Present the wording in the test Administration Directions script.

Note: What you say is shown in blue type. When observing students, make sure that they are working on the correct part of the test. Do not prompt them in a way that would let them know the answer to an item.

Reproducible copies of the test appear on pages 198–201 of this guide.

CONNECTING MATH CONCEPTS— LEVEL E

PLACEMENT TEST

Administration Directions

Note: You will need a stopwatch or a clock with a second hand for Parts 2 and 3.

- a. (Hand out Placement Test to students. Direct students to put their names at the top of the test.)
- **Everybody, find Part 1.** ✓
(Teacher reference:)

a. _____	c. _____	e. _____	g. _____
b. _____	d. _____	f. _____	h. _____

- I'm going to say numbers. You'll write them on the lines in Part 1.
- **Touch line A.** ✓
- **Write 302 on line A.** ✓
- **Touch line B.** ✓
- **Write 217 on line B.** ✓
- (Repeat for remaining numbers: C, 409; D, 3,640; E, 1,054.)

- b. Now, I'm going to say dollar amounts. You'll write the amounts with a dollar sign and a decimal point.
- **Listen: 7 dollars and 45 cents. Say that amount.** (Signal.) *Seven dollars and 45 cents.*
 - **Write 7 dollars and 45 cents on line F.** ✓
 - **Listen: 20 dollars and 16 cents. Say that amount.** (Signal.) *20 dollars and 16 cents.*
 - **Write 20 dollars and 16 cents on line G.** ✓
 - **Listen: 8 cents. Say that amount.** (Signal.) *8 cents.*
 - **Write 8 cents on line H. Write it with a dollar sign and a decimal point.** ✓
- c. **Find Part 2.** ✓
(Teacher reference:)

a. 14	b. 8	c. 5	d. 15	e. 11	f. 9	g. 6	h. 13	i. 9	j. 14
- 9	- 4	+ 5	- 8	- 9	+ 3	+ 7	- 5	- 8	- 8
k. 6	l. 13	m. 9	n. 11	o. 2	p. 3	q. 4	r. 5	s. 7	t. 5
+ 4	- 9	+ 4	- 3	+ 6	+ 8	+ 9	+ 5	+ 9	+ 8
u. 8	v. 13	w. 11	x. 6	y. 7	z. 3	A. 6	B. 11	C. 6	D. 2
+ 8	- 6	- 2	+ 5	+ 8	+ 9	+ 9	- 3	+ 8	+ 9

For Part 2, you'll write answers to addition and subtraction problems. I'll time you. You'll have 2 minutes and 30 seconds to write the answers to the problems in Part 2.

- **Pencils ready. Go.** ✓
- (At the end of 2 minutes and 30 seconds, say:) **Everybody, stop and put a circle around the last problem you answered.**
(Observe students.)

d. Find Part 3. ✓

(Teacher reference:)





a. 5	b. 9	c. 2	d. 7	e. 5	f. 7	g. 5	h. 4	i. 5	j. 2
$\times 3$	$\times 2$	$\times 4$	$\times 1$	$\times 6$	$\times 2$	$\times 9$	$\times 3$	$\times 5$	$\times 6$
k. 4	l. 9	m. 2	n. 8	o. 4	p. 9	q. 7	r. 2	s. 3	t. 1
$\times 4$	$\times 3$	$\times 8$	$\times 5$	$\times 2$	$\times 4$	$\times 5$	$\times 5$	$\times 3$	$\times 8$
u. 6	v. 6	w. 7	x. 8	y. 4	z. 3	A. 6	B. 2	C. 6	D. 3
$\times 3$	$\times 6$	$\times 3$	$\times 1$	$\times 6$	$\times 8$	$\times 4$	$\times 9$	$\times 5$	$\times 9$

For Part 3, you'll write answers to multiplication problems. I'll time you. You'll have 2 minutes and 30 seconds to write the answers to the problems in Part 3.

- Pencils ready. Go. ✓
- (At the end of 2 minutes and 30 seconds, say:) Everybody, stop and put a circle around the last problem you answered. (Observe students.)

e. Find Part 4. ✓

(Teacher reference:)

a. 	b. 	c. 	d. 	e. $\frac{10}{7} + \frac{5}{7} = \square$	f. $\frac{8}{9} - \frac{6}{9} = \square$
---	--	--	---	---	--

Some of these problems show pictures of fractions. Some of them are problems that add or subtract fractions.

- Write the fraction for each picture. Complete the equation for the fraction problems. Then work the problems in Parts 5 through 12 on your own. Pencils down when you're done.

PASSING CRITERIA FOR EACH PART

Part	Description	#	Pass	Fail
Part 1	Writing 3 and 4 digit numbers and dollar values	8	0–2 errors	3 or more errors
Part 2	Addition and subtraction facts	30	0–5 errors	6 or more errors
Part 3	Multiplication facts	30	0–5 errors	6 or more errors
Part 4	Fraction from pictures and \pm fraction problems	6	0–2 errors	3 or more errors
Part 5	Column \pm with carrying and borrowing	7	0–3 errors	4 or more errors
Part 6	Division facts	15	0–3 errors	4 or more errors
Part 7	Column multiplication 2 digit \times 1 digit and multi-digit \times 10	5	0–2 errors	3 or more errors
Part 8	Division: 3 digit \div by 1 digit with no remainders	5	0–2 errors	3 or more errors
Part 9	Completing the numerators for whole numbers and equivalent fractions they equal	8	0–2 errors	3 or more errors
Part 10	Comparison and sequence word problems	4	0–1 error	2 or more errors
Part 11	Area and perimeter of rectangles: 1 digit lengths with units	6	0–2 errors	3 or more errors
Part 12	$<$, $>$, $=$ for 2 whole numbers or a fraction and 1	6	0–2 errors	3 or more errors

PLACEMENT CRITERIA

Students who pass 10 or 11 parts.	Begin CMC Level E at Lesson 31. Note: If possible, group students according to the number of parts passed.
Students who pass 6, 7, 8, or 9 parts or who have a total score of 80 points or more.	Begin CMC Level E at Lesson 1.
Students who pass 5 or fewer parts.	Administer the CMC Level D Placement Test



errors

CMC Level E Placement Test Name _____ Date _____

Part 1

a. _____ c. _____ e. _____ g. _____
b. _____ d. _____ f. _____ h. _____

Part 2

a. $\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$ b. $\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$ c. $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$ d. $\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$ e. $\begin{array}{r} 11 \\ - 9 \\ \hline \end{array}$ f. $\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$ g. $\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$ h. $\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$ i. $\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$ j. $\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$
k. $\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$ l. $\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$ m. $\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$ n. $\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$ o. $\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$ p. $\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$ q. $\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$ r. $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$ s. $\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$ t. $\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$
u. $\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$ v. $\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$ w. $\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$ x. $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$ y. $\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$ z. $\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$ A. $\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$ B. $\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$ C. $\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$ D. $\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$

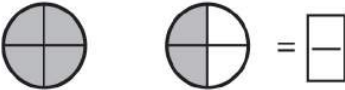


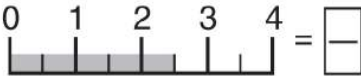
Part 3

a. $\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$ b. $\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$ c. $\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$ d. $\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$ e. $\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$ f. $\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$ g. $\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$ h. $\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$ i. $\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$ j. $\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$
k. $\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$ l. $\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$ m. $\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$ n. $\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$ o. $\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$ p. $\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$ q. $\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$ r. $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$ s. $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$ t. $\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$
u. $\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$ v. $\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$ w. $\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$ x. $\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$ y. $\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$ z. $\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$ A. $\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$ B. $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$ C. $\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$ D. $\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$

errors

CMC Level E Placement Test Name _____ Date _____

Part 4

- a.  =
- b.  =
- c.  =
- d.  =
- e. $\frac{10}{7} + \frac{5}{7} = \frac{\quad}{\quad}$
- f. $\frac{8}{9} - \frac{6}{9} = \frac{\quad}{\quad}$

Part 5

- a.
$$\begin{array}{r} 64 \\ + 533 \\ \hline \end{array}$$
- b.
$$\begin{array}{r} 54 \\ - 17 \\ \hline \end{array}$$
- c.
$$\begin{array}{r} 591 \\ + 64 \\ \hline \end{array}$$
- d.
$$\begin{array}{r} 418 \\ + 79 \\ \hline \end{array}$$
- e.
$$\begin{array}{r} 420 \\ - 190 \\ \hline \end{array}$$
- f.
$$\begin{array}{r} 752 \\ - 36 \\ \hline \end{array}$$
- g.
$$\begin{array}{r} 149 \\ + 353 \\ \hline \end{array}$$

Part 6

- a. $8 \overline{)16}$
- b. $4 \overline{)36}$
- c. $7 \overline{)7}$
- d. $5 \overline{)30}$
- e. $2 \overline{)14}$
- f. $9 \overline{)27}$
- g. $8 \overline{)24}$
- h. $5 \overline{)40}$
- i. $6 \overline{)60}$
- j. $7 \overline{)42}$
- k. $7 \overline{)35}$
- l. $2 \overline{)18}$
- m. $6 \overline{)24}$
- n. $5 \overline{)20}$
- o. $4 \overline{)8}$

Part 7

- a.
$$\begin{array}{r} 24 \\ \times 5 \\ \hline \end{array}$$
- b.
$$\begin{array}{r} 36 \\ \times 2 \\ \hline \end{array}$$
- c.
$$\begin{array}{r} 13 \\ \times 9 \\ \hline \end{array}$$
- d.
$$\begin{array}{r} 10 \\ + 720 \\ \hline \end{array}$$
- e.
$$\begin{array}{r} 38 \\ \times 10 \\ \hline \end{array}$$

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errors

CMC Level E Placement Test Name _____ Date _____

Part 8

a. $2 \overline{)806}$ b. $3 \overline{)159}$ c. $4 \overline{)208}$ d. $3 \overline{)369}$ e. $9 \overline{)369}$

Part 9

a. $3 = \frac{3}{1} = \frac{6}{2} = \frac{9}{3} = \frac{12}{4}$

b. $4 = \frac{4}{1} = \frac{8}{2} = \frac{12}{3} = \frac{16}{4}$

Part 10

a. Carlos is 14 years younger than James.
Carlos is 25 years old. How old is James?

c. A bus had some people on it.
34 people got off of the bus. The bus ended up with 43 people on it. How many people were on the bus to start with?

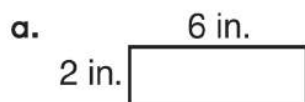
b. Anna read 12 more books than Maria. Anna read 43 books. How many books did Maria read?

d. A train had some people on it. Then 55 people got on the train. The train ended up with 89 people. How many people did the train start with?

errors

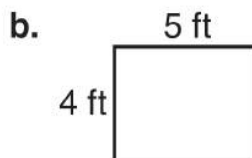
CMC Level E Placement Test Name _____ Date _____

Part 11 Figure out the area and the perimeter for each rectangle.



area: _____

perimeter: _____



area: _____

perimeter: _____



area: _____

perimeter: _____

Part 12 Write $<$, $>$, or $=$ to complete each statement.

a. 12 10

b. 39 47

c. 108 151

d. $\frac{4}{4}$ 1

e. $\frac{3}{2}$ 1

f. $\frac{7}{9}$ 1

CMC Level E Placement Test Answer Key

varies errors
CMC Level E Placement Test Name _____ Date _____

Part 1

a. 302 c. 409 e. 1054 g. \$20.16
b. 217 d. 3640 f. \$7.45 h. \$08

Part 2

a. 14 b. 8 c. 5 d. 15 e. 11 f. 9 g. 6 h. 13 i. 9 j. 14
-9 -4 +5 -8 -9 +3 +7 -5 -8 -8
5 4 10 7 2 12 15 8 1 6
k. 6 l. 13 m. 9 n. 11 o. 2 p. 3 q. 4 r. 5 s. 7 t. 5
+4 -9 +4 -3 +6 +8 +9 +5 +9 +8
10 4 13 8 8 11 13 10 16 13
u. 8 v. 13 w. 11 x. 6 y. 7 z. 3 A. 6 B. 11 C. 6 D. 2
+8 -6 -2 +5 +8 +9 +9 -3 +8 +9
16 7 9 12 15 12 15 8 14 11

Part 3

a. 5 b. 9 c. 2 d. 7 e. 5 f. 7 g. 5 h. 4 i. 5 j. 2
 $\times 3$ $\times 2$ $\times 4$ $\times 1$ $\times 6$ $\times 2$ $\times 9$ $\times 3$ $\times 5$ $\times 6$
15 18 8 7 30 14 45 12 25 12
k. 4 l. 9 m. 2 n. 8 o. 4 p. 9 q. 7 r. 2 s. 3 t. 1
 $\times 4$ $\times 3$ $\times 8$ $\times 5$ $\times 2$ $\times 4$ $\times 5$ $\times 5$ $\times 3$ $\times 8$
16 27 16 40 8 36 35 10 9 8
u. 6 v. 6 w. 7 x. 8 y. 4 z. 3 A. 6 B. 2 C. 6 D. 3
 $\times 3$ $\times 6$ $\times 3$ $\times 1$ $\times 6$ $\times 8$ $\times 4$ $\times 9$ $\times 5$ $\times 9$
18 36 21 8 24 24 24 18 30 27

Connecting Math Concepts Placement Test 1

varies errors
CMC Level E Placement Test Name _____ Date _____

Part 4

a. $\frac{3}{4} + \frac{1}{4} = 1$
d. 2.5
b. $\frac{4}{5} + \frac{1}{5} = 1$
e. $\frac{10}{7} + \frac{5}{7} = \frac{15}{7}$
c. $\frac{2}{3} + \frac{1}{3} = 1$
f. $\frac{8}{9} - \frac{6}{9} = \frac{2}{9}$

Part 5

a. $\begin{array}{r} 64 \\ + 533 \\ \hline 597 \end{array}$ c. $\begin{array}{r} 591 \\ + 64 \\ \hline 655 \end{array}$ e. $\begin{array}{r} 20 \\ - 190 \\ \hline 230 \end{array}$ g. $\begin{array}{r} 149 \\ + 353 \\ \hline 502 \end{array}$
b. $\begin{array}{r} 54 \\ - 17 \\ \hline 37 \end{array}$ d. $\begin{array}{r} 418 \\ + 79 \\ \hline 497 \end{array}$ f. $\begin{array}{r} 752 \\ - 36 \\ \hline 716 \end{array}$

Part 6

a. $\begin{array}{r} 2 \\ 8 \overline{)16} \end{array}$ d. $\begin{array}{r} 2 \\ 5 \overline{)30} \end{array}$ g. $\begin{array}{r} 3 \\ 8 \overline{)24} \end{array}$ j. $\begin{array}{r} 6 \\ 7 \overline{)42} \end{array}$ m. $\begin{array}{r} 4 \\ 6 \overline{)24} \end{array}$
b. $\begin{array}{r} 9 \\ 4 \overline{)36} \end{array}$ e. $\begin{array}{r} 7 \\ 2 \overline{)14} \end{array}$ h. $\begin{array}{r} 8 \\ 5 \overline{)40} \end{array}$ k. $\begin{array}{r} 5 \\ 7 \overline{)35} \end{array}$ n. $\begin{array}{r} 4 \\ 5 \overline{)20} \end{array}$
c. $\begin{array}{r} 1 \\ 7 \overline{)7} \end{array}$ f. $\begin{array}{r} 3 \\ 9 \overline{)27} \end{array}$ i. $\begin{array}{r} 10 \\ 6 \overline{)60} \end{array}$ l. $\begin{array}{r} 9 \\ 2 \overline{)18} \end{array}$ o. $\begin{array}{r} 2 \\ 4 \overline{)8} \end{array}$

Part 7

a. $\begin{array}{r} 24 \\ \times 5 \\ \hline 120 \end{array}$ b. $\begin{array}{r} 36 \\ \times 2 \\ \hline 72 \end{array}$ c. $\begin{array}{r} 13 \\ \times 9 \\ \hline 117 \end{array}$ d. $\begin{array}{r} 10 \\ + 720 \\ \hline 730 \end{array}$ e. $\begin{array}{r} 38 \\ \times 10 \\ \hline 00 \\ 380 \\ \hline 380 \end{array}$

2 Placement Test Connecting Math Concepts

varies errors
CMC Level E Placement Test Name _____ Date _____

Part 8

a. $\begin{array}{r} 403 \\ 2 \overline{)806} \end{array}$ b. $\begin{array}{r} 53 \\ 3 \overline{)159} \end{array}$ c. $\begin{array}{r} 52 \\ 4 \overline{)208} \end{array}$ d. $\begin{array}{r} 123 \\ 3 \overline{)369} \end{array}$ e. $\begin{array}{r} 41 \\ 9 \overline{)369} \end{array}$

Part 9

a. $3 = \frac{3}{1} = \frac{9}{3} = \frac{27}{9} = \frac{30}{10}$ b. $4 = \frac{8}{2} = \frac{32}{8} = \frac{4}{1} = \frac{12}{3}$

Part 10

a. Carlos is 14 years younger than James. Carlos is 25 years old. How old is James?
 $\begin{array}{r} 14 \rightarrow J \\ + 25 \\ \hline 39 \text{ years} \end{array}$

b. Anna read 12 more books than Maria. Anna read 43 books. How many books did Maria read?
 $\begin{array}{r} 12 \rightarrow M \\ - 43 \\ \hline 31 \text{ books} \end{array}$

c. A bus had some people on it. 34 people got off of the bus. The bus ended up with 43 people on it. How many people were on the bus to start with?
 $\begin{array}{r} 34 \rightarrow S \\ + 43 \\ \hline 77 \text{ people} \end{array}$

d. A train had some people on it. Then 55 people got on the train. The train ended up with 89 people. How many people did the train start with?
 $\begin{array}{r} 55 \rightarrow S \\ - 89 \\ \hline 34 \text{ people} \end{array}$

Connecting Math Concepts Placement Test 3

varies errors
CMC Level E Placement Test Name _____ Date _____

Part 11 Figure out the area and the perimeter for each rectangle.

a. $2 \times 6 = 12 \text{ sq in.}$ $2 + 6 + 2 + 6 = 16 \text{ in.}$
b. $4 \times 5 = 20 \text{ sq ft}$ $4 + 5 + 4 + 5 = 18 \text{ ft}$
c. $1 \times 7 = 7 \text{ sq yd}$ $1 + 7 + 1 + 7 = 16 \text{ yd}$

Part 12 Write $<$, $>$, or $=$ to complete each statement.

a. $12 > 10$ d. $\frac{4}{4} = 1$
b. $39 < 47$ e. $\frac{3}{2} > 1$
c. $108 < 151$ f. $\frac{7}{9} < 1$

4 Placement Test Connecting Math Concepts

Level F Placement Test

The Placement Test provides for three outcomes:

- The student lacks the necessary skills to place in *CMC Level F*.
- The student places at Lesson 1 of *CMC Level F*.
- The student places at Lesson 16 of *CMC Level F*.

The test has two sections: 1 and 2.

Students who have not gone through *CMC Level E* should take Section 1. Results of this section will determine whether each student has the necessary skills to place at Lesson 1. Students who have gone through *CMC Level E* should take Section 2. Results of this section will determine whether a student places at Lesson 1 or Lesson 16 of *Level F*.

If possible, present the Placement Test on the first day of instruction. Pass out a test to each student. Present the wording in the test Administration Directions script.

Note: What you say is shown in blue type. When observing students, make sure that they are working on the correct part of the test. Do not prompt them in a way that would let them know the answer to an item.

Reproducible copies of the test appear at the back of this guide.

CONNECTING MATH CONCEPTS—LEVEL F

PLACEMENT TEST, Section 1

Administration Directions:

- (Hand out Placement Test, Section 1 to students. Direct students to put their names on the top of the test.)
- Everybody, find part 1. ✓**
(Teacher reference:)

$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$

- For part 1, you'll write answers to multiplication problems. I'll time you. You'll have 1 minute and 30 seconds to write the answers to the problems in part 1.
- Pencils ready. Go. ✓
- (At the end of 1 minute and 30 seconds, say:) **Everybody, stop and put a circle around the last problem you answered. ✓**
- c. **Find part 2. ✓**
(Teacher reference:)

$7 \overline{)49}$	$5 \overline{)30}$	$8 \overline{)24}$	$7 \overline{)42}$	$6 \overline{)24}$	$6 \overline{)48}$	$9 \overline{)72}$	$6 \overline{)54}$	$7 \overline{)63}$	$6 \overline{)42}$
$7 \overline{)56}$	$8 \overline{)80}$	$9 \overline{)81}$	$9 \overline{)45}$	$9 \overline{)63}$	$8 \overline{)72}$	$6 \overline{)36}$	$3 \overline{)24}$	$8 \overline{)40}$	$3 \overline{)27}$

- For part 2, you'll write answers to division problems. I'll time you. You'll have 1 minute and 30 seconds to write the answers to the problems in part 2.
- Pencils ready. Go. ✓
- (At the end of 1 minute and 30 seconds, say:) **Everybody, stop and put a circle around the last problem you answered. ✓**

- d. Find part 3. ✓
(Teacher reference:)

a. _____ b. _____ c. _____ d. _____

- I'm going to say numbers. You'll write them on the lines in part 3.
 - Touch line A. ✓
 - Write 1 thousand 92 on line A. ✓
 - Touch line B. ✓
 - Write 18 thousand 400 on line B. ✓
 - Write 9 thousand 2 on line C. ✓
 - Write 14 thousand 60 on line D. ✓
- e. Work the problems in parts 4 and 5 on your own. Pencils down when you're finished. ✓
(Teacher reference:)

Part 4		
a. $\begin{array}{r} 4046 \\ - 139 \\ \hline \end{array}$	b. $\begin{array}{r} 8610 \\ - 1420 \\ \hline \end{array}$	c. $\begin{array}{r} 2604 \\ - 793 \\ \hline \end{array}$
Part 5		
a. $\begin{array}{r} 254 \\ \times 7 \\ \hline \end{array}$	b. $\begin{array}{r} 350 \\ \times 9 \\ \hline \end{array}$	c. $\begin{array}{r} 6423 \\ \times 5 \\ \hline \end{array}$

(Collect and score Placement Test, Section 1.)

PASSING CRITERIA FOR EACH PART

Part	Pass	Not Pass
Part 1	0 to 3 errors	4 or more errors (including problems not worked)
Part 2	0 to 3 errors	4 or more errors (including problems not worked)
Part 3	0 or 1 error	2 or more errors
Part 4	0 or 1 error	2 or more errors
Part 5	0 or 1 error	2 or more errors

PLACEMENT CRITERIA

Students who fail 3 or more parts:	Administer the Level E CMC Placement Test.
Students who pass 3 or more parts:	Begin CMC Level F at Lesson 1.

CONNECTING MATH CONCEPTS—LEVEL F

PLACEMENT TEST, Section 2

Administration Directions

- a. (Hand out Placement Test, Section 2 to students. Direct students to put their names on the top of the test.)
- This is a test. Listen carefully and do your best work.
- b. Touch part 1. ✓
(Teacher reference:)

- | | | | |
|---|----------------------|--|----------------------|
| a. The fraction equals 4.
The bottom number is 2. | <input type="text"/> | c. There are 12 parts in each unit.
Two parts are shaded. | <input type="text"/> |
| b. The fraction is more than 1.
The numbers are 5 and 6. | <input type="text"/> | d. The numbers are 3 and 8.
The fraction is less than 1. | <input type="text"/> |

- You'll write the fraction for each description. Read each description to yourself, and write the fraction. Pencils down when you're finished. ✓
(Observe but do not give feedback.)
- c. Touch part 2. ✓
(Teacher reference:)

- | | | |
|-----------------------|-----------------------|-----------------------|
| a. $7\overline{)357}$ | b. $5\overline{)315}$ | c. $2\overline{)804}$ |
| d. $9\overline{)486}$ | e. $3\overline{)918}$ | |

- Work all the division problems. Pencils down when you're finished.
(Observe but do not give feedback.)

d. Touch part 3. ✓

(Teacher reference:)

a. $\frac{2}{7} \times \frac{\square}{4} = \square$

b. $\frac{1}{8} \times \frac{6}{\square} = \square$

$\square = \square$

$\square = \square$

- The second fraction in each problem equals 1. You'll complete the fraction that equals 1 and then multiply. Below, you'll write a simple equation for the fractions that are equal. Work all the problems. Pencils down when you're finished.

(Observe but do not give feedback.)

e. Touch part 4. ✓

(Teacher reference:)

a. Mary is 25 years older than her daughter.

b. Bill owns 110 fewer stamps than Jim.

c. Jill earned \$265 less than Fabio.

d. The store is 12 feet taller than than house.

- For each sentence, you'll make a number family with two letters and a number. Read each sentence to yourself and make the families.

Pencils down when you're finished.

(Observe but do not give feedback.)

f. Touch part 5. ✓

(Teacher reference:)

a. $\frac{3}{4} \times \frac{1}{8} = \square$

b. $\frac{12}{5} + \frac{2}{2} = \square$

c. $\frac{18}{4} + \frac{4}{4} = \square$

d. $\frac{8}{8} + \frac{7}{9} = \square$

e. $\frac{20}{3} - \frac{10}{3} = \square$

f. $\frac{9}{2} \times \frac{5}{2} = \square$

- If you can't work a problem the way it is written, cross it out. Then work the rest of the problems.

Pencils down when you're finished.

(Observe but do not give feedback.)

- (Collect and score Placement Test, Section 2.)

SCORING THE TEST

Scoring Chart		Points
Part 1	1 for each item	4
Part 2	1 for each item	5
Part 3	1 for each equation	4
Part 4	1 for each item	4
Part 5	1 for each item crossed out or worked correctly	6
Total		23

PLACEMENT CRITERIA

Students who score 19 points or more:	Begin CMC Level F at Lesson 16
Students who score 18 points or less:	Begin CMC Level F at Lesson 1

errors

CMC Level F Placement Test Section 1

Name: _____

Part 1

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

Part 2

$$\begin{array}{r} 7 \overline{)49} \quad 5 \overline{)30} \quad 8 \overline{)24} \quad 7 \overline{)42} \quad 6 \overline{)24} \quad 6 \overline{)48} \quad 9 \overline{)72} \quad 6 \overline{)54} \quad 7 \overline{)63} \quad 6 \overline{)42} \\ 7 \overline{)56} \quad 8 \overline{)80} \quad 9 \overline{)81} \quad 9 \overline{)45} \quad 9 \overline{)63} \quad 8 \overline{)72} \quad 6 \overline{)36} \quad 3 \overline{)24} \quad 8 \overline{)40} \quad 3 \overline{)27} \end{array}$$

Part 3

a. _____ b. _____ c. _____ d. _____

Part 4

$$\begin{array}{r} \text{a. } 4046 \\ - 139 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b. } 8610 \\ - 1420 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c. } 2604 \\ - 793 \\ \hline \end{array}$$

Part 5

$$\begin{array}{r} \text{a. } 254 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b. } 350 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c. } 6423 \\ \times 5 \\ \hline \end{array}$$

errors

CMC Level F Placement Test Section 2 Name: _____

Part 1 Write the fraction for each description.

- a. The fraction equals 4.
The bottom number is 2.

- c. There are 12 parts in each unit.
Two parts are shaded.

- b. The fraction is more than 1.
The numbers are 5 and 6.

- d. The numbers are 3 and 8.
The fraction is less than 1.

Part 2 Work each problem.

a. $7 \overline{)357}$

b. $5 \overline{)315}$

c. $2 \overline{)804}$

d. $9 \overline{)486}$

e. $3 \overline{)918}$

Part 3 Complete the fraction that equals 1. Then multiply. Complete the simple equation below.

a. $\frac{2}{7} \times \frac{\quad}{4} = \quad$

$\quad = \quad$

b. $\frac{1}{8} \times \frac{6}{\quad} = \quad$

$\quad = \quad$

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errors

CMC Level F Placement Test Section 2 Name: _____

Part 4

Make a number family with two letters and a number.

a. Mary is 25 years older than her daughter.

b. Bill owns 110 fewer stamps than Jim.

c. Jill earned \$265 less than Fabio.

d. The store is 12 feet taller than than house.

Part 5

Cross out the problems you cannot work the way they are written. Then work the rest of the problems.

a. $\frac{3}{4} \times \frac{1}{8} = \text{—}$

b. $\frac{12}{5} + \frac{2}{2} = \text{—}$

c. $\frac{18}{4} + \frac{4}{4} = \text{—}$

d. $\frac{8}{8} + \frac{7}{9} = \text{—}$

e. $\frac{20}{3} - \frac{10}{3} = \text{—}$

f. $\frac{9}{2} \times \frac{5}{2} = \text{—}$

CMC Level F Placement Test Answer Key, Section 1

☐ errors
CMC Level F Placement Test Section 1 Name: _____

Part 1

$\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$	$\begin{array}{r} 8 \\ \times 9 \\ \hline 72 \end{array}$	$\begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array}$	$\begin{array}{r} 9 \\ \times 7 \\ \hline 63 \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$	$\begin{array}{r} 4 \\ \times 9 \\ \hline 36 \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline 63 \end{array}$
$\begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline 42 \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline 48 \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline 54 \end{array}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline 56 \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline 28 \end{array}$	$\begin{array}{r} 9 \\ \times 8 \\ \hline 72 \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline 32 \end{array}$

Part 2

$\begin{array}{r} 7 \\ 7 \overline{)49} \end{array}$	$\begin{array}{r} 6 \\ 5 \overline{)30} \end{array}$	$\begin{array}{r} 3 \\ 8 \overline{)24} \end{array}$	$\begin{array}{r} 6 \\ 7 \overline{)42} \end{array}$	$\begin{array}{r} 4 \\ 6 \overline{)24} \end{array}$	$\begin{array}{r} 8 \\ 6 \overline{)48} \end{array}$	$\begin{array}{r} 8 \\ 9 \overline{)72} \end{array}$	$\begin{array}{r} 9 \\ 6 \overline{)54} \end{array}$	$\begin{array}{r} 9 \\ 7 \overline{)63} \end{array}$	$\begin{array}{r} 7 \\ 6 \overline{)42} \end{array}$
$\begin{array}{r} 8 \\ 7 \overline{)56} \end{array}$	$\begin{array}{r} 10 \\ 8 \overline{)80} \end{array}$	$\begin{array}{r} 9 \\ 9 \overline{)81} \end{array}$	$\begin{array}{r} 5 \\ 9 \overline{)45} \end{array}$	$\begin{array}{r} 7 \\ 9 \overline{)63} \end{array}$	$\begin{array}{r} 8 \\ 8 \overline{)72} \end{array}$	$\begin{array}{r} 6 \\ 6 \overline{)36} \end{array}$	$\begin{array}{r} 8 \\ 3 \overline{)24} \end{array}$	$\begin{array}{r} 5 \\ 8 \overline{)40} \end{array}$	$\begin{array}{r} 9 \\ 3 \overline{)27} \end{array}$

Part 3

a. 1092 b. 18,400 [no comma is ok] c. 9002 d. 14,060 [no comma is ok]

Part 4

a. $\begin{array}{r} 4046 \\ - 139 \\ \hline 3907 \end{array}$ b. $\begin{array}{r} 8610 \\ - 1420 \\ \hline 7190 \end{array}$ c. $\begin{array}{r} 2604 \\ - 793 \\ \hline 1811 \end{array}$

Part 5

a. $\begin{array}{r} 254 \\ \times 7 \\ \hline 1778 \end{array}$ b. $\begin{array}{r} 350 \\ \times 9 \\ \hline 3150 \end{array}$ c. $\begin{array}{r} 6423 \\ \times 5 \\ \hline 32115 \end{array}$

Connecting Math Concepts Placement Test 1

CMC Level F Placement Test Answer Key, Section 2

☐ errors
CMC Level F Placement Test Section 2 Name: _____

Part 1 Write the fraction for each description.

a. The fraction equals 4. The bottom number is 2. $\frac{8}{2}$ c. There are 12 parts in each unit. Two parts are shaded. $\frac{2}{12}$

b. The fraction is more than 1. The numbers are 5 and 6. $\frac{6}{5}$ d. The numbers are 3 and 8. The fraction is less than 1. $\frac{3}{8}$

Part 2 Work each problem.

a. $\begin{array}{r} 51 \\ 7 \overline{)357} \end{array}$ b. $\begin{array}{r} 63 \\ 5 \overline{)315} \end{array}$ c. $\begin{array}{r} 402 \\ 2 \overline{)804} \end{array}$

d. $\begin{array}{r} 54 \\ 9 \overline{)486} \end{array}$ e. $\begin{array}{r} 306 \\ 3 \overline{)918} \end{array}$

Part 3 Complete the fraction that equals 1. Then multiply. Complete the simple equation below.

a. $\frac{2}{7} \times \frac{4}{4} = \frac{8}{28}$ b. $\frac{1}{8} \times \frac{6}{6} = \frac{6}{48}$

$\frac{2}{7} = \frac{8}{28}$ $\frac{1}{8} = \frac{6}{48}$

Connecting Math Concepts Placement Test 2

☐ errors
CMC Level F Placement Test Section 2 Name: _____

Part 4 Make a number family with two letters and a number.

a. Mary is 25 years older than her daughter. $\begin{array}{c} 25 \\ d \rightarrow M \end{array}$

b. Bill owns 110 fewer stamps than Jim. $\begin{array}{c} 110 \\ B \rightarrow J \end{array}$

c. Jill earned \$265 less than Fabio. $\begin{array}{c} 265 \\ J \rightarrow F \end{array}$

d. The store is 12 feet taller than house. $\begin{array}{c} 12 \\ h \rightarrow S \end{array}$

Part 5 Cross out the problems you cannot work the way they are written. Then work the rest of the problems.

a. $\frac{3}{4} \times \frac{1}{8} = \frac{3}{32}$ b. $\frac{12}{5} \times \frac{2}{2} = -$ c. $\frac{18}{4} + \frac{4}{4} = \frac{22}{4}$

d. $\frac{8}{8} \times \frac{7}{9} = -$ e. $\frac{20}{3} - \frac{10}{3} = \frac{10}{3}$ f. $\frac{9}{2} \times \frac{5}{2} = \frac{45}{4}$

Connecting Math Concepts Placement Test 3



Corrective Mathematics

A Direct Instruction Program

Comprehensive Placement Test for *Corrective Mathematics*

The *Corrective Mathematics* Comprehensive Placement Test provides a gauge for placing students in SRA's *Corrective Mathematics* series. The Comprehensive Placement Test will determine the correct entry point (both module and lesson) for each student. If the Comprehensive Placement Test is used, it's not necessary to administer the preskill test or the placement tests that are included in the Workbook of each module.

For your convenience, the test is divided into two sections. **Section I** includes: Part A, Addition; Part B, Subtraction; Part C, Multiplication; and Part D, Division. **Section II** includes: Part E, Basic Fractions; Part F, Fractions, Decimals, and Percents; and Part G, Ratios and Equations.

Section I

During two sessions, administer the test either to the entire group or to individuals.

- During the first session, the students will work Parts A and B of the test (addition and subtraction). Allow 20 minutes for this session.
- Give Parts C and D only to those students who make no more than one error on Part A or B. Allow 20 minutes for the second session.

Administration and Scoring of Section I

Step 1

- Make copies of the Comprehensive Placement Test pages for Parts A–D. Distribute the copies.
- Tell the students not to start until you instruct them to start.
- Ask the students to fill in the information called for at the top of the test.

Step 2

- (Tell the students:)
You're going to work Parts A and B of the test today. You'll have 20 minutes.

- Do all the problems you can. Work the problems right on the test sheet. If you have trouble with a problem, skip it and go on to the next problem.
- Read each problem carefully before you work it.
- Remember to do only Parts A and B. Start now.
- (After 20 minutes, tell the students to stop and hand in their tests.)

Step 3

Grade Parts A and B. There are 11 scorable items in Part A and 13 scorable items in Part B.

Look at the answer key that follows. Notice that there is more than one scorable item for some of the problems the students work.

- For all column problems, each column is scored separately. Each column on the answer key is labeled as an item. The answer for each item is in boldface. The first problem counts as one item because there is only one column. The sixth problem counts as four items (8, 9, 10, 11) because there are four columns.
- Each story problem counts as one item.

Answer Key Part A Addition

(Problem 1)

items	①	②	③	④	⑤
	7	9	4	2	3
	+ 1	+ 1	+ 1	3	2
	8	10	5	5	0
				+ 2	+ 1
				12	6

(Problem 6)

items	⑥	⑦	⑧	⑨	⑩	⑪
	3	1	1	3	9	3
	2	2		6	1	6
	5	2		9	4	8
			+	4	3	4
	+ 4	1		11	9	2
	14	6				5

Answer Key Part B Subtraction

items ① ② ③ ④ ⑤

$$\begin{array}{r} 4 \quad 8 \quad 3 \quad 7 \quad 6 \\ - 1 \quad 8 \\ \hline 5 \quad 8 \end{array}$$

items ⑥ ⑦ ⑧ ⑨

$$\begin{array}{r} 6 \quad 2 \quad 9 \quad 4 \\ - 5 \quad 8 \\ \hline 5 \quad 7 \quad 6 \quad 6 \end{array}$$

items ⑩ ⑪ ⑫ ⑬

$$\begin{array}{r} 234 \quad 176 \quad 128 \quad 154 \end{array}$$

- Count the errors for Part A, and enter the total in the box following the heading "Errors" on the student's test packet.
- Count the errors for Part B, and enter the total in the box following the heading "Errors" on the student's test packet
- Do not administer Parts C and D of the Comprehensive Placement Test to the students who make more than one error on Part A or B. Place those students in either the *Addition* or the *Subtraction* module. See the Placement Directions for specific placement instructions.

Step 4

- Arrange another testing session, and present Parts C and D of the Comprehensive Placement Test. Follow the procedure outlined in Steps 1 and 2. Allow the students up to 20 minutes to complete the test.

Step 50

- Grade Parts C and D of the Comprehensive Placement Test. Notice that on these parts the entire answer to each problem counts as one item. Unit names are not required.

Answer Key Part C Multiplication

15 8 27 or 27 hours
9 or 9 miles 12 or 12 chairs
387 90 10,935 2106 10,560

Part D Division

4 3 8 or 8 days
4 or 4 hours 4 or 4 times
34 R2 24 56 R6
60 R27 28 R58

Step 6

- Place students who make more than one error on Parts C or D in either the *Multiplication* or the *Division* module. (See Placement Directions.)
- If students make no more than one error on either Part C or D, have them take Parts E, F, and G of the Comprehensive Placement Test. See page 29 for directions.

Placement Directions for Corrective Mathematics: Addition, Subtraction, Multiplication, and Division

Part A—Addition

Total Errors	Lesson
8, 9, 10, or 11	Administer the <i>Addition</i> Preskill Test on page 28. Begin with Lesson 1 if Preskill Test is passed.
6 or 7	Present Transition Lesson 8 in the <i>Addition</i> Teacher's Presentation Book, and then begin instruction in the <i>Addition</i> module at Lesson 8.
2, 3, 4, or 5	Present Transition Lesson 23 in the <i>Addition</i> Teacher's Presentation Book, and then begin instruction in the <i>Addition</i> module at Lesson 23.
0 or 1	These students are too proficient for the <i>Addition</i> module. See the chart to determine whether they should be placed in the <i>Subtraction</i> module.

The Addition Preskill Test

The Addition Preskill Test is given to students who made 8 or more errors on Part A of the Placement Test. This test is individually administered and requires about five minutes. It tests students on their ability to count and to identify two-digit numbers. Students who make no more than one error on each section of the test should enter the module at Lesson 1. Students who exceed the error limit should not be placed in the module. *Distar*®, *Arithmetic I* or *Connecting Math Concepts* would be more appropriate for these students.

Following is the script that should be used for administering the Addition Preskill Test.

Part A

- a. (Write the following numbers on the board or on a sheet of paper:)

17 32 18 56 90 12 39 81

- b. (Point to 17.) **Read the number.** (Signal.) 17.
c. (Repeat step b for the rest of the numbers.)

Part B

- a. **I'm going to count. When I stop counting I want you to keep counting until I tell you to stop.**
b. **7, 8, 9.** (Stop the students when they reach 15.)
c. **16, 17, 18.** (Stop the students when they reach 22.)
d. **36, 37, 38.** (Stop the students when they reach 41.)
e. **88, 89.** (Stop the students when they reach 93.)

Part B—Subtraction

Total Errors	Lesson
11, 12, or 13	Begin with Lesson 1 in the <i>Subtraction</i> module.
5, 6, 7, 8, 9, or 10	Present Transition Lesson 8 in the <i>Subtraction</i> Teacher's Presentation Book, and then begin instruction in the <i>Subtraction</i> module at Lesson 8.
2, 3, or 4	Present Transition Lesson 25 in the <i>Subtraction</i> Teacher's Presentation Book, and then begin instruction in the <i>Subtraction</i> module at Lesson 25.
0 or 1	These students are too proficient for the <i>Subtraction</i> module. Test the students on Parts C and D of the Comprehensive Placement Test.

Part C—Multiplication

Total Errors	Lesson
9 or 10	Begin with Lesson 1 in the <i>Multiplication</i> module.
5, 6, 7, or 8	Present Transition Lesson 10 in the <i>Multiplication</i> Teacher's Presentation Book, and then begin instruction in the <i>Multiplication</i> module at Lesson 10.
2, 3, or 4	Present Transition Lesson 27 in the <i>Multiplication</i> Teacher's Presentation Book, and then begin instruction in the <i>Multiplication</i> module at Lesson 25.
0 or 1	These students are too proficient for <i>Multiplication</i> . See the following chart to determine whether they should be placed in <i>Division</i> .

Part D—Division

Total Errors	Lesson
9 or 10	Begin with Lesson 1 in the <i>Division</i> module module.
5, 6, 7, or 8	Present Transition Lesson 6 in the <i>Division</i> Teacher's Presentation Book, and then begin instruction in the <i>Division</i> module at Lesson 6.
2, 3, or 4	Present Transition Lesson 27 in the <i>Division</i> Teacher's Presentation Book, and then begin instruction in the <i>Division</i> module at Lesson 27.
0 or 1	These students are too proficient for the <i>Division</i> module. Test the students on Section II (Parts E, F, G) of the Comprehensive Placement Test.

Section II

During one session, administer the test either to the entire group or to individuals.

Administration and Scoring of Section II

Step 1

- Make copies of the Comprehensive Placement Test pages for Parts E–G. Distribute the copies.
- Tell the students not to start until you instruct them to start.
- Ask the students to fill in the information called for at the top of the test.

Step 2

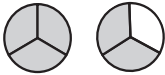
- (Tell the students:)
You're going to work Parts E, F, and G of the test today. You'll have 40 minutes to complete the test.
- You may work the problems on a separate sheet of paper, but be sure to write your answers on the test.
- Do all the problems you can. Work the problems right on the test sheet. If you have trouble with a problem, skip it and go on to the next problem.
- Read each problem carefully before you work it.

- Start now.
- (After 40 minutes, tell the students to stop and hand in their tests.)

Step 3

Grade Section II. Notice that in Part G the answers are not incorrect if the student did not include the word as part of the answer.

Answer Key Part E Basic Fractions

1.  2. $\frac{6}{7}$ 3. $\frac{8}{8}$ or 1
4. $\frac{6}{4}$ or $\frac{3}{2}$ or $1\frac{2}{4}$ or $1\frac{1}{2}$ 5. $\frac{8}{7}$ or $1\frac{1}{7}$
6. $\frac{23}{4}$ 7. $\frac{22}{5}$ 8. $\frac{27}{10}$ or $2\frac{7}{10}$

Part F Fractions, Decimals, and Percents

1. $\frac{17}{6}$ or $2\frac{5}{6}$ 2. $\frac{2}{3}$ 3. $3\frac{3}{4}$
4. $\frac{6}{8}$ or $\frac{3}{4}$ 5. 20 6. 11.529
7. 87.5% or $87\frac{1}{2}\%$

Part G Ratios and Equations

1. $\frac{21}{20}$ or $1\frac{1}{20}$ or 1.05 meters
2. $\frac{350}{12}$ or $29\frac{2}{12}$ or $29\frac{1}{6}$ meters
3. $6R = 18$ or $R = 3$, $6R = 18$
4. 60
5. $\frac{10}{3}$ or $3\frac{1}{3}$ or 3.33 meters

Placement Directions for *Corrective Mathematics: Basic Fractions; Fractions, Decimals, and Percents; and Ratios and Equations*

Part E—Basic Fractions

Total Errors	Lesson
6, 7, or 8	Begin with Lesson 1 in <i>Basic Fractions</i> .
4 or 5	Begin with Lesson 19 in <i>Basic Fractions</i> .
2 or 3	Begin with Lesson 30 in <i>Basic Fractions</i> .
0 or 1	These students are too proficient for <i>Basic Fractions</i> . See the following chart to determine whether they should be placed in <i>Fractions, Decimals, and Percents</i> .

Part F—Fractions, Decimals, and Percents

Total Errors	Lesson
5, 6, or 7	Begin with Lesson 1 in <i>Fractions, Decimals, and Percents</i> .
2, 3, or 4	Begin with Lesson 30 in <i>Fractions, Decimals, and Percents</i> .
0 or 1	These students are too proficient for <i>Fractions, Decimals, and Percents</i> . See the following chart to determine whether they should be placed in <i>Ratios and Equations</i> .

Part G—Ratios and Equations

Total Errors	Lesson
3, 4, or 5	Begin with Lesson 1 in <i>Ratios and Equations</i> .
0, 1, or 2	These students are too proficient for <i>Ratios and Equations</i> .

Corrective Mathematics Comprehensive Placement Test

Section I Parts A and B

Name _____ Class _____ Date _____

School _____ Tester _____

Part A

Errors

$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ 32 \\ 50 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ 22 \\ 52 \\ + 41 \\ \hline \end{array}$	$\begin{array}{r} 1393 \\ 616 \\ 9482 \\ + 434 \\ \hline \end{array}$
---	---	---	---	---	---

Part B

Errors

$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ - 18 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 94 \\ - 28 \\ \hline \end{array}$
---	---	---	---	--	---

There are 189 red cars and 423 blue cars.
How many more blue cars are there than red cars?

The shop gave away 86 apples. The shop gave away 90 oranges.
How many pieces of fruit did the shop give away?

Ann found 206 pencils. 78 of the pencils were broken.
How many of the pencils were not broken?

146 girls go to our school. There are 300 children altogether in our school.
How many boys go to our school?

Stop.

Corrective Mathematics Comprehensive Placement Test

Section I Part C

Name _____ Class _____ Date _____

School _____ Tester _____

Part C

Errors

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

Jill worked 3 hours every day. She worked 9 days.
How many hours did she work altogether?

Ann ran 5 miles on Monday. Then she ran 4 miles on Tuesday.
How many miles did she run altogether?

There are 3 chairs in each row. There are 4 rows of chairs.
How many chairs are there altogether?

$$\begin{array}{r} 43 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 405 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 264 \\ \times 40 \\ \hline \end{array}$$

Corrective Mathematics Comprehensive Placement Test

Section I Part D

Name _____ Class _____ Date _____

School _____ Tester _____

Part D

Errors

$$3 \overline{)12}$$

$$9 \overline{)27}$$

5 buses left Midville each day. 40 buses left in all.
How many days did buses leave Midville?

Fred typed 2 pages each hour. He typed 8 pages.
How many hours did he type?

Every time Betty went jogging, she ran 5 blocks.
She ran 20 blocks. How many times did she go
jogging?

$$3 \overline{)104}$$

$$9 \overline{)216}$$

$$48 \overline{)2694}$$

$$54 \overline{)3267}$$

$$82 \overline{)2354}$$

Stop.

Corrective Mathematics Comprehensive Placement Test

Section II Parts E and F

Name _____ Class _____ Date _____

School _____ Tester _____

Part E

Errors

1. Draw the picture for the fraction.

$$\frac{5}{3} = \bigcirc \bigcirc$$

2. $\frac{4}{7} + \frac{2}{7} =$

3. $\frac{10}{8} - \frac{2}{8} =$

4. $\frac{2}{4} \times 3 =$

5. $\frac{2}{7} \times 4 =$

6. $5\frac{3}{4} = \frac{\quad}{4}$

7. $4\frac{2}{5} = \frac{\quad}{5}$

8. $4\frac{1}{2} \times \frac{3}{5} =$

Part F

Errors

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

2. Reduce this fraction

$$\frac{14}{21} =$$

3. Write this fraction as a mixed number.

$$\frac{15}{4} =$$

4. $\frac{3}{8} \div \frac{1}{2}$

5. $\frac{4}{\square} \times \frac{3}{15}$

6. $3.52 + 6 + 2.009 =$

7. $\frac{7}{8} =$ %

Corrective Mathematics Comprehensive Placement Test

Section II Part G

Name _____ Class _____ Date _____

School _____ Tester _____

Part G

Errors

1. An oak tree is 5 meters high and makes a $\frac{3}{4}$ meter shadow. A maple tree is 7 meters high. How many meters is its shadow?

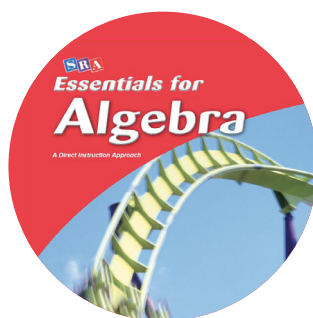
2. Pam runs 50 meters in 12 seconds, how far can she run in 7 seconds?

3. $3.5R = 10.5$
Figure out what $6R$ equals.

4. 15% of what number is 9?

5. If 3 boxes contain $2\frac{1}{2}$ meters of wire, how long is the wire in 4 boxes?

Stop.



Essentials for Algebra

A Direct Instruction Approach

Placement Test

The Placement Test provides for three outcomes:

1. The student lacks the necessary skills to place in *Essentials for Algebra*.
2. The student places at lesson 1 of *Essentials for Algebra*.
3. The student places at lesson 16 of *Essentials for Algebra*.

The test has two sections: A and B.

1. Results from Section A determine the following:
 - a) The student lacks the necessary skills to place in *Essentials for Algebra*.
 - b) The student places at lesson 1.
 - c) The student should take Section B of the Placement Test.
2. Results from Section B determine the following:
 - a) The student places at lesson 1.
 - b) The student places at lesson 16.

Administering the Placement Test

DIRECTIONS

I'm going to pass out a test. Do not write anything until I tell you to start.

(Pass out section A.)

Write your name at the top.

You'll write your answers in pen, not pencil. You can use the front of the sheet or the back to figure out answers. Write your final answer to each problem in the box or where the answer belongs.

You have 12 minutes to complete the test, starting now.

(Time students. Monitor their performance.)

(At the end of 12 minutes)

Stop.

You're going to score your own tests. Exchange papers with a neighbor. ✓

You'll write **C** next to each answer that is correct and **X** next to each answer that is wrong.

Part 1, item **a**: The answer is 4.

(Repeat for remaining items.)

Key: **b.** zero **c.** 5 **d.** 3 **e.** 7 **f.** 2

g. 127 should not be circled.

h. 48 should be circled.

i. 150 should be circled.

j. 483 should not be circled.

k. 536 should be circled.

l. 5 **m.** 8 **n.** 6 **o.** 3 **p.** 7 **q.** 7 **r.** 3

s. 8 **t.** 9 **u.** 6

Part 2, Item **a**: The answer is 750.

(Repeat for remaining items.)

Key: **b:** 2798 **c:** 232 **d:** 364 **e:** 321 **f:** 379

g: 302 **h:** 1/4 **i:** 6/5 or 1 and 1/5

j: 5/72 **k:** 42/25 or 1 and 17/25.

Count all items marked with an **X**.

Write that number in the score box at the top of the test.

(Observe students and give feedback.)

(Collect papers.)

(Pass out Section B to all students who missed 0–8 items.)

Raise your hand when you're finished. I'll pick up your test.

(Students who take Section B may require 30 minutes to complete all items.)

(Collect and grade tests.)

Placement Test Criteria

SECTION A

Section A consists of 2 parts and 32 items. Placement is determined by totaling the errors made.

CRITERIA

- Students who miss a total of 0–8 items should take Section B of the Placement Test.
- Students who miss a total of 9–11 items place at Lesson 1.
- Students who miss a total of 12 or more items do not have sufficient skills to place in *Essentials for Algebra*.

Section B consists of 8 parts and 40 items. All the items in Section B involve skills that are taught in the first 15 lessons of *Essentials for Algebra*. Students who demonstrate these skills are placed at Lesson 16. Students who do not demonstrate sufficient mastery are placed at Lesson 1. A student is placed at Lesson 1 by failing too many parts or by failing too many items.

CRITERIA FOR PARTS

- Passing criterion for Parts 1–4: Students make no more than 2 errors on each part.
- Passing criterion for Part 5: Students make errors on no more than 2 **rows**.
- Passing criterion for Part 6: Students make errors on no more than 2 **equations**.
- Passing criterion for Parts 7 and 8: Students make no more than 1 error on each part.

PLACEMENT CRITERIA

- Students who fail 3 or more parts place at Lesson 1.
- Students who make 12 or more errors place at Lesson 1.
- Students who fail 2 or fewer parts **and** who make 11 or fewer total errors place at Lesson 16.

Use the Placement Test Summary Chart on page 159 to record each student's performance and determine the placement for each student.

Placement Test Summary Chart

Student Names											
Section A (number of errors)											
Select 1 of these	12 or more errors: Insufficient skills										
	9–11 errors: Place at Lesson 1.										
	0–8 errors: Present Section B.										
Section B											
Part 1 (6 items) number of errors Check if 3 or more errors.											
Part 2 (6 items) number of errors Check if 3 or more errors.											
Part 3 (4 items) number of errors Check if 3 or more errors.											
Part 4 (6 items) number of errors Check if 3 or more errors.											
Part 5 (5 items) number of errors Check if 3 or more rows.											
Part 6 (5 items) number of errors Check if 3 or more equations.											
Part 7 (4 items) number of errors Check if 2 or more errors.											
Part 8 (4 items) number of errors Check if 2 or more errors.											
Number of Parts Failed (total checks)											
3 or more parts failed: Place at Lesson 1.											
Total Errors in Section B											
12 or more errors: Place at Lesson 1.											
Fail 2 or fewer parts with 11 or fewer errors: Place at Lesson 16.											

Essentials for Algebra Placement Test

Section A

Score

(Number missed)

Name _____

Part 1

Answer each question.

5204

a. How many digits? _____

b. What's the tens digit? _____

c. What's the thousands digit? _____

217

d. How many digits? _____

e. What's the ones digit? _____

f. What's the hundreds digit? _____

◆ For items g through k, circle each even number.

g. 127

h. 48

i. 150

j. 483

k. 536

◆ Work items l through u.

l. $4 \times \square = 20$

m. $6 \times \square = 48$

n. $9 \times \square = 54$

o. $7 \times \square = 21$

p. $6 \overline{)42}$

q. $4 \overline{)28}$

r. $9 \overline{)27}$

s. $8 \overline{)64}$

t. $7 \overline{)63}$

u. $2 \overline{)12}$

Section A (continued)

Score

Name _____

(Number missed)

Part 2

Work each item.

a.
$$\begin{array}{r} 125 \\ \times 6 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 3300 \\ - 502 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 14 \\ 125 \\ + 93 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 28 \\ \times 13 \\ \hline \end{array}$$

e.
$$3 \overline{)963}$$

f.
$$2 \overline{)758}$$

g.
$$4 \overline{)1208}$$

h.
$$\begin{array}{r} \frac{11}{4} \\ - \frac{10}{4} \\ \hline \end{array}$$

i.
$$\begin{array}{r} \frac{4}{5} \\ + \frac{2}{5} \\ \hline \end{array}$$

j.
$$\frac{1}{8} \times \frac{5}{9} =$$

k.
$$\frac{7}{5} \left(\frac{6}{5} \right) =$$

Essentials for Algebra Placement Test

Section B

Score

(Number missed)

Name _____

Part 1

Round each value to the nearest whole number. Then round each value to the nearest hundredth.

39.725

a. _____

b. _____

6.2489

c. _____

d. _____

0.513

e. _____

f. _____

Part 2

Write each problem in a column and work it.

a. $5.4 - 0.205$

b. $104.2 + 9.75$

c. $19 + 12.5 + 6.54$

d. $6 - 4.15$

e. $5.2 \times .003$

f. $142 \times .7$

Section B (continued)

Score

Name _____

(Number missed)

Part 3 Write the abbreviation for each unit name.

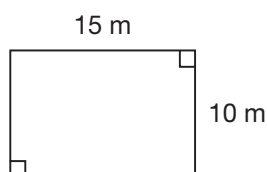
a. centimeters _____

c. kilometer _____

b. inches _____

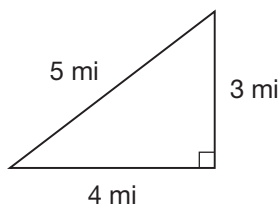
d. feet _____

Part 4 Find the area and perimeter of each figure.



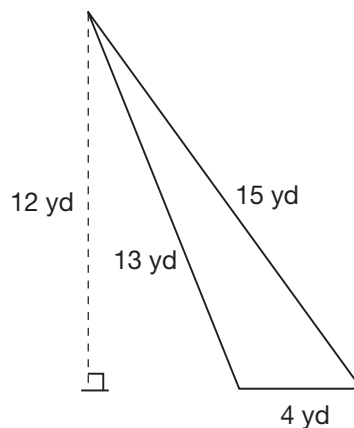
a. Area = _____

b. Perimeter = _____



c. Area = _____

d. Perimeter = _____



e. Area = _____

f. Perimeter = _____

Section B (continued)

Score

(Number missed)

Name _____

Part 5 Complete each row to show the equivalent decimal, fraction, and percent.

	Decimal	Fraction	Percent
a.	4.02		
b.		$\frac{8}{100}$	
c.			70%
d.			5%
e.		$\frac{100}{100}$	

Part 6 Complete each equation to show the equivalent fractions.

a. $5 = \frac{\square}{6} = \frac{\square}{1}$

c. $\frac{3}{4} = \frac{\square}{20}$

b. $7 = \frac{\square}{2} = \frac{\square}{5}$

d. $\frac{1}{5} = \frac{63}{\square}$

e. $\frac{2}{7} = \frac{14}{\square}$

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Section B (continued)

Score

Name _____

(Number missed)

Part 7 Complete each equation to show a fraction and a mixed number.

a. $3\frac{5}{9} =$

b. $1\frac{7}{8} =$

c. $\frac{25}{3} =$

d. $\frac{19}{5} =$

Part 8 Work each problem.

- The price tags show the cost of each item.

- Briana bought shoes and a camera. How much did she spend?
- Roger bought one of everything except the shoes. How much did he spend?
- Maria had \$40. She bought the shoes. How much did she have left?
- Kahlil bought the hat and the gloves. He gave the clerk \$30. How much change did he get back?

Section B (continued)

Score

(Number missed)

Name _____

Part 5 Complete each row to show the equivalent decimal, fraction, and percent.

	Decimal	Fraction	Percent
a.	4.02	$\frac{402}{100}$	402%
b.	.08	$\frac{8}{100}$	8%
c.	.70	$\frac{70}{100}$	70%
d.	.05	$\frac{5}{100}$	5%
e.	1.00	$\frac{100}{100}$	100%

Part 6 Complete each equation to show the equivalent fractions.

a. $5 = \frac{30}{6} = \frac{5}{1}$

c. $\frac{3}{4} = \frac{15}{20}$

b. $7 = \frac{14}{2} = \frac{35}{5}$

d. $\frac{1}{5} = \frac{63}{315}$

e. $\frac{2}{7} = \frac{14}{49}$

Section B (continued)

Score

(Number missed)

Name _____

Part 7 Complete each equation to show a fraction and a mixed number.

a. $3\frac{5}{9} = \frac{32}{9}$

b. $1\frac{7}{8} = \frac{15}{8}$

c. $\frac{25}{3} = 8\frac{1}{3}$

d. $\frac{19}{5} = 3\frac{4}{5}$

Part 8 Work each problem.



• The price tags show the cost of each item.

a. Briana bought shoes and a camera.
How much did she spend?

$$\begin{array}{r} \$29.50 \\ + 18 \\ \hline \$47.50 \end{array}$$

b. Roger bought one of everything except the shoes. How much did he spend?

$$\begin{array}{r} \$15 \\ 12.99 \\ + 18 \\ \hline \$45.99 \end{array}$$

c. Maria had \$40. She bought the shoes.
How much did she have left?

$$\begin{array}{r} \$40.00 \\ - 29.50 \\ \hline \$10.50 \end{array}$$

d. Kahlil bought the hat and the gloves.
He gave the clerk \$30.
How much change did he get back?

$$\begin{array}{r} \$15 \\ + 12.99 \\ \hline \$27.99 \end{array} \quad \begin{array}{r} \$30.00 \\ - 27.99 \\ \hline \$ 2.01 \end{array}$$

