Placement Testing: Level D

Level D of *Connecting Math Concepts* is appropriate for any student who completes Level C or who passes the placement test. A reproducible copy of the placement test (taken from the Level D Teacher's Guide) follows.

Administering the Placement Test

Try to test students on the first day of instruction.

Pass out a test form to each student. Present the wording in the test administration script.

Note: What you say is shown in **blue** type.

When observing the students, you should make sure that they are working on the correct part or correct item of the test. Do not prompt them in a way that would let them know the answer to the item.

If the class is particularly weak on parts of the placement test, work on these skills before starting with Level D. Present items similar to those of the test.

TEST ADMINISTRATION SCRIPT

- Find part 1.
  These are multiplication facts. You have one minute to finish these problems. Read them carefully. Get ready. Go.
- (At the end of one minute, say:) Stop writing. Pencils down.
- Find part 2.
  You're going to write numerals that I dictate. You can see three hundred twenty-four is already written. That shows where you'd begin a hundred numeral.

Numeral A. Seven hundred forty-eight. Write it.
Numeral B. Six hundred two. Write it.
Numeral C. 17. Write it.
Numeral D. 300. Write it.

- You'll work the rest of the parts on your own. For part 3, read each problem. Write the number problem and the answer.
- For the rest of the parts, just write the answer to each problem. Raise your hand when you're finished.
- (Collect test forms.)

Placement Criteria

The criteria for passing the test are:

	Pass	Fail
Part 1	0–2 errors	3 or more errors
Part 2	0 errors	1 or more errors
Part 3	0 errors	1 or more errors
Part 4	0–1 errors	2 or more errors
Part 5	0–1 errors	2 or more errors
Part 6	0 errors	1 or more errors
Part 7	0–1 errors	2 or more errors
OVERALL	Students pass 5–7 parts.	Students pass 4 or fewer parts.

Is Level D appropriate for your classroom? A rule of thumb is that three-fourths or more of the students in the class should pass the placement test. If more than one quarter of the students fail the placement test, it may be difficult to present Level D to the entire class. A recommendation is to place the lower performers in Level C.

Placement Test

Name _____ Score _____

Part 1

a. $5 \times 4 =$ ___   e. $4 \times 0 =$ ___   i. $8 \times 5 =$ ___

b. $2 \times 6 =$ ___   f. $9 \times 1 =$ ___   j. $1 \times 2 =$ ___

c. $7 \times 2 =$ ___   g. $4 \times 4 =$ ___   k. $3 \times 2 =$ ___

d. $8 \times 10 =$ ___   h. $3 \times 5 =$ ___   l. $0 \times 10 =$ ___

Part 2

324

a.

b.

c.

d.

Part 3

a. Hiro Moto had 47 nuts. Somebody ate 30 of his nuts. How many did he end up with?

b. A man had 23. Then he got 16 more. How many did he end up with?

Part 4

a. $\begin{array}{r} 14 \\ + 79 \\ \hline \end{array}$ b. $\begin{array}{r} 370 \\ + 98 \\ \hline \end{array}$

c. $\begin{array}{r} 39 \\ + 95 \\ \hline \end{array}$ d. $\begin{array}{r} 12 \\ 46 \\ + 599 \\ \hline \end{array}$

Part 5

a. $2\overline{)14}$ b. $5\overline{)30}$ c. $9\overline{)27}$

d. $8\overline{)8}$ e. $1\overline{)8}$

Part 6

a. $\begin{array}{r} 54 \\ \times 2 \\ \hline \end{array}$ b. $\begin{array}{r} 43 \\ \times 5 \\ \hline \end{array}$

Part 7

a. $\begin{array}{r} 360 \\ - 218 \\ \hline \end{array}$ b. $\begin{array}{r} 37 \\ - 18 \\ \hline \end{array}$ c. $\begin{array}{r} 647 \\ - 134 \\ \hline \end{array}$ d. $\begin{array}{r} 409 \\ - 136 \\ \hline \end{array}$

Placement Test Answer Key

Part 1

a. $5 \times 4 = \underline{20}$ e. $4 \times 0 = \underline{0}$ i. $8 \times 5 = \underline{40}$

b. $2 \times 6 = \underline{12}$ f. $9 \times 1 = \underline{9}$ j. $1 \times 2 = \underline{2}$

c. $7 \times 2 = \underline{14}$ g. $4 \times 4 = \underline{16}$ k. $3 \times 2 = \underline{6}$

d. $8 \times 10 = \underline{80}$ h. $3 \times 5 = \underline{15}$ l. $0 \times 10 = \underline{0}$

Part 2

	3	2	4
a.	7	4	8
b.	6	0	2
c.		1	7
d.	3	0	0

Part 3

a. Hiro Moto had 47 nuts. Somebody ate 30 of his nuts. How many did he end up with?

$\square \xrightarrow{30}$

$$\begin{array}{r} 47 \\ -\ 30 \\ \hline 17 \text{ nuts} \end{array}$$

$47 - 30$

b. A man had 23. Then he got 16 more. How many did he end up with?

$23\ 16 \xrightarrow{\ } \square$

$$\begin{array}{r} 23 \\ +\ 16 \\ \hline 39 \end{array}$$

Part 4

a.
$$\begin{array}{r} \overset{1}{14} \\ +\ 79 \\ \hline 93 \end{array}$$

b.
$$\begin{array}{r} \overset{1}{370} \\ +\ 98 \\ \hline 468 \end{array}$$

c.
$$\begin{array}{r} 39 \\ +\ 95 \\ \hline 134 \end{array}$$

d.
$$\begin{array}{r} 12 \\ 46 \\ +\ 599 \\ \hline 657 \end{array}$$

Part 5

a. $2\overline{)14}$ → 7

b. $5\overline{)30}$ → 6

c. $9\overline{)27}$ → 3

d. $8\overline{)8}$ → 1

e. $1\overline{)8}$ → 8

Part 6

a.
$$\begin{array}{r} 54 \\ \times\ 2 \\ \hline 108 \end{array}$$

b.
$$\begin{array}{r} 4\overset{1}{3} \\ \times\ 5 \\ \hline 215 \end{array}$$

Part 7

a.
$$\begin{array}{r} 3\overset{5}{\cancel{6}}0 \\ -\ 218 \\ \hline 142 \end{array}$$

b.
$$\begin{array}{r} \overset{2}{3}7 \\ -\ 18 \\ \hline 19 \end{array}$$

c.
$$\begin{array}{r} 647 \\ -\ 134 \\ \hline 513 \end{array}$$

d.
$$\begin{array}{r} 4\overset{3}{0}9 \\ -\ 136 \\ \hline 273 \end{array}$$