# Appendix A: 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**

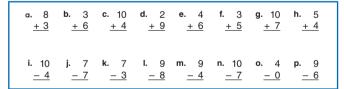
#### **Administration Directions**

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



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.) 175.
   Write 375. ✓
- Pencils down. 🗸
- c. Touch Part 2. ✓ (Teacher reference:)



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:)



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

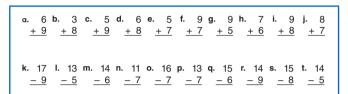
Students who make 0 to 6 errors, including items not worked.	Place at Lesson 1 of CMC D.		
Students who make 7 or more errors, including items not worked.	Administer CMC Level C Placement Test.		

# CONNECTING MATH CONCEPTS— LEVEL D

# PLACEMENT TEST, Section 2

## **Administration Directions**

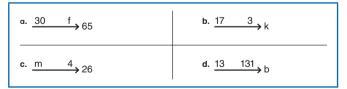
- a. (Hand out Placement Test, Section 2.)
- Write your name on the top line. (Check student responses.)
- Pencils down. 🗸
- b. Touch Part 1. ✓ (Teacher reference:)



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:)

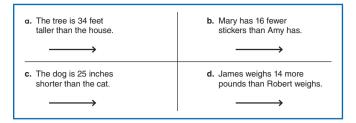


Part 2 has number families with two numbers and a letter.

 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:)



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 dog 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:)



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 <i>CMC Level D</i> at Lesson 26
Students who pass 1, 2 or 3 Parts	Begin <i>CMC Level D</i> at Lesson 1
Students who pass no Parts	Administer Section 1

errors Name: \_\_\_\_\_ CMC Level D Placement Test Section 1 Part 1 c.\_\_\_\_ d.\_\_\_\_\_ b.\_\_\_\_\_ a. Part 2 **g.** 10 8 **f.** 3 3 **c.** 10 2 4 b. d. е. h. 5 a. <u>+ 3</u> + 6 + 4 + 9 + 6 + 5 + 7 + 4 I. 9 i. 10 **k.** 7 **m.** 9 **n.** 10 j. 7 **o.** 4 р. 9 - 7 - 3 - 8 - 7 - 4 - 4 - 0 6 — Part 3 **b.** 462 **c.** 756 a. 324 **d.** 846 -130 +203 + 54 - 35

errors     CMC Level D Placement Test Section 2   Name:			
	f. 9 g. 9 h. 7 i. 9 j. 8 <u>+7 +5 +6 +8 +7</u>		
<b>k</b> . 17 <b>l</b> . 13 <b>m</b> . 14 <b>n</b> . 11 <b>o</b> . 16 <u>− 9</u> <u>− 5</u> <u>− 6</u> <u>− 7</u> <u>− 7</u>	<b>p.</b> 13 <b>q.</b> 15 <b>r.</b> 14 <b>s.</b> 15 <b>t.</b> 14 <u>−7</u> <u>−6</u> <u>−9</u> <u>−8</u> <u>−5</u>		
Part 2a. $30$ f $\rightarrow 65$	b. <u>17 3</u> →k		
<b>c.</b> <u>m</u> 4 <b>→</b> 26	<b>d.</b> <u>13 131</u> → b		
<ul> <li>Part 3</li> <li>a. The tree is 34 feet taller than the house.</li> </ul>	<ul> <li>b. Mary has 16 fewer stickers than Amy has.</li> </ul>		
<ul> <li>c. The dog is 25 inches shorter than the cat.</li> </ul>	<ul> <li>d. James weighs 14 more pounds than Robert weighs.</li> <li>→</li> </ul>		
Part 4         a. 470       b. 524         - 26       -293	<b>c.</b> 382 <b>d.</b> 903 <u>- 96</u> <u>- 73</u>		

# CMC Level D Placement Test Answer Key, Section 1

	(varies) errors CMC Level D Placement Test Section 1 Name:			_					
	Part 1 a. <u>40</u>		b. <u>2</u>	60	c	103	d	375	-
sroom use.	Part 2 a. 8 <u>+ 3</u> <u>11</u>	<b>b</b> . 3	<b>c.</b> 10 + 4 14			f. 3 + 5 8		h. 5 + 4 9	-
anted to reproduce for class	i. 10 <u>- 4</u> 6	j. 7 <u>- 7</u> 0	<b>k.</b> 7 <u>- 3</u> <u>4</u>	I. 9 <u>- 8</u> <u>1</u>	$m. 9 = \frac{-4}{5}$	n. 10 <u>- 7</u> <u>3</u>	<b>o.</b> 4 <u>- 0</u> <u>4</u>	<b>p.</b> 9 <u>- 6</u> <u>3</u>	
vanies, Inc. Permission is gr	Part 3	a. $324$ + 54 378		$ \begin{array}{r}       4 & 6 & 2 \\       - & 1 & 3 & 0 \\       \hline       3 & 3 & 2   \end{array} $		756 +203 959		846 - 35 811	-
Capyright © The McGatw+Hill Companies, inc. Permission is granted to reproduce for classroom use									
Copyrigh									
	Connecting	Math Concepts	3				Plac	ement Test	1

# CMC Level D Placement Test Answer Key, Section 2

varies) errors CMC Level D Placement Test Section 2	Name:
Part 1 <th< td=""><td>i f. 9 g. 9 h. 7 i. 9 j. 8 <math>\frac{+7}{16}</math> <math>\frac{+5}{14}</math> <math>\frac{+6}{13}</math> <math>\frac{+8}{17}</math> <math>\frac{+7}{15}</math></td></th<>	i f. 9 g. 9 h. 7 i. 9 j. 8 $\frac{+7}{16}$ $\frac{+5}{14}$ $\frac{+6}{13}$ $\frac{+8}{17}$ $\frac{+7}{15}$
	p. 13 q. 15 r. 14 s. 15 t. 14 $-\frac{7}{6}$ $-\frac{6}{9}$ $-\frac{9}{5}$ $-\frac{8}{7}$ $-\frac{5}{9}$
Part 2 a. $30 \xrightarrow{f} 65 \xrightarrow{-30} 35$	<b>b.</b> $17$ $3 \rightarrow k$ $\frac{1}{20}$
c. $\underline{m}$ $\xrightarrow{4}$ 26 $\xrightarrow{2} \frac{6}{-4}$	d. $\underline{13}$ $\underline{131}$ b $\underline{+131}$ $\underline{144}$
Part 3 a. The tree is 34 feet tailer than the house. $\xrightarrow{34} h t$	b. $\underline{17}$ 3 k $\underline{17}$ d. $\underline{13}$ 131 b $\underline{13}$ b. Mary has 16 fewer stickers than Amy has. $\underline{16}$ m A d. James weighs 14 more pounds than Robert weighs.
c. The dog is 25 inches shorter than the cat. $25 \qquad d \rightarrow c$	d. James weighs 14 more pounds than Robert weighs. <u>14 R</u> →J
Part 4 a. $4\frac{5}{7}$ <sup>10</sup> b. $\frac{5}{5}$ <sup>2</sup> 4 $-\frac{26}{444}$ $-\frac{293}{231}$ 2 Placement Test	c. $38'2$ d. $903$ -96 $-73286$ $831Connecting Math Concepts$