

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* appears 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)

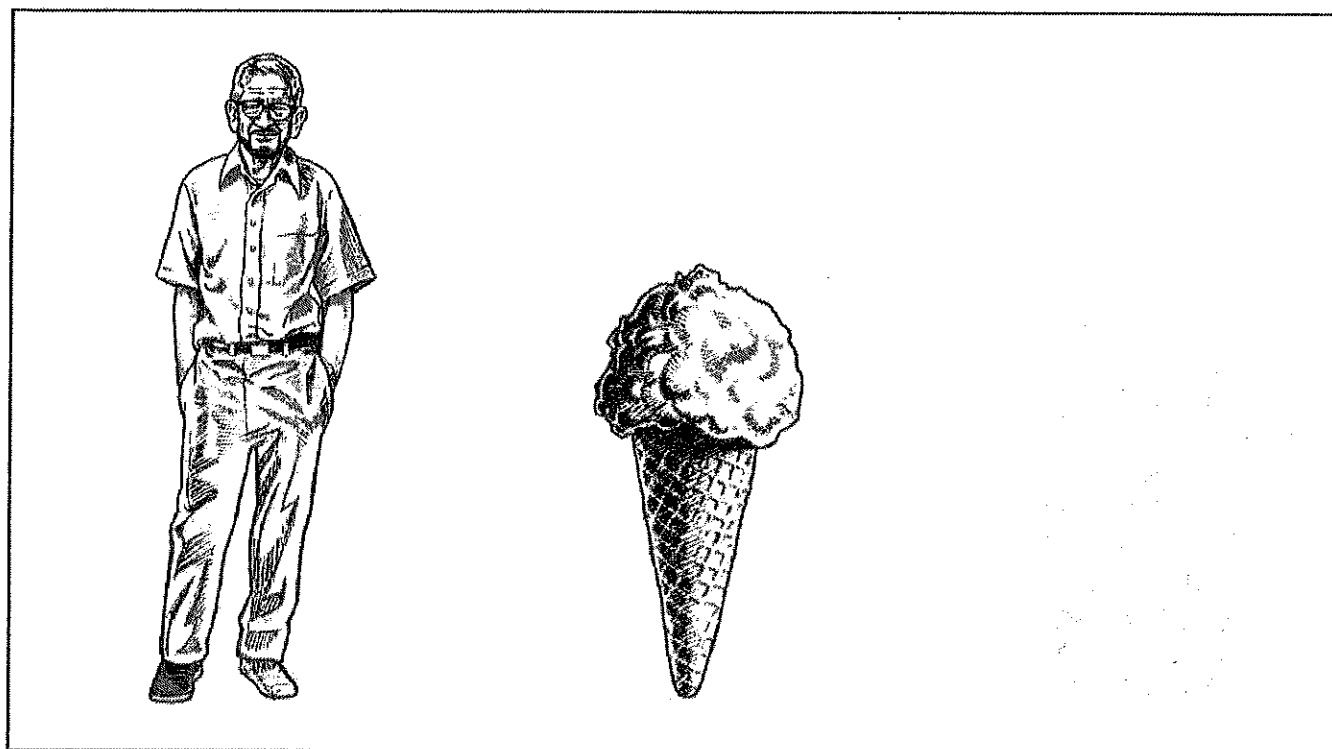
Children must pass 8 of the 11 items in order to place in Level A. If the child does not pass the test, the child should not be placed in Level A. The child needs to receive more language instruction before beginning the program. (A possible program is *Language for Learning*.) After the children's language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

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Record + or - for each item

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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.

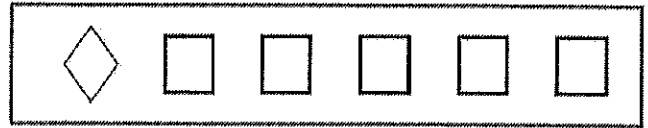
- For this test, each student will need a pencil.
- Try to arrange students so they cannot look at other students' responses.
- Make sure student's name is on their test sheet.
- After students have completed the test, collect the test sheets and mark students' responses.
- Allow no more than the time 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. ✓

$7 = \text{ }$	$3 = \underline{\quad}$	$5 = \underline{\quad}$
$2 = \underline{\quad}$	$4 = \underline{\quad}$	

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. ✓

$8 + 1 =$	$4 + 1 =$	6	9
$5 + 0 =$	$10 + 0 =$	$+1$	$+0$

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. ✓

$10 - 1 =$	$5 - 1 =$	8	6
$2 - 1 =$	$3 - 0 =$	-1	-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. ✓

	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
-----------------------------------------------------------------------------------	----------------------	----------------------	----------------------	----------------------	----------------------


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. ✓

	<input type="text"/>	<input type="text"/>
-----------------------------------------------------------------------------------	----------------------	----------------------

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 (<i>CMC Level A</i> , <i>Distar Arithmetic</i>)
	16–25	Present Section II
II	0–19	Place on Lesson 1 of <i>CMC Level B</i>
	20–27	Place on Lesson 16 of <i>CMC Level B</i>
	(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.

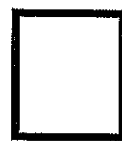
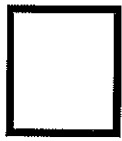
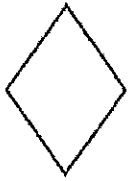
SECTION II CRITERION

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



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

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

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

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

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

$$8 + 1 =$$

$$4 + 1 =$$

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

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

$$5 + 0 =$$

$$10 + 0 =$$

$$10 - 1 =$$

$$5 - 1 =$$

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

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

$$2 - 1 =$$

$$3 - 0 =$$

Placement Test

Section II




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

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CMC Level B Placement Test Answer Key, Section I

Placement Test Name: _____
Section I

 7 3 9 5 0

$7 = \text{|||||}$ $3 = \text{|||}$ $5 = \text{|||||}$

$2 = \text{||}$ $4 = \text{||||}$


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


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Connecting Math Concepts
Placement Test Section I 105

CMC Level B Placement Test Answer Key, Section II

Placement Test
Section II

 47 64 80 18 13

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

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

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

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. _____
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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	<div style="position: absolute; right: 0; top: -5px; border-top: 1px solid black; border-bottom: 1px solid black; width: 20px;"></div>
b.	67 68 69	<div style="position: absolute; right: 0; top: -5px; border-top: 1px solid black; border-bottom: 1px solid black; width: 20px;"></div>
c.	8 9 10	<div style="position: absolute; right: 0; top: -5px; border-top: 1px solid black; border-bottom: 1px solid black; width: 20px;"></div>

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

- Fill in the missing numbers. ✓

e. Touch part 4. ✓

a. $\underline{4} \xrightarrow{2} 6$	b. $\underline{6} \xrightarrow{3} 9$
_____	_____
_____	_____
_____	_____
_____	_____

- Write four facts for each family. ✓

f. Touch Part 5. ✓

a. $\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$	b. $\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	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. $\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$

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

g. Touch Part 6. ✓

a. 342	b. 50	c. 417
hundreds digit _____	tens digit _____	hundreds digit _____
ones digit _____	ones digit _____	tens digit _____

- 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. $\begin{array}{r} 32 \\ +12 \\ \hline \end{array}$	b. $\begin{array}{r} 47 \\ +30 \\ \hline \end{array}$	c. $\begin{array}{r} 54 \\ +21 \\ \hline \end{array}$
-------------------------------------------------------	-------------------------------------------------------	-------------------------------------------------------

- 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. $6 - 1 =$ _____

d. $10 + 1 =$ _____

b. $5 - 1 =$ _____

e. $7 - 2 =$ _____

c. $2 + 6 =$ _____

f. $9 + 0 =$ _____

Part 2

a. _____

b. _____

c. _____

d. _____

e. _____

Part 3

a. $42 \ 43 \ 44$ _____

b. $67 \ 68 \ 69$ _____

c. $8 \ 9 \ 10$ _____



errors

CMC Level C Placement Test Section 2 Name _____

Part 1

	hundreds	tens	ones
a.			
b.			
c.			
d.			

Part 2

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

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

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

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

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

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

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

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

Part 3 Write the missing numbers.

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

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

Part 4 Write 4 facts for each family.

a. $\underline{4} \quad \underline{2} \rightarrow 6$

b. $\underline{6} \quad \underline{3} \rightarrow 9$

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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

varies 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. $\begin{array}{cccccc} 42 & 43 & 44 & 45 & 46 \\ \hline \end{array}$
b. $\begin{array}{cccccc} 67 & 68 & 69 & 70 & 71 \\ \hline \end{array}$
c. $\begin{array}{cccccc} 8 & 9 & 10 & 11 & 12 \\ \hline \end{array}$

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Connecting Math Concepts Placement Test 139

CMC Level C Placement Test Answer Key, Section 2

varies errors
CMC Level C Placement Test Section 2 Name _____

Part 1

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. $4 \rightarrow 5$ b. $6 \rightarrow 9$
 $4 + 2 = 6$ $6 + 3 = 9$
 $2 + 4 = 6$ $3 + 6 = 9$
 $6 - 2 = 4$ $9 - 3 = 6$
 $6 - 4 = 2$ $9 - 6 = 3$

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140 Placement Test Connecting Math Concepts

varies 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. $\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$ i. $\begin{array}{r} 8 \\ - 1 \\ \hline 7 \end{array}$ 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. $\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	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. $\begin{array}{r} 30 \quad \rightarrow \quad 65 \end{array}$	b. $\begin{array}{r} 17 \quad \rightarrow \quad 3 \quad \rightarrow \quad k \end{array}$
c. $\begin{array}{r} m \quad \rightarrow \quad 4 \quad \rightarrow \quad 26 \end{array}$	d. $\begin{array}{r} 13 \quad 131 \rightarrow b \end{array}$

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 dog 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 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:)

a. 470 - 26	b. 524 - 293	c. 382 - 96	d. 903 - 73
----------------	-----------------	----------------	----------------

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

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.

 \longrightarrow

b. Mary has 16 fewer stickers than Amy has.

 \longrightarrow

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

 \longrightarrow

d. James weighs 14 more pounds than Robert weighs.

 \longrightarrow **Part 4**

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

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

c. $\begin{array}{r} 382 \\ - 96 \\ \hline \end{array}$

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

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. 103 d. 375

Part 2

a. $\frac{8}{21}$ b. $\frac{3}{9}$ c. $\frac{10}{14}$ d. $\frac{2}{11}$ e. $\frac{4}{10}$ f. $\frac{3}{8}$ g. $\frac{10}{17}$ h. $\frac{5}{7}$

i. $\frac{10}{6}$ j. $\frac{7}{0}$ k. $\frac{7}{4}$ l. $\frac{9}{1}$ m. $\frac{9}{5}$ n. $\frac{10}{3}$ o. $\frac{4}{4}$ p. $\frac{9}{3}$

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. $\begin{array}{r} 846 \\ - 35 \\ \hline 811 \end{array}$

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. $\frac{6}{15}$ b. $\frac{3}{12}$ c. $\frac{5}{14}$ d. $\frac{6}{14}$ e. $\frac{5}{12}$ f. $\frac{9}{16}$ g. $\frac{9}{14}$ h. $\frac{7}{13}$ i. $\frac{9}{17}$ j. $\frac{8}{15}$

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

Part 2

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

c. $\begin{array}{r} 26 \\ - 4 \\ \hline 22 \end{array}$ d. $\begin{array}{r} 131 \\ + 131 \\ \hline 262 \end{array}$

Part 3

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

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

c. The dog is 25 inches shorter than the cat.
 $\begin{array}{r} 25 \\ \hline \end{array} \rightarrow c$

d. James weighs 14 more pounds than Robert weighs.
 $\begin{array}{r} 14 \\ \hline \end{array} \rightarrow J$

Part 4

a. $\begin{array}{r} 470 \\ - 28 \\ \hline 442 \end{array}$ b. $\begin{array}{r} 524 \\ - 293 \\ \hline 231 \end{array}$ c. $\begin{array}{r} 382 \\ - 96 \\ \hline 286 \end{array}$ d. $\begin{array}{r} 803 \\ - 73 \\ \hline 730 \end{array}$

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. 6	s. 7	t. 6
+ 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:)



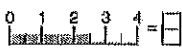




a. 5	b. 9	c. 2	d. 7	e. 5	f. 7	g. 5	h. 4	i. 5	j. 2
$\times 3$	$\times 2$	$\times 4$	$\times 1$	$\times 6$	$\times 2$	$\times 9$	$\times 3$	$\times 5$	$\times 6$
k. 4	l. 9	m. 2	n. 8	o. 4	p. 9	q. 7	r. 2	s. 3	t. 1
$\times 4$	$\times 3$	$\times 8$	$\times 5$	$\times 2$	$\times 4$	$\times 5$	$\times 5$	$\times 3$	$\times 8$
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.   = \square	d.  = \square
b.   = \square	e. $\frac{10}{7} + \frac{5}{7} = \square$
c.   = \square	f. $\frac{3}{9} - \frac{6}{9} = \square$

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

$$\begin{array}{r} \text{a. } 14 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} \text{b. } 8 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} \text{c. } 5 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} \text{d. } 15 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} \text{e. } 11 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} \text{f. } 9 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} \text{g. } 6 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} \text{h. } 13 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} \text{i. } 9 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} \text{j. } 14 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{k. } 6 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} \text{l. } 13 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} \text{m. } 9 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} \text{n. } 11 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} \text{o. } 2 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} \text{p. } 3 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} \text{q. } 4 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} \text{r. } 5 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} \text{s. } 7 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} \text{t. } 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{u. } 8 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} \text{v. } 13 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} \text{w. } 11 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} \text{x. } 6 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} \text{y. } 7 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} \text{z. } 3 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} \text{A. } 6 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} \text{B. } 11 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} \text{C. } 6 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} \text{D. } 2 \\ + 9 \\ \hline \end{array}$$

Part 3

$$\begin{array}{r} \text{a. } 5 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \text{b. } 9 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} \text{c. } 2 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \text{d. } 7 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} \text{e. } 5 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \text{f. } 7 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} \text{g. } 5 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \text{h. } 4 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \text{i. } 5 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \text{j. } 2 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{k. } 4 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \text{l. } 9 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \text{m. } 2 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \text{n. } 8 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \text{o. } 4 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} \text{p. } 9 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \text{q. } 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \text{r. } 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \text{s. } 3 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \text{t. } 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{u. } 6 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \text{v. } 6 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \text{w. } 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \text{x. } 8 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} \text{y. } 4 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \text{z. } 3 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \text{A. } 6 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \text{B. } 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \text{C. } 6 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \text{D. } 3 \\ \times 9 \\ \hline \end{array}$$




errors

CMC Level E Placement Test Name _____ Date _____

Part 4

a.  = $\frac{\quad}{\quad}$

d.  = $\frac{\quad}{\quad}$

b.  = $\frac{\quad}{\quad}$

e. $\frac{10}{7} + \frac{5}{7} = \frac{\quad}{\quad}$

c.  = $\frac{\quad}{\quad}$

f. $\frac{8}{9} - \frac{6}{9} = \frac{\quad}{\quad}$

Part 5

a.
$$\begin{array}{r} 64 \\ + 533 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 591 \\ + 64 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 420 \\ - 190 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 149 \\ + 353 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 54 \\ - 17 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 418 \\ + 79 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 752 \\ - 36 \\ \hline \end{array}$$

Part 6

a. $8 \overline{)16}$

d. $5 \overline{)30}$

g. $8 \overline{)24}$

j. $7 \overline{)42}$

m. $6 \overline{)24}$

b. $4 \overline{)36}$

e. $2 \overline{)14}$

h. $5 \overline{)40}$

k. $7 \overline{)35}$

n. $5 \overline{)20}$

c. $7 \overline{)7}$

f. $9 \overline{)27}$

i. $6 \overline{)60}$

l. $2 \overline{)18}$

o. $4 \overline{)8}$

Part 7

a.
$$\begin{array}{r} 24 \\ \times 5 \\ \hline \end{array}$$

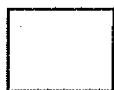
b.
$$\begin{array}{r} 36 \\ \times 2 \\ \hline \end{array}$$

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. $3 = \frac{\quad}{1} = \frac{\quad}{3} = \frac{\quad}{9} = \frac{\quad}{10}$

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

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?

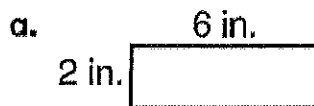
- d. A train had some people on it. Then 55 people got on the train. The train ended up with 89 people. How many people did the train start with?



errors

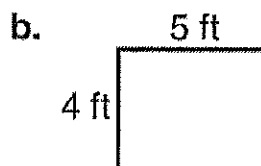
CMC Level E Placement Test Name _____ Date _____

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

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CMC Level E Placement Test Answer Key

Varies errors
CMC Level E Placement Test Name _____ Date _____

Part 1

a. $\frac{302}{217}$ b. $\frac{407}{3640}$ c. $\frac{1054}{57.45}$ d. $\frac{520.16}{5.08}$

Part 2

a. 14 b. 8 c. 5 d. 15 e. 11 f. 9 g. 6 h. 13 i. 9 j. 14

k. 6 l. 13 m. 9 n. 11 o. 2 p. 3 q. 4 r. 5 s. 7 t. 5

u. 8 v. 13 w. 11 x. 6 y. 7 z. 3 A. 6 B. 11 C. 6 D. 2

Part 3

a. 5 b. 9 c. 2 d. 7 e. 5 f. 7 g. 5 h. 4 i. 5 j. 2

k. 4 l. 9 m. 2 n. 8 o. 4 p. 9 q. 7 r. 2 s. 3 t. 1

u. 6 v. 6 w. 7 x. 8 y. 4 z. 3 A. 6 B. 2 C. 6 D. 3

Connecting Math Concepts Placement Test 1

Varies errors
CMC Level E Placement Test Name _____ Date _____

Part 4

a. $\frac{0}{7} + \frac{1}{7} + \frac{2}{7} + \frac{3}{7} + \frac{4}{7} = \frac{10}{7}$

b. $\frac{10}{7} + \frac{5}{7} = \frac{15}{7}$

c. $\frac{8}{9} - \frac{8}{9} = \frac{0}{9}$

Part 5

a. $\begin{array}{r} 64 \\ + 533 \\ \hline 597 \end{array}$ b. $\begin{array}{r} 591 \\ + 84 \\ \hline 675 \end{array}$ c. $\begin{array}{r} 420 \\ - 190 \\ \hline 230 \end{array}$ d. $\begin{array}{r} 140 \\ + 353 \\ \hline 493 \end{array}$

e. $\begin{array}{r} 54 \\ - 17 \\ \hline 37 \end{array}$ f. $\begin{array}{r} 418 \\ + 79 \\ \hline 497 \end{array}$ g. $\begin{array}{r} 762 \\ - 36 \\ \hline 726 \end{array}$

Part 6

a. $8 \overline{)15}$ b. $5 \overline{)30}$ c. $8 \overline{)24}$ d. $7 \overline{)42}$ e. $6 \overline{)24}$

f. $4 \overline{)36}$ g. $2 \overline{)14}$ h. $5 \overline{)40}$ i. $7 \overline{)35}$ j. $5 \overline{)20}$

k. $7 \overline{)14}$ l. $9 \overline{)27}$ m. $16 \overline{)80}$ n. $12 \overline{)72}$ o. $4 \overline{)16}$

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. $\begin{array}{r} 38 \\ \times 10 \\ \hline 380 \end{array}$

Connecting Math Concepts Placement Test 2

Varies errors
CMC Level E Placement Test Name _____ Date _____

Part 8

a. $\frac{403}{21806}$ b. $\frac{53}{3159}$ c. $\frac{52}{4208}$ d. $\frac{123}{3389}$ e. $\frac{41}{9369}$

Part 9

a. $3 \frac{5}{9} = \frac{27}{9} + \frac{5}{9} = \frac{32}{9}$ b. $4 \frac{8}{8} = \frac{32}{8} + \frac{4}{8} = \frac{36}{8}$

Part 10

a. Carlos is 14 years younger than James. Carlos is 26 years old. How old is James?

$\begin{array}{r} 14 \\ + 26 \\ \hline 40 \end{array}$ 40 years

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

$\begin{array}{r} 43 \\ - 12 \\ \hline 31 \end{array}$ 31 books

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?

$\begin{array}{r} 34 \\ + 43 \\ \hline 77 \end{array}$ 77 people

d. A train had some people on it. Then 65 people got on the train. The train ended up with 89 people. How many people did the train start with?

$\begin{array}{r} 89 \\ - 65 \\ \hline 24 \end{array}$ 24 people

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. $2 \text{ in.} \times 6 \text{ in.}$
area: $2 \times 6 = 12 \text{ sq in.}$
perimeter: $2 + 6 + 2 + 6 = 16 \text{ in.}$

b. $4 \text{ ft} \times 5 \text{ ft}$
area: $4 \times 5 = 20 \text{ sq ft}$
perimeter: $4 + 5 + 4 + 5 = 18 \text{ ft}$

c. $1 \text{ yd} \times 7 \text{ yd}$
area: $1 \times 7 = 7 \text{ sq yd}$
perimeter: $1 + 7 + 1 + 7 = 16 \text{ yd}$

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

a. $12 > 10$ b. $39 < 47$ c. $106 < 151$

d. $\frac{4}{4} = 1$ e. $\frac{3}{2} > 1$ f. $\frac{7}{9} < 1$

Connecting Math Concepts Placement Test 4

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. ✓
- 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 <i>CMC Level F</i> 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.	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.

- 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:)

$a. \frac{2}{7} \times \frac{\quad}{4} = \text{—}$ $\text{—} = \text{—}$	$b. \frac{1}{8} \times \frac{6}{\quad} = \text{—}$ $\text{—} = \text{—}$
--------------------------------------------------------------------------	--------------------------------------------------------------------------

- 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:)

<p>a. Mary is 25 years older than her daughter.</p> <p>b. Bill owns 110 fewer stamps than Jim.</p> <p>c. Jill earned \$265 less than Fabio.</p> <p>d. The store is 12 feet taller than than house.</p>

- 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:)

$a. \frac{3}{4} \times \frac{1}{8} = \text{—}$	$b. \frac{12}{5} + \frac{2}{2} = \text{—}$	$c. \frac{18}{4} + \frac{4}{4} = \text{—}$
$d. \frac{8}{8} + \frac{7}{9} = \text{—}$	$e. \frac{20}{3} - \frac{10}{3} = \text{—}$	$f. \frac{9}{2} \times \frac{5}{2} = \text{—}$

- 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.)
- g. (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	6
Total		23

PLACEMENT CRITERIA

Students who score 19 points or more:	Begin <i>CMC Level F</i> at Lesson 16
Students who score 18 points or less:	Begin <i>CMC Level F</i> 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

$$7 \overline{)49} \quad 5 \overline{)30} \quad 8 \overline{)24} \quad 7 \overline{)42} \quad 6 \overline{)24} \quad 6 \overline{)48} \quad 9 \overline{)72} \quad 6 \overline{)54} \quad 7 \overline{)63} \quad 6 \overline{)42}$$

$$7 \overline{)56} \quad 8 \overline{)80} \quad 9 \overline{)81} \quad 9 \overline{)45} \quad 9 \overline{)63} \quad 8 \overline{)72} \quad 6 \overline{)36} \quad 3 \overline{)24} \quad 8 \overline{)40} \quad 3 \overline{)27}$$

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. _____
- b. The fraction is more than 1. _____
The numbers are 5 and 6. _____
- c. There are 12 parts in each unit. _____
Two parts are shaded. _____
- 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. $\frac{2}{7} \times \frac{\quad}{4} = \text{—}$

$\text{—} = \text{—}$

b. $\frac{1}{8} \times \frac{6}{\quad} = \text{—}$

$\text{—} = \text{—}$

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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. $\frac{9}{2} \times \frac{5}{2} = \text{—}$

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Varies

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CMC Level F Placement Test Section 1

Name: _____

Part 1

$$\begin{array}{r} 6 \quad 8 \quad 8 \quad 7 \quad 9 \quad 6 \quad 4 \quad 6 \quad 7 \\ \times 6 \quad \times 9 \quad \times 8 \quad \times 5 \quad \times 9 \quad \times 8 \quad \times 9 \quad \times 4 \quad \times 9 \\ \hline 36 \quad 72 \quad 64 \quad 35 \quad 81 \quad 48 \quad 36 \quad 24 \quad 63 \end{array}$$

$$\begin{array}{r} 8 \quad 7 \quad 6 \quad 8 \quad 9 \quad 7 \quad 4 \quad 9 \quad 6 \quad 4 \\ \times 7 \quad \times 7 \quad \times 7 \quad \times 6 \quad \times 6 \quad \times 8 \quad \times 7 \quad \times 8 \quad \times 9 \quad \times 8 \\ \hline 56 \quad 49 \quad 42 \quad 48 \quad 54 \quad 56 \quad 28 \quad 72 \quad 54 \quad 32 \end{array}$$

Part 2

$$\begin{array}{r} 7 \quad 6 \quad 3 \quad 6 \quad 4 \quad 8 \quad 8 \quad 9 \quad 9 \quad 7 \\ 7 \overline{) 49} \quad 5 \overline{) 30} \quad 8 \overline{) 24} \quad 7 \overline{) 42} \quad 6 \overline{) 24} \quad 6 \overline{) 48} \quad 9 \overline{) 72} \quad 6 \overline{) 54} \quad 7 \overline{) 63} \quad 6 \overline{) 42} \end{array}$$

$$\begin{array}{r} 8 \quad 10 \quad 9 \quad 5 \quad 7 \quad 9 \quad 6 \quad 8 \quad 5 \quad 9 \\ 7 \overline{) 56} \quad 8 \overline{) 80} \quad 9 \overline{) 81} \quad 9 \overline{) 45} \quad 9 \overline{) 63} \quad 8 \overline{) 72} \quad 6 \overline{) 36} \quad 3 \overline{) 24} \quad 8 \overline{) 40} \quad 3 \overline{) 27} \end{array}$$

Part 3

a. 1092

b. 18,400

c. 9002

d. 14,060

[no comma is ok]

[no comma is ok]

Part 4

$$\begin{array}{r} a. \quad 3 \overline{) 0 \overline{) 4} 6} \\ \quad - 139 \\ \hline \quad 3907 \end{array}$$

$$\begin{array}{r} b. \quad 8 \overline{) 6 \overline{) 1} 0} \\ \quad - 1420 \\ \hline \quad 7190 \end{array}$$

$$\begin{array}{r} c. \quad 2 \overline{) 6 \overline{) 0} 4} \\ \quad - 793 \\ \hline \quad 1811 \end{array}$$

Part 5

$$\begin{array}{r} a. \quad 5 \overline{) 2 \overline{) 4} 6} \\ \quad \times 7 \\ \hline \quad 1778 \end{array}$$

$$\begin{array}{r} b. \quad 9 \overline{) 3 \overline{) 5} 0} \\ \quad \times 9 \\ \hline \quad 3150 \end{array}$$

$$\begin{array}{r} c. \quad 2 \overline{) 6 \overline{) 1} 2} 3 \\ \quad \times 5 \\ \hline \quad 32,115 \end{array}$$

Connecting Math Concepts

Placement Test 1

varies

errors

CMC Level F Placement Test Section 2 Name: _____

Part 1 Write the fraction for each description.

a. The fraction equals 4. $\frac{8}{2}$ c. There are 12 parts in each unit. $\frac{2}{12}$
 The bottom number is 2. Two parts are shaded.

b. The fraction is more than 1. $\frac{6}{5}$ d. The numbers are 3 and 8. $\frac{3}{8}$
 The numbers are 5 and 6. The fraction is less than 1.

Part 2 Work each problem.

a. $\frac{51}{71357}$ b. $\frac{63}{5315}$ c. $\frac{402}{21804}$

d. $\frac{54}{9486}$ e. $\frac{306}{9918}$

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. $\frac{1}{8} \times \frac{6}{6} = \frac{6}{48}$

$\frac{7}{7} = \frac{8}{28}$ $\frac{1}{8} = \frac{6}{48}$

2 Placement Test

Connecting Math Concepts

Connecting Math Concepts Series Guide

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