

## Placement Testing

Level A is appropriate for children who meet the placement criteria. A placement test is used to measure children's abilities to:

- count to 10 (part 1)
- count objects (part 2)
- identify numbers that are one more (part 3)
- write numerals from dictation (part 4)

A reproducible copy of the placement test for Level A appears on pages 10 and 11. **Note:** The test consists of teacher's instructions and child's sheet.

The test is administered to children individually, not to groups of children.

Administration takes 3–5 minutes per child.

## Administering the Placement Test

Arrange to test children in a place that is reasonably quiet. Make sure that each child has a pencil.

The test may be administered by parents or volunteers.

The administrator is to:

- fill out the information at the top of the Teacher's Instructions.
- present parts 1 and 2 as specified.
- circle + or – to indicate pass or fail.

If the child does not pass parts 1 and 2, do not present any more parts of the test. The child should not be placed in Level A.

If the child passes both items 3 and 4, the child should start at Lesson 11 of Level A.

If the child does not pass both parts 3 and 4, the child should start at Lesson 1 of Level A.

Circle the appropriate placement for the child in the placement box at the bottom of the Teacher's Instructions.

# Placement Test for *Connecting Math Concepts, Level A*

## Teacher's Instructions

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Note:** Test is administered **individually**. Not to groups of children.

### 1. COUNTING

"Count to 10." (Cross out missed or omitted numbers. Saying 11 is an error.)

1 2 3 4 5 6 7 8 9 10 11

**Passing Criteria:** No mistakes.

### 2. OBJECT COUNTING

- a. (Touch stars.) "Count the stars." (Child counts.) "How many stars?"  
 b. (Touch lines.) "Count these lines." (Child counts.) "How many lines?"

+	-
+	-
+	-
+	-
+	-
+	-
+	-
+	-
+	-
+	-

**Passing Criteria:** No mistakes.

#### Placement Instructions for parts 1 and 2:

- a. Present parts 3 and 4 to children who passed both parts 1 and 2.  
 b. Do not place children who fail either parts 1 or 2 in Level A.  
 A possible placement is *DISTAR Arithmetic 1*.

### 3. ONE MORE

- "My turn: What number comes after 7? 8."  
 a. "Your turn: What number comes after 4?"  
 b. "What number comes after 9?"  
 c. "What number comes after 5?"

**Passing Criteria:** No mistakes.

### 4. NUMERAL DICTATION

- (Point to blanks on child test sheet.) "You're going to write some numerals."  
 a. (Touch the first blank.) "Write a 7."  
 b. (Touch the next blank.) "Write a 4."  
 c. (Touch the next blank.) "Write a 5."  
 d. (Touch the last blank.) "Write an 8."

**Passing Criteria:** No mistakes. (Count correct numbers written backwards as correct.)

#### Placement Instructions for parts 3 and 4:

- a. Children who do **not** pass both parts 3 and 4 begin *Connecting Math Concepts, Level A* on **Lesson 1**.  
 b. Children who pass both parts 3 and 4 begin **Lesson 11**.

**Note:** Children who pass both parts 3 and 4 and who know answers to simple addition problems such as  $5 + 1$  and  $6 + 2$  could be given the placement test for *Connecting Math Concepts Level B*.

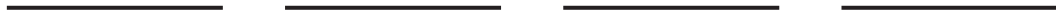
**PLACEMENT:**

<i>DISTAR 1</i>	<i>CONNECTING MATH CONCEPTS, LEVEL A</i>	
Lesson 1	Lesson 1	Lesson 11

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Name: \_\_\_\_\_

**Placement Test for *Connecting Math Concepts, Level A*: Child Test Sheet**



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## Cumulative Tests

In *Connecting Math Concepts, Level A*, cumulative tests follow Lessons 30, 60, 90, and 120. The tests sample various key skills and discrimination taught during the preceding 30–lesson period, as well as important skills taught since the beginning of the level.

The Cumulative Tests are in Appendix A, beginning on page 85 of this *Teacher's Guide*.

- The teacher presentation for each test appears first, followed by the reproducible blackline masters. Each test contains between 30 and 50 items and requires about thirty minutes to complete.
- The answer key, Scoring Chart, Percent Summary chart, and Test Remedy chart for each cumulative test appear immediately after the section of Cumulative Test blackline masters.
- The reproducible Group Summary form is at the end of Appendix A.

### Scoring

Here is the Scoring Chart for Cumulative Test 1, which follows Test Lesson 3.

TEST 1 SCORING CHART			
PART	SCORING	POSSIBLE	PASSING
1	1 for each number	6	5
2, 3	2 for each item	10	8
4	1 for each group of lines	5	5
5, 6	2 for each item	16	14
7	3 for each item: [Number of Lines 2] [Number written 1]	9	8
8	1 for each object	5	5
9	1 for each number	8	8
10	2 for each item	8	6
11	1 for each group of items	5	5
<b>Total</b>		<b>72</b>	

The Scoring Chart shows how to score each item, the possible score for each part, and the passing score for each part. Test 1, for example, has eleven parts and a total possible score of 72.

## Remedies

Remedies are provided for each part that is not passed. The Remedies table tells you what exercises in the program to present to students who do not pass a particular part. Here are the remedies for Cumulative Test 1.

Test 1 Remedies	
Test Part	Lesson and (Exercise)
1	17 (3), 18 (7), 19 (8)
2	4 (5), 5 (4), 6 (5), 7 (5), 8 (4), 9 (3), 10 (4)
3	3 (3), 4 (3), 5 (5), 6 (6), 7 (6), 9 (4)
4	18 (2), 19 (9), 20 (4)
5	17 (3), 18 (3), 19 (6), 20 (5), 21 (4), 22 (4), 23 (6)
6	15 (2), 16 (3), 24 (3), 25 (2), 26 (4), 27 (5), 28 (6), 29 (7)
7	2 (1), 5 (3), 6 (4), 7 (4), 8 (3), 9 (2), 12 (5), 13 (4), 14 (4)
8	11 (3), 12 (2), 13 (2), 14 (2), 17 (2), 18 (6), 19 (7)
9	17 (7), 18 (7), 19 (8), 25 (3), 26 (2), 27 (2), 28 (3), 29 (2)
10	24 (4), 25 (1), 26 (1), 27 (4), 28 (5), 29 (4), 30 (5), 31 (2)
11	28 (2), 29 (6), 30 (4), 31 (5)

For each part of the test that some students don't pass, you should present some or all of the exercises listed. (Present the exercises in the order they are listed. Present them only to the students who did not pass the part. Try to present the remedies at a time other than the regularly scheduled math period.)

The goal of each remedy is to teach students well enough that they can work items of that type in the context presented in the *Connecting Math Concepts* program.

### PLACING STUDENTS WHO FAIL THREE OR MORE PARTS OF THE TEST

As a rule of thumb, if a student fails three or more parts of the test, the student is not placed properly in the program, which means that the student will continue to have problems with the material. The ideal remedy would be to place students at a lesson in which they could be successful on about 90 percent of the tasks in each exercise.

## PLACING MID-YEAR STUDENTS

The tests may be used to place student who come in after the school term has started. Here are the steps:

- (1) Present the Level A Cumulative Post Test.
- (2) Use the scoring chart to determine which of the parts the students passed.
- (3) Determine placement or need for further testing.
  - If the student passed no more than three parts, place the student at the beginning of Level A, or test the student for placement in *Distar Arithmetic I*.
  - If the student passed four to eleven parts, give the student another cumulative test: Cumulative Test 1, if the student passed four, five, or six parts.  
Cumulative Test 2, if the student passed seven or eight parts.  
Cumulative Test 3, if the student passed nine or ten parts.
  - If the student passed eleven, twelve, or thirteen parts of the Level A Cumulative Post Test, place the student in Connecting Math Concepts Level B.
- (4) If you give the student another cumulative test, use the scoring chart for that test to determine which of the parts the student passed and which parts the student failed.

(5) Place student so they need remedies for no more than two skills.

Here's an example:

(Step 1): A teacher gave a student Level A Cumulative Post Test.

(Step 2): The test was graded and the student passed only six parts of it.

(Step 3): The teacher determined that the student should be tested further.

(Step 4): Then, the teacher gave the student Level A Cumulative Test 1. According to the scoring chart for Cumulative Test 1, the student failed parts 4, 6, 9, 10, and 11.

(Step 5): The appropriate remedies for Part A begin in Lesson 18; those for Part 6 begin in Lesson 15; those for Part 9 begin in Lesson 17; Part 10 in Lesson 24; and Part 11 in Lesson 28. If the student is placed in or before Lesson 18, the student would need remediation for only Parts 6 and 9. The remaining remedies would be covered in the subsequent lessons. Placing the student beyond Lesson 18 wouldn't be acceptable because the student would need remedies for at least three parts—Parts 4, 6, and 9.