

## Placement Testing

Level B is appropriate for any child who successfully completes Level A and for any child who has the skills assumed by Level B.

The placement test measures children's abilities to write the counting numbers through 10 (Part 1), count objects and write the appropriate numeral (Part 2), write answers to addition-subtraction facts (Part 3), write 2-digit numerals (Part 4), and write counting numbers for 2-digit sequences (Part 5).

A reproducible copy of the placement test for Level B appears on page 9. The test is group administered and requires about 10 minutes for children to complete. The script for presenting the test appears below.

### Administering the Placement Test

Try to test children on the first day of instruction.

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

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

Circulate among the children as you present the items.

When observing the children, 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.

### TEST ADMINISTRATION SCRIPT

Make sure each child has a copy of the placement test.

Direct children to write their name on the top line.

**PART 1.** Everybody, touch part 1. ✓ (Check children's responses.)  
There are **Xs** below each box. You're going to count the **Xs** and write the correct numeral in the box.  
Touch box A. ✓  
Count the **Xs** under box A and write the numeral. Raise your hand when you're finished.  
(Observe children. Make sure they understand what they are supposed to do. Do not help them in writing the appropriate numeral.)

Touch box B. ✓  
Count the **Xs** under box B and write the numeral. Raise your hand when you're finished.

**PART 2.** Everybody, touch part 2. ✓  
That's a number line, but a lot of the numbers are missing. Here's what the numbers should say: Zero, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.  
The first number shown is zero. Touch zero. ✓  
The next number is 1. Touch 1. ✓  
The next number is 2. Touch 2. ✓  
The next number is missing. What should that number be?

Write 3 where it belongs. Then write the rest of the numbers through 10. Raise your hand when you're finished. (After no more than 1 minute, present Part 3.)

**PART 3.** Everybody, touch part 3. ✓  
The top problem is completed. You're going to complete the bottom problem. The top problem in A is 6 plus 1 equals 7. Your turn: Complete that problem. Write the answer in the box. Raise your hand when you're finished.  
(Observe children. Make sure they are working the appropriate problem. Do not tell them the answer.)

**PART 4.** Everybody, touch part 4. ✓  
You're going to write a 2-digit numeral on each line.  
Touch line A. ✓  
Write the numeral 18. 18. Raise your hand when you're finished.  
Touch line C. ✓  
Write the numeral 46. 46. Raise your hand when you're finished.

**PART 5.** Everybody, find part 5. ✓  
These are number lines for large numbers. The numerals are supposed to show what you'd say when you count. But some numbers are missing on each number line. You'll write the missing numbers.  
Touch row A. ✓  
The numbers shown are 42, 43, and 44. Write the numbers that come next when you count. Raise your hand when you're finished.  
(Observe children.)  
Touch row B. ✓  
The numbers are 67, 68, and 69. Write the numbers that come next. When you count. Raise your hand when you're finished.

# Placement Test

Name \_\_\_\_\_ Score \_\_\_\_\_

## Part 1

a.

x x x

x x x

x x

b.

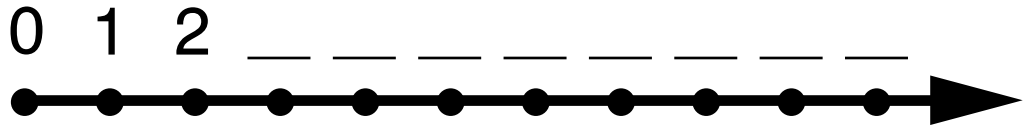
x x x x x

x x x x x

x x

## Part 2

Write the numbers on the number line.



## Part 3

a.  $6 + 1 =$

$6 + 2 =$

b.  $5 - 1 =$

$5 - 2 =$

## Part 4

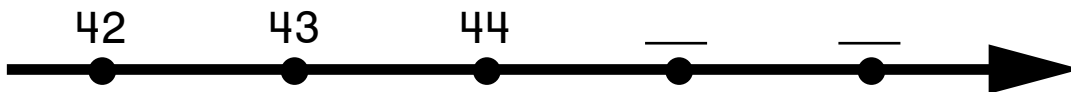
a. \_\_\_\_\_

b. \_\_\_\_\_

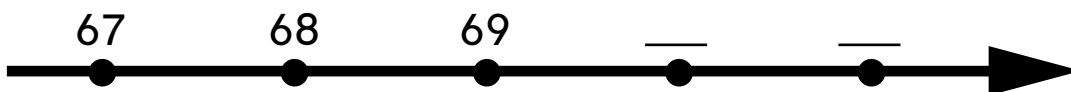
c. \_\_\_\_\_

## Part 5

a.



b.



## Scoring the Test

- To score the test, mark each error, count the total errors and write the number at the top of the sheet.

- Reversals of digits are not to be treated as errors:

8 for 3, 12 for 12.

- Transposition of digits in 2-digit numerals is a mistake:

81 for 18 is an error.

## Answer Key

### Connecting Math Concepts, Level B

## Placement Test

Name \_\_\_\_\_ Score \_\_\_\_\_

### Part 1

a.

8

x x x

x x x

x x

b.

12

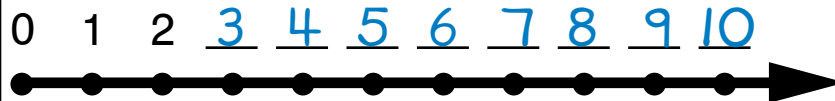
x x x x x

x x x x x

x x

### Part 2

Write the numbers on the number line.



### Part 3

a.  $6 + 1 = 7$

$6 + 2 =$

b.  $5 - 1 = 4$

$5 - 2 =$

### Part 4

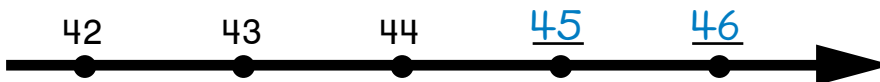
a. 18

b. 81

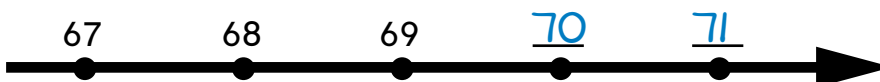
c. 46

### Part 5

a.



b.



## Placement Criteria

Children pass the test if they make no more than 4 errors.

Children fail the test if they make 5 or more errors.

If 80% of the children pass the test, present these lessons: Transition Lesson A, Transition Lesson B, then Lessons 16, 17, 18, and so on through Lesson 120.

If fewer than 80% of the children pass the test, present these lessons: 1, 2, 3, 4, 5, and so on through Lesson 120.

Children who make 9 or more errors on the test may not have the skills required for Level B and would be more appropriately placed in Level A or in a program that teaches basic counting and writing skills.

**Note:** This placement procedure assumes that all children in the class will work on the same lessons. If the class is divided into small groups for math instruction, children can be grouped according to their placement-test performance (with some groups starting on Transition A and, others starting on Lesson 1).

Note also that the Transition lessons A and B review skills that are taught in Level A. These transition lessons permit children who have not gone through Level A to transition to the conventions in Level B.

If children who have completed A are very solid on the placement test, most of them making no mistakes, you may begin on Lesson 16, rather than on Transition Lesson A. See page 4 for options with first graders. Here's a summary of the placement criteria for second graders:

### PLACEMENT CRITERIA FOR SECOND GRADERS

80% or more pass	Transition Lessons A, B, then 16–120
Less than 80% pass	Lessons 1–120
Children making 9 or more errors	Place in a first level program

## Cumulative Tests

CMC Level B has cumulative tests following Lessons 30, 60, 90, and 120. The tests sample the key skills and discriminations taught in the previous 30-lesson period, as well as important skills taught since the beginning of the level.

The tests appear in Appendix A, *Cumulative Tests*:

Each test has between 45 and 70 items, and requires about 45 minutes to complete. The teacher presentation for each test appears first, followed by the reproducible blackline masters.

The Percent Summary and Scoring Chart for each cumulative test is presented immediately after the teacher presentation and blackline masters in Appendix A. The answer key and Test Remedy Charts follow the Scoring Chart for each test. The last pages in Appendix A, after the Test Remedy Chart for the Final Cumulative Test, are the Remedy Summaries for the Cumulative Tests.

## Scoring

Here is the scoring chart for Cumulative Test 1. (Cumulative Test 1 follows Test Lesson 3.)

CUMULATIVE TEST 1 SCORING CHART			
PART	SCORE	POSSIBLE SCORE	PASSING SCORE
1	1 for each item	3	3
2	1 for each fact	4	4
3, 4	1 for each item	Parts 3, 4 combined 10	9
5	1 for each item	4	4
6	1 for each item	3	2
7	1 for each item	12	10
8	1 for each item	6	5
9	1 for each row	2	2
10	1 for each item	3	3
11	1 for writing the symbols for each sentence	6	5
<b>TOTAL</b>		<b>53</b>	

The scoring chart shows how to score each item, the possible score for the part, and passing score for the part. This test has 11 parts and a total possible score of 53.

## Remedies

Remedies are to be provided for each part that is not passed. Students do not pass a part if they score less than the number of points indicated in the column, "Passing Score."

A summary table provides information on the exercises in the program that are to be presented to students who do not pass a particular part. On the next page is the remedies summary that appears with Cumulative Test 1.