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 sheet 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. ✔
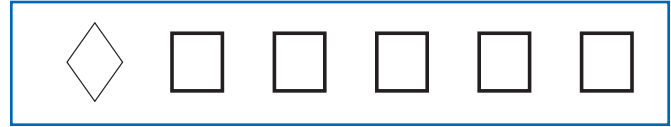
I'm going to say numbers. You'll say the number, then you'll write it.
- Touch the first box next to the diamond. ✔
- That's where you'll write the first number.
- Listen: 7. What number did I say? (Signal.) *7.*
- Write 7 in the first box.
  (Observe but do not give feedback.)

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. ✔

| $\newmoon 7 =$ ||||||| | $3 =$ _____ | $5 =$ _____ |
| $2 =$ _____ | | $4 =$ _____ |

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. ✔

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. ✔

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 =	1 5	3 9
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 =	+ 4 0	+ 5 8

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.)

When grading the Placement Test, accept reversed digits. Ɛ = 3.
Do not accept transposed digits. 12 ≠ 21.
Do not accept transposed symbols. 5 + 2 ≠ 5 2 +.

OVERVIEW

SECTION	SCORE	ACTION
I	0–15	Test for placement in an entry level or K program (*CMC Level A, Distar Arithmetic*)
	16–25	Present Section II
II	0–19	Place on Lesson 1 of *CMC Level B*
	20–27	Place on Lesson 16 of *CMC Level B*
	(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.
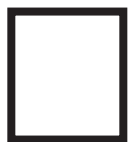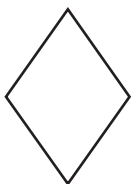
Students can earn 12 points for Part 8.

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
Section I

Name _____

◇   □   □   □   □   □

☽7 = IIIIIII	3 = _____	5 = _____

2 = _____	4 = _____

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

10 − 1 =	5 − 1 =	8 −1	6 −0
2 − 1 =	3 − 0 =		

Placement Test
Section II

☆ ☐ ☐ ☐ ☐ ☐

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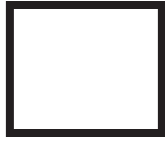
$4 + 2 =$	$9 + 2 =$	$\begin{array}{r} 15 \\ +\ 1 \\ \hline \end{array}$	$\begin{array}{r} 39 \\ +\ 0 \\ \hline \end{array}$
$27 + 1 =$	$13 + 2 =$		
$20 + 10 =$	$60 + 3 =$	$\begin{array}{r} 8 \\ +40 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +58 \\ \hline \end{array}$
$27 + 10 =$	$20 + 5 =$		

CMC Level B Placement Test Answer Key, Section I

Placement Test
Section I   Name _____

◇ | 7 | 3 | 9 | 5 | 0 |

☽ 7 = IIIIIIII | 3 = III | 5 = IIIII

2 = II | 4 = IIII

8 + 1 = 9	4 + 1 = 5	6 + 1 7	9 + 0 9
5 + 0 = 5	10 + 0 = 10		
10 − 1 = 9	5 − 1 = 4	8 − 1 7	6 − 0 6
2 − 1 = 1	3 − 0 = 3		

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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	1 5 + 1 1 6	3 9 + 0 3 9
27 + 1 = 28	13 + 2 = 15		
20 + 10 = 30	60 + 3 = 63	8 + 4 0 4 8	2 + 5 8 6 0
27 + 10 = 37	20 + 5 = 25		

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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**	5	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