

# Testing

## The Addition Placement Test

Students are first given the Addition Placement Test, on pages a and b of the *Workbook*. Reproducible copies are also at the end of this Guide on pages G30–31. The test is administered individually or to the entire group and requires about fifteen minutes. It include three parts.

- **Part A** tests fact mastery. Students who fail Part A will take the Addition Preskill Test.
- **Part B** tests addition of two- and three-digit numbers without carrying.
- **Part C** tests column problems with carrying and story problems.

The placement test indicates whether students have already mastered the skills taught in the *Addition* module. If they have not, the test indicates which of three entry points to use.

1. **Lesson 1:** Introduction of basic facts
2. **Lesson 8:** Introduction of column problems without carrying
3. **Lesson 23:** Introduction of column problems with carrying and story problems

Students who pass all three sections do not need the *Addition* module. They should be given the *Corrective Mathematics* Comprehensive Placement Test to determine which module is appropriate for them.

Following are the scripts that should be used for administering the Addition Placement Test.

### Group Administration

#### Part A

- a. Open your workbook to page a.
- b. Touch Part A. (Check that students are touching Part A.)
- c. You're going to work all the problems in Part A. You have one minute. When I say "Go," work quickly, but be careful. Go.
- d. (After one minute, say:) Stop. Put down your pencil.

#### Part B

- b. Touch Part B. ✓
- c. You're going to work column addition problems in Part B. Be careful and check your answers as you work. You have two minutes. Get ready. Go.
- d. (After two minutes, say:) Stop. Put down your pencil.

#### Part C

- b. Touch Part C. ✓
- c. You're going to work column addition problems and story problems in Part C. Work quickly, but be careful. You have twelve minutes. Get ready. Go.
  - (If students have trouble reading, you might want to read the story problems to them.)
- d. (After twelve minutes, say:) Stop. Put down your pencil.

Use the following rules to determine each student's placement.

**Part A:** If students make more than four errors on Part A, give the **Preskill Test**. If students pass the **Preskill Test**, place them in Lesson 1.

**Part B:** If students make more than two errors on Part B, but not more than four errors on Part A, present transition Lesson 8, and then begin the module at Lesson 8. A transition lesson familiarizes students with conventions and directions that were introduced earlier in the module.

**Part C:** If students make more than three errors on Part C but no more than four errors on Part A and no more than two errors on Part B, present transition Lesson 23, and then begin the module with Lesson 23. Students who make two errors or fewer on Part C are too proficient for the module.



## Individual Administration

Follow the same directions as for group administration. However, stop testing as soon as the student misses three consecutive problems.

## Placement Guide

Addition Placement Test Part	Addition Placement Test Errors	Placement in Program
Part A	0–3 errors	Present Test Part B
	4 or more errors	Present Preskill Test
Part B	0–1 error	Present Test Part C
	2 or more errors	Present Transition Lesson 8
Part C	3 or more errors	Present Transition Lesson 23
	2 errors or fewer	Consider more advanced modules. (Comprehensive Test available through SRA.)
Preskill Test	Preskill Errors	
Part A Part B	0–1 errors and 0–1 errors	Present Lesson 1
Part A Part B	2 or more errors in either part	Place in Distar® Arithmetic

The placement test results can also be used to help you group your students.

Enter each student's name on a placement group form similar to the one shown below.

Lesson 1 Group		Lesson 8 Group		Lesson 23 Group	
Name	Score	Name	Score	Name	Score
Students placing too low			Students placing too high		
Name	Score	Name	Score	Name	Score

If possible, all students placing in Lesson 1 should be in the same group. Those students placing in Lesson 8 should be in another group and so on. If it is not possible to place the students in ideal groups, make the groups as homogeneous as possible and place the group at the lesson most appropriate for the lower-performing students in that group. Groups that formed at the beginning of the year are not fixed. Students should be able to move to the next higher group or to a lower group if they are not working at the same pace as their group.

## The Addition Preskill Test

The Addition Preskill Test is given to students who made five or more errors on Part A of the Addition Placement Test. This test is individually administered and requires about five minutes. It tests students on their ability to count and to identify two-digit numbers. Students who make no more than one error on each section of the test should enter the module at Lesson 1. Students who exceed the error limit should not be placed in the module. *Distar® Arithmetic I* would be more appropriate for these students.

Following is the script that should be used for administering the Addition Preskill Test.

### Part A

- a. (Write the following numbers on the board or on a sheet of paper:)

17 32 18 56 90 12 39 81

- b. (Point to 17.) **Read the number.** (Signal.) 17.  
c. (Repeat step b for the rest of the numbers.)

### Part B

- a. I'm going to count. When I stop counting I want you to keep counting until I tell you to stop.  
b. 7, 8, 9. (Stop the students when they reach 15.)  
c. 16, 17, 18. (Stop the students when they reach 22.)  
d. 36, 37, 38. (Stop the students when they reach 41.)  
e. 88, 89. (Stop the students when they reach 93.)