

There are two parts to the pretest. Part 1 helps you determine whether the student can begin work in *Basic Fractions*. If the student can begin work in *Basic Fractions*, Part 2 of the pretest will help you determine where the student should begin.

Administration of Pretest

The pretest may be given as a group test or as an individual test. First give Part 1 to determine which students can begin work in *Basic Fractions*. Give Part 2 of the pretest to all students who can work in the program.

Have each student write their name at the top of the test form.

- (Tell the students to touch the first problem in Part 1. Check to make sure the students are pointing to the correct problem.)
- You have two minutes to work the addition problems in Part A. Work fast, but try not to make mistakes.
- (Stop students after two minutes.)
- (Repeat this procedure with Parts B and C.)

The same procedures are used for Part 2 of the pretest—allow two minutes for each section.

Part 1—Placement

Grade Part 1 of the pretest and record the errors for each section on the Pretest Error Chart. The Pretest Error Chart is at the back of this book.

Name	Errors					
	A	B	C	D	E	F
Bob	5	4	2			
Tamiko	1	0	5			
Daley	3	4	8			
Lisa	7	4	15			

- If the student did not make more than 5 errors on any test, the student may start work in *Basic Fractions*. In the sample error chart at the bottom of the first column, Bob and Tamiko qualify for placement in *Basic Fractions*.
- If the student did not make more than 5 errors in either Part A or Part B, but made 6 to 10 errors in Part C, the student may begin *Basic Fractions*. However, the student must have additional work on multiplication facts up through the 6s. (See Daley's scores.) Multiplying fractions does not begin until Lesson 24, so there are five weeks to review multiplication facts.
- If the student made more than 5 errors in Part A or B, or more than 10 errors in Part C, the student needs more work on facts before beginning the program. (Lisa fits these criteria.) The **Corrective Mathematics** Comprehensive Placement Test in the *Series Guide* identifies which modules the student needs.

Note: By Lesson 37, students must know addition facts through sums of 20, subtraction facts that do not involve borrowing through 19-minus-a-number, and all multiplication facts through the 10s. If the students do not know these facts, begin working on them now so the students will be able to work the problems in Lesson 37–55.

Part 2—Placement

Grade Part 2 of the pretest and record the errors for each section on the Pretest Error Chart.

- If the student made more than 1 error in Part D, the student should begin on Lesson 1.
- If the student made 1 or fewer errors in Part D, but more than 1 error in Part E, the student should begin on Lesson 20.
- If the student made 1 or fewer errors in Part D and 1 or fewer errors in Part E, but more than 1 error in Part F, the student should begin on Lesson 30.

- If the student made 1 or fewer errors in each of the Parts D, E, or F, the student should not be placed in *Basic Fractions*. Use the pretest for *Fractions, Decimals, and Percents* for appropriate placement.

Basic Fractions can be taught individually or to groups of students. If you are teaching *Basic Fractions* to more than ten students, it is best to group the students. This will allow the faster students to progress through the program more rapidly because certain lessons can be skipped. This is explained in the Modifying the Program section of this book.

Group the students according to their pretest scores. Put those students with the fewest total pretest errors in a faster group. Correspondingly, put the students with the most pretest errors in the slowest group. Ideal group size is between seven and ten.