

Testing

The Division Preskill Test

Students are first given the Division Preskill Test on page a of the *Workbook*. The test is administered to the group and requires about five minutes. It tests students on subtraction and multiplication. Students who make no more than 2 errors on each part of the preskill test then take the Division Placement Test. If a student makes more than 2 errors on the subtraction part of the test, the *Subtraction* module (or equivalent) should be taught before readministering the preskill test. If the student makes more than 2 errors on the multiplication part of the test, the *Multiplication* module (or equivalent) should be taught before the preskill test is readministered. If errors result from carelessness or fact mistakes students may be ready to retake the Division Preskill Test after a few days of review. Two copies of the Division Preskill Test are included in the *Workbook*. A reproducible copy is also included on page G32 of this Guide.

The Division Placement Test

Students who pass both parts of the Division Preskill Test are then given the Division Placement Test. The Placement Test is included in the *Workbook*, and a reproducible copy is included on page G33 of this Guide. The placement test indicates whether students have already mastered the skills taught in the *Division* module. If they have not, the test indicates which of three entry points to use.

1. **Lesson 1:** Introduction of basic facts
2. **Lesson 6:** Introduction of long division and story problems
3. **Lesson 27:** Introduction of double-digit divisor problems

The Division Placement Test may be administered individually or to the entire group. Following are the scripts that should be used for administering the Division Placement Test.

Group Administration

Part A

- a. Open your workbook to page c.
- 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 two minutes. When I say "Go," work quickly, but be careful. Go.
- d. (After two minutes, say:) Stop. Put down your pencil.

Part B

- a. Touch Part B. ✓
- b. You're going to work the long division problems and the story problems in Part B. Write the answers to the story problems in the boxes. Be careful and check your answers as you work. You have seven minutes. Get ready. Go.
- c. (After seven minutes, say:) Stop. Put down your pencil.

Part C

- a. Touch Part C. ✓
- b. You're going to work the long division problems in Part C. Work quickly, but be careful. You have twelve minutes. Get ready. Go.
- c. (After twelve minutes, say:) Stop. Put down your pencil.

Individual Administration

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

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

Placement Groups

Lesson 1 Group		Lesson 6 Group		Lesson 27 Group	
Name	Score	Name	Score	Name	Score
Students placing too low.		Students placing too high.			
Name	Score	Name	Score		

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

Part A: If students make more than three errors on Part A, place students in Lesson 1.

Part B: If students make more than two errors on Part B, but not more than three errors on Part A, present Transition Lesson 6, and then begin the module at Lesson 6. A transition lesson familiarizes students with conventions and directions that were introduced earlier in the module.

Part C: If students make more than two errors on Part C but no more than three errors on Part A and no more than two errors on Part B, present Transition Lesson 27, and then begin the module with Lesson 27. Students who make two errors or fewer on Part C are too proficient for the module.

The placement test results can also be used to help you group students. If possible, all students placing in Lesson 1 should be in the same group. Those students placing in Lesson 6 should be in another group, and so on. If it is not possible, 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 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.

Placement Guide for Division

Division Preskill Test Part	Division Preskill Test Criteria	Placement in Program
Part A	3 or more errors	Place in Subtraction module
	0-2 errors	Present Division Placement Test
Part B	3 or more errors	Place in Multiplication module
	0-2 errors	Present Division Placement Test
If errors are due to carelessness or mistakes on facts, readminister Preskill Test in five days.		
Division Placement Test Part	Division Placement Test Criteria	Placement in Program
Part A	3 or more errors	Present Lesson 1
	0-2 errors	Present Test Part B
Part B	3 or more errors	Present Transition Lesson 6
	0-2 errors	Present Test Part C
Part C	3 or more errors	Present Transition Lesson 27
	0-2 errors	Consider other programs