## Administration of Pretest

The pretest may be given as a group test or as an individual test. Tables 1 and 2 on pages G4 and G5, give the specific details of administering the pretest and placing the student in the appropriate program.

- If you intend the students to do only the fractions part of the program, do only Part 1 of the pretest.
- If you intend for the students to do only the decimal and percent part of the program, do only Part 2 of the pretest.
- If you intend for the student to do both parts of the program, first administer Part 1 of the pretest and then administer items in Part 2 not completed the first time (namely B–3 and D1–4).

## **Placement**

Grade Part 1 of the pretest and record the errors for each section on the Pretest Error Chart for Part 1. Record Part 2 errors on Pretest Error Chart for Part 2. The Pretest Error Charts are at the back of this book.

The right-hand column of Tables 1 and 2 on page G4 and G5

- indicates student placement in Fractions, Decimals, and Percents;
- or refers to needed preskill work in Basic Fractions or operations (carrying, borrowing, column multiplication, or long division of whole numbers).

## Fractions, Decimals, and Percents Pretest Error Chart for Part 1

For students who will do (only) the fractions part.

Name	Errors						
	A1-4	B1-2	C 1	C 2	C 3		
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indkrates, the students'	talic type	nes This		Hellogn L	93/19/0		
	nse.	00,251	ni i	rbysphall	Sano e		
the first a first one one one of the first one	atta piere eta	es en 1 COS		all epops	sic Fra		
		200		and the second second	es sistema		

## Fractions, Decimals, and Percents Pretest Error Chart for Part 2

For students who will do (only) the decimal and percent part.

Name	Errors						
	A1-2	B1-3	D 1	D 2	D3		
rais, and Percents Part 2 is	ns, Decir	bitoen <sup>a</sup> to					
Element off the Auto Stock III	V Orthy at	BULLIS TO					
	700,000			2 dily	OIVIO D		
		3 140					
Cobabin 1919		188	1014				

If the student is to work on both parts of the program, begin teaching the fractions part on the indicated lesson. When the student reaches Lesson 32, continue teaching the fractions part of each lesson. Do not begin teaching the decimal and percent part of the program until you reach the starting lesson indicated by performance on Part 2 of the pretest.

You may teach Fractions, Decimals, and Percents to individuals or groups of students. If you are teaching Fractions, Decimals, and Percents to more than 10 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.