

## 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).

## 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

## 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	D 3

## 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).



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.