

Testing

The Multiplication Preskill Test

Students are first given the Multiplication Preskill Test on page a of the *Workbook*. The test is administered to the group and requires about five minutes. It tests students on addition. Students who make no more than two errors on the preskill test then take the Multiplication Placement Test. If a student makes more than two errors, the *Addition* module (or equivalent) should be taught before readministering the preskill test. Some students might be ready to retake the Multiplication Preskill Test after a few days of review if their errors resulted from carelessness or mistakes on facts. Two copies of the Multiplication Preskill Test are included in the *Workbook* and in this Guide.

The Multiplication Placement Test

Students who pass the Multiplication Preskill Test are then given the Multiplication Placement Test. The placement test indicates whether students have already mastered the skills taught in the *Multiplication* module. If they have not, the test indicates which of three entry points should be used:

- Lesson 1:** Introduction of basic facts
- Lesson 10:** Introduction of single-digit times multidigit numbers and simple story problems.
- Lesson 27:** Introduction of two-digit times multidigit numbers and advanced story problems.

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

Group Administration

Part A

- Open your workbook to page c.
- Touch Part A. (Check that students are touching Part A.)

- 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.
- (After one minute, say:) Stop. Put down your pencil.

Part B

- Touch Part B. ✓
- You're going to work the multiplication problems and story problems in Part B. Be careful and check your answers as you work. You have five minutes. Get ready. Go.
- (After five minutes, say:) Stop. Put down your pencil.

Part C

- Touch Part C. ✓
- You're going to work the multiplication problems and story problems in Part C. Work quickly, but be careful. You have ten minutes.
- (After ten 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.

Lesson 1 Group		Lesson 10 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 two 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 two errors on Part A, present transition Lesson 10, and then begin the module at Lesson 10. 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 two 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 your students.

If possible, all students placing in Lesson 1 should be in the same group. Those students placing in Lesson 10 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 the 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.

Multiplication Preskills Test Part	Preskills Test Criteria	Placement in Program
Part A	3 or more errors	Place in <i>Addition</i> module. Readminister preskill test in five days.
	0-2 errors	Present <i>Multiplication</i> Placement Test
Multiplication Placement Test Part	Placement Test Criteria	Placement in Program
Part A	3 or more errors	Present Lesson 1
	0-2 errors	Present Test Part A
Part B	3 or more errors	Present Transition Lesson 10
	0-2 errors	Present Test Part B
Part C	3 or more errors	Present Transition Lesson 27
	0-2 errors	Consider other programs

Multiplication Preskill Test

$$\begin{array}{r} 4,832 \\ + 25,690 \\ \hline \end{array}$$

$$\begin{array}{r} 1827 \\ + 3960 \\ \hline \end{array}$$

$$\begin{array}{r} 485 \\ + 69 \\ \hline \end{array}$$

$$\begin{array}{r} 6,042 \\ + 21,080 \\ \hline \end{array}$$

$$\begin{array}{r} 8217 \\ + 6985 \\ \hline \end{array}$$

$$\begin{array}{r} -4,869 \\ + 14,350 \\ \hline \end{array}$$

$$\begin{array}{r} 387 \\ + 2948 \\ \hline \end{array}$$

$$\begin{array}{r} 758 \\ + 1380 \\ \hline \end{array}$$

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Multiplication Placement Test

A

$$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

B

$$\begin{array}{r} 42 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 432 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 732 \\ \times 5 \\ \hline \end{array}$$

There are 2 crayons at each desk in the art class. There are 4 desks. How many crayons are there in all?

There are 2 blue shirts in the drawer. There are 5 orange shirts in the drawer. How many shirts are in the drawer in all?

Gino ate 5 chocolates on Thursday. He ate 3 chocolates on Friday. How many chocolates did Gino eat in all?

Mr. Olson takes dancing lessons 9 times each week. He has taken lessons for 3 weeks. How many lessons has he taken in all?

Multiplication Placement Test (continued)

C

$$\begin{array}{r} 409 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 420 \\ \times 74 \\ \hline \end{array}$$

$$\begin{array}{r} 306 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 485 \\ \times 29 \\ \hline \end{array}$$

$$\begin{array}{r} 216 \\ \times 38 \\ \hline \end{array}$$

Mrs. Carson planted 13 young pine trees in every row. She planted 14 rows of them. How many trees in all did she plant?

Andres wanted to give away some of his books. He gave 12 books to the school library and 5 to his friends. How many books did he give away in all?

Benny has planned a huge picnic. He has 23 tables, but no chairs. He needs 15 chairs for each table. How many chairs in all will he have to get?

In Mr. Lanza's class, there are 24 students. There are 6 more students in Mr. Begay's class than in Mr. Lanza's. How many students does Mr. Begay have?