

Placement Testing

Two Methods

There are two placement methods. You will use one of the methods to place students into the program.

The first and preferred method is to administer the **Corrective Mathematics** Comprehensive Placement Test, which is available on pages 31–35 and at sraonline.com.

The second placement method is to administer the preskill and placement tests that accompany each module. The preskill tests will determine whether a student should be placed in a particular module and, if so, at which lesson. Do not give these tests if you have already given the Comprehensive Placement Test.

- The Comprehensive Placement Test, found on page 31 of this guide and at sraonline.com, provides a short screening tool for placing students in SRA's **Corrective Mathematics** series. It will determine the correct entry point, both module and lesson, for each student. Most students enter **Corrective Mathematics** based on the results of the Comprehensive Placement Test.
- The module-specific tests and pretests are found in the corresponding Teacher's Presentation Book and at sraonline.com. The preskill test indicates whether students have the prerequisite skills needed to work in the module. The placement tests indicate which entry point is appropriate or whether students are too advanced to be placed in the module. Because placement tests indicate whether students have mastered the skills taught in the module, they can also be used as pre- and post-tests to assess growth.

The module-specific tests are used in place of the Comprehensive Placement Test if you are considering using one module to address a previously identified skill deficit. They can also be used to confirm results of the Comprehensive Placement Test if you question students' performance on the shorter screening instrument.

- The Comprehensive Placement Test will determine the module in which the students should begin the **Corrective Mathematics** series and the specific lesson on which the students should start. The test will also identify those students who are too advanced for any of the **Corrective Mathematics** modules as well as those students who are too low for any module in the series.

With one exception, all the tests are written tests that may be administered individually or to a group. The exception is the Addition Preskill Test. It is given to students who make many errors on the placement test that accompanies the *Addition* module or on the addition portion of the Comprehensive Placement Test. The Addition Preskill Test is an oral test and must be administered individually. It is designed to identify those students who are too low for any module in the **Corrective Mathematics** series.

There are two points to keep in mind when using either placement method. Students who do poorly on the placement test but have previously done well on the mathematics portion of any standardized achievement test should be reevaluated after a week or two of instruction. If these students are doing exceptionally well in the series, readminister the placement test. A skip to a later lesson or to a more advanced module might be indicated.

A second caution involves older students who test into the *Addition* module only because of difficulties with story problems. These students should be placed in the *Subtraction* module rather than in the *Addition* module.