

- Do all the problems you can. Work the problems right on the test sheet. If you have trouble with a problem, skip it and go on to the next problem.
- Read each problem carefully before you work it.
- Remember to do only Parts A and B. Start now.
- (After 20 minutes, tell the students to stop and hand in their tests.)

### Step 3

Grade Parts A and B. There are 11 scorable items in Part A and 13 scorable items in Part B.

Look at the answer key that follows. Notice that there is more than one scorable item for some of the problems the students work.

- For all column problems, each column is scored separately. Each column on the answer key is labeled as an item. The answer for each item is in boldface. The first problem counts as one item because there is only one column. The sixth problem counts as four items (8, 9, 10, 11) because there are four columns.
- Each story problem counts as one item.

## Section I

During two sessions, administer the test either to the entire group or to individuals.

- During the first session, the students will work Parts A and B of the test (addition and subtraction). Allow 20 minutes for this session.
- Give Parts C and D only to those students who make no more than one error on Part A or B. Allow 20 minutes for the second session.

## Administration and Scoring of Section I

### Step 1

- Make copies of the Comprehensive Placement Test pages for Parts A–D. Distribute the copies.
- Tell the students not to start until you instruct them to start.
- Ask the students to fill in the information called for at the top of the test.

### Step 2

- (Tell the students:)  
You're going to work Parts A and B of the test today. You'll have 20 minutes.

### Answer Key Part A Addition

(Problem 1)

items	①	②	③	④	⑤
	7	9	4	2	3
	1	1	1	3	2
	<b>8</b>	<b>10</b>	<b>5</b>	5	0
				2	1
				<b>12</b>	<b>6</b>

(Problem 6)

items	⑥	⑦	⑧	⑨	⑩	⑪
	3	1	1	3	9	3
	2	2		6	1	6
	5	2	9	4	8	2
	4	1		4	3	4
	<b>14</b>	<b>6</b>	<b>11</b>	<b>9</b>	<b>2</b>	<b>5</b>

**Answer Key**  
**Part B Subtraction**

items ①	②	③	④	⑤
4	8	3	7	6
			1	8
			<u>5</u>	<u>8</u>

items ⑥	⑦	⑧	⑨
6	2	9	4
	5	2	8
<u>5</u>	<u>7</u>	<u>6</u>	<u>6</u>

items ⑩	⑪	⑫	⑬
234	176	128	154

- Count the errors for Part A, and enter the total in the box following the heading “Errors” on the student’s test packet.
- Count the errors for Part B, and enter the total in the box following the heading “Errors” on the student’s test packet
- Do not administer Parts C and D of the Comprehensive Placement Test to the students who make more than one error on Part A or B. Place those students in either the *Addition* or the *Subtraction* module. See the Placement Directions for specific placement instructions.

**Step 4**

- Arrange another testing session, and present Parts C and D of the Comprehensive Placement Test. Follow the procedure outlined in Steps 1 and 2. Allow the students up to 20 minutes to complete the test.

**Step 50**

- Grade Parts C and D of the Comprehensive Placement Test. Notice that on these parts the entire answer to each problem counts as one item. Unit names are not required.

**Answer Key**  
**Part C Multiplication**

15	8	27 or 27 hours
9 or 9 miles	12 or 12 chairs	
387	90	10,935
		2106
		10,560

**Part D Division**

4	3	8 or 8 days
4 or 4 hours	4 or 4 times	
34 R2	24	56 R6
60 R27	28	R58

**Step 6**

- Place students who make more than one error on Parts C or D in either the *Multiplication* or the *Division* module. (See Placement Directions.)
- If students make no more than one error on either Part C or D, have them take Parts E, F, and G of the Comprehensive Placement Test. See page 29 for directions.

**Placement Directions for**  
**Corrective Mathematics:**  
**Addition, Subtraction, Multiplication,**  
**and Division**

**Part A—Addition**

Total Errors	Lesson
8, 9, 10, or 11	Administer the <i>Addition</i> Preskill Test on page 28. Begin with Lesson 1 if Preskill Test is passed.
6 or 7	Present Transition Lesson 8 in the <i>Addition</i> Teacher’s Presentation Book, and then begin instruction in the <i>Addition</i> module at Lesson 8.
2, 3, 4, or 5	Present Transition Lesson 23 in the <i>Addition</i> Teacher’s Presentation Book, and then begin instruction in the <i>Addition</i> module at Lesson 23.
0 or 1	These students are too proficient for the <i>Addition</i> module. See the chart to determine whether they should be placed in the <i>Subtraction</i> module.



Total Errors	Lesson
11, 12, or 13	Begin with Lesson 1 in the <i>Subtraction</i> module.
5, 6, 7, 8, 9,	Present Transition Lesson 8 in the <i>Subtraction</i> Teacher's Presentation

## Section II

During one session, administer the test either to the entire group or to individuals.

### Administration and Scoring of Section II

#### Step 1

- Make copies of the Comprehensive Placement Test pages for Parts E–G. Distribute the copies.
- Tell the students not to start until you instruct them to start.
- Ask the students to fill in the information called for at the top of the test.

#### Step 2

- (Tell the students:) You're going to work Parts E, F, and G of the test today. You'll have 40 minutes to complete the test.
- You may work the problems on a separate sheet of paper, but be sure to write your answers on the test.
- Do all the problems you can. Work the problems right on the test sheet. If you have trouble with a problem, skip it and go on to the next problem.
- Read each problem carefully before you work it.

**Placement Directions for *Corrective Mathematics: Basic Fractions; Fractions, Decimals, and Percents; and Ratios and Equations***

**Part E—Basic Fractions**

Total Errors	Lesson
6, 7, or 8	Begin with Lesson 1 in <i>Basic Fractions</i> .
4 or 5	Begin with Lesson 19 in <i>Basic Fractions</i> .
2 or 3	Begin with Lesson 30 in <i>Basic Fractions</i> .
0 or 1	These students are too proficient for <i>Basic Fractions</i> . See the following chart to determine whether they should be placed in <i>Fractions, Decimals, and Percents</i> .

**Part F—Fractions, Decimals, and Percents**

Total Errors	Lesson
5, 6, or 7	Begin with Lesson 1 in <i>Fractions, Decimals, and Percents</i> .
2, 3, or 4	Begin with Lesson 30 in <i>Fractions, Decimals, and Percents</i> .
0 or 1	These students are too proficient for <i>Fractions, Decimals, and Percents</i> .  See the following chart to determine whether they should be placed in <i>Ratios and Equations</i> .

**Part G—Ratios and Equations**

Total Errors	Lesson
3, 4, or 5	Begin with Lesson 1 in <i>Ratios and Equations</i> .
0, 1, or 2	These students are too proficient for <i>Ratios and Equations</i> .