


NAME: _____

DATE: _____

EXAMINER: _____

<p>1. a. 637 _____ hundreds + _____ tens + _____ ones</p> <p>b. 409 _____ hundreds + _____ tens + _____ ones</p>	<p>2. a. 412 _____ 357</p> <p>b. 643 _____ 632</p> <p>c. 208 _____ 280</p> <p>d. 515 _____ 601</p>	<p>3. a. $\begin{array}{r} 22 \\ + 7 \\ \hline \end{array}$</p> <p>b. $\begin{array}{r} 56 \\ - 5 \\ \hline \end{array}$</p> <p>c. $\begin{array}{r} 14 \\ + 53 \\ \hline \end{array}$</p> <p>d. $\begin{array}{r} 88 \\ - 36 \\ \hline \end{array}$</p> <p>e. $\begin{array}{r} 46 \\ + 28 \\ \hline \end{array}$</p> <p>f. $\begin{array}{r} 94 \\ + 77 \\ \hline \end{array}$</p>	<p>4. a. 5, 10, 15, 20, _____</p> <p>b. 2, 4, 6, 8, _____</p> <p>c. 10, 20, 30, 40, _____</p> <p>d. 3, 6, 9, 12, _____</p>	<p>5. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Measure</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Estimate</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Object</td> </tr> </table> <p>6. a. square, triangle</p> <p>b. 3 triangles</p>  </p>			Measure			Estimate			Object
		Measure											
		Estimate											
		Object											

M-3 Second-Grade Placement Test

Overview

This assessment focuses on the student's ability to solve second-grade mathematics problems.

SKILL

Solves second-grade mathematics problems

ASSESSMENT METHOD

Individual Written Response

MATERIALS

- Copy of page S-385
- An inch ruler or a centimeter ruler
- A pencil

SCORING INFORMATION

Record results on page 37 of the student's *Record Book*. Give credit for each correct response. Accuracy of at least 80% (16/20) indicates mastery of solving second-grade mathematics problems.

OBJECTIVE FOR WRITING IEPs

By ____ (date) ____, when given second-grade mathematics problems, ____ (student's name) ____ will solve the problems with at least 80% accuracy.

Directions for Assessment: Written Response

Give the student a copy of page S-385 and a pencil. Point to section 1, and

Say: Write the hundreds, tens, and ones in each number.

Write $>$ and $<$ for the student. Point to section 2 and to the symbols, and

Say: Use the symbols for "greater than" and "less than" to compare each pair of numbers.

Point to section 3, and

Say: Find each sum or difference.

Point to section 4, and

Say: Write the missing number in each pattern.



For section 5, give the student two different items to measure, such as a pencil, a stapler, or a comb. Decide if you want the student to measure the lengths in inches or centimeters and provide the appropriate ruler.

Say: Estimate the length of each object in inches (centimeters). Then measure each object to the nearest inch (centimeter). Record the estimates and measures in the chart.

Point to section 6, and

Say: Draw lines to divide each figure into the given shapes.

SKILL ANALYSIS AND ANSWERS FOR PAGE S-385



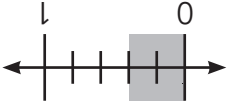
- | | |
|---|---|
| 1. Understands place-value concepts
a. 6 hundreds + 3 tens + 7 ones
b. 4 hundreds + 0 tens + 9 ones | 4. Extends number patterns
a. 25 b. 10
c. 50 d. 15 |
| 2. Compares whole numbers
a. $>$ b. $>$
c. $<$ d. $<$ | 5. Estimates and measures length
<i>Accept reasonable estimates and measures.</i> |
| 3. Adds and subtracts up to two-digit whole numbers
a. 29 b. 51 c. 67
d. 52 e. 74 f. 171 | 6. Subdivides figures
a.  b.  |

NAME: _____

DATE: _____

EXAMINER: _____

DIRECTIONS: Write a fraction for the shaded part of each picture.

<p>1. a.  _____</p> <p>b.  _____</p>	<p>c.  _____</p>
--	---

DIRECTIONS: Write <, >, or = to compare each pair of fractions.

2. a. $\frac{1}{2}$ <input type="checkbox"/> $\frac{3}{2}$	b. $\frac{3}{5}$ <input type="checkbox"/> $\frac{5}{2}$	c. $\frac{4}{6}$ <input type="checkbox"/> $\frac{8}{6}$	d. $\frac{3}{10}$ <input type="checkbox"/> $\frac{5}{4}$	e. $\frac{2}{1}$ <input type="checkbox"/> $\frac{10}{5}$	f. $\frac{6}{5}$ <input type="checkbox"/> $\frac{1}{3}$
--	---	---	--	--	---

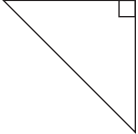
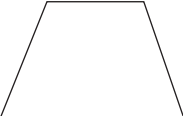

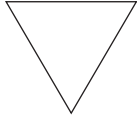
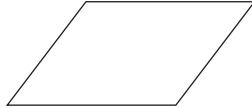
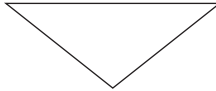
DIRECTIONS: Write each group of fractions in order from least to greatest.

3. a. $\frac{8}{7}$ $\frac{3}{8}$ $\frac{8}{5}$	b. $\frac{5}{6}$ $\frac{1}{6}$ $\frac{2}{1}$	c. $\frac{4}{3}$ $\frac{3}{8}$ $\frac{1}{8}$	d. $\frac{1}{10}$ $\frac{1}{9}$ $\frac{3}{5}$
---	--	--	---

DIRECTIONS: Multiply or divide.

4. a. $4 \times 3 =$ _____	b. $8 \times 6 =$ _____	c. $56 \div 7 =$ _____	d. $27 \div 3 =$ _____	e. $2 \times 9 =$ _____	f. $50 \div 5 =$ _____
----------------------------	-------------------------	------------------------	------------------------	-------------------------	------------------------

DIRECTIONS: Name the kind of triangle or quadrilateral shown.

5. a.  _____	b.  _____	c.  _____	d.  _____	e.  _____	f.  _____
---	--	--	---	--	--

M-4 Third-Grade Placement Test

Overview

This assessment focuses on the student's ability to solve third-grade mathematics problems.

SKILL

Solves third-grade mathematics problems

ASSESSMENT METHOD

Individual or Group Written Response

MATERIALS

- Copy of page S-386
- Copy of Reproducible 4: Fraction Strips on page 716 (optional)
- A pencil
- Scratch paper
- A ruler (optional)

SCORING INFORMATION

Record results on page 38 of the student's *Record Book*. Give credit for each correct response. Accuracy of at least 80% (20/25) indicates mastery of solving third-grade mathematics problems.

BEFORE ASSESSING

The student may use a ruler to measure some of the figures in section 5 to help with classification.

OBJECTIVE FOR WRITING IEPs

By _____ (date) _____, when given third-grade mathematics problems, _____ (student's name) _____ will solve the problems with at least 80% accuracy.

Directions for Assessment: Written Response

Give the student a copy of page S-386, a pencil, scratch paper, and a ruler (optional). Point out the DIRECTIONS to the student. If necessary, give help understanding the DIRECTIONS.

Say: Solve as many problems as you can. Keep working until you are finished or I tell you to stop.

SKILL ANALYSIS AND ANSWERS FOR PAGE S-386

1. Writes fractions for models

- a. $\frac{1}{3}$ b. $\frac{3}{4}$ c. $\frac{2}{5}$

2. Compares fractions

- a. < b. > c. = d. < e. = f. >

3. Orders fractions

- a. $\frac{3}{8}, \frac{5}{8}, \frac{7}{8}$ b. $\frac{1}{6}, \frac{1}{2}, \frac{5}{6}$
c. $\frac{1}{8}, \frac{3}{8}, \frac{3}{4}$ d. $\frac{1}{10}, \frac{3}{5}, \frac{9}{10}$

4. Completes multiplication and division facts

- a. 12 b. 48 c. 8 d. 9 e. 18 f. 10

5. Classifies triangles and quadrilaterals

- a. right triangle b. trapezoid c. rectangle
d. equilateral e. parallelogram f. isosceles triangle
(and isosceles) triangle