

Figure 2.5 Placement Tests

LEVEL A
For Beginning Kindergarten and
First Graders

TESTER INSTRUCTIONS

I. Counting Skills

1. Counting by 1s

Instructions

"I WANT YOU TO COUNT FOR ME. START AT 1. COUNT AS HIGH AS YOU CAN." Stop student at 20 or when student leaves out or mixes the order of more than two numbers. If student makes an error in counting, give the student another chance to count. Tell student to start again at 1.

Recording

Write the highest number said correctly by student on either attempt.

2. Counting Lines

Instructions

- a. Point to the lines in box *a* below.
"LOOK AT THESE LINES.
I WANT YOU TO COUNT THEM AND TELL ME HOW
MANY LINES THERE ARE."
b. Repeat with box *b*.



Recording

If student counted lines correctly, write +.
If student counted only some of the lines correctly, write the number counted correctly.

3. Drawing Lines

Instructions

Give student pencil and paper.

- a. "DRAW THREE LINES.
HOW MANY LINES ARE YOU GOING TO DRAW? DRAW THEM."
b. Repeat a with six lines.

Recording

Write + if correct or write number of lines drawn and counted correctly.

II. Symbol Skills

1. Numeral Identification

Instructions

Point to each numeral below and ask, "WHAT IS THIS?"

4 2 6 7 3 8 5 9 10

When the student misses three in a row, stop testing symbol identification and test symbol writing.

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Measurement items use U.S. customary units, such as feet and pounds. However, metric units can be substituted for customary units. Chapter 18 discusses teaching procedures for both customary and metric units.

Figure 2.5 cont'd

Recording

Write a + in the box next to each numeral identified correctly.

Write NR for no response. If a student says an incorrect number, write the number the student said.

2. Numeral Writing

Instructions

Give student pencil and paper.

a. "WRITE THE NUMERAL 4."

b. Repeat step a with these numerals:

2 6 7 3 8 5 9 10

Recording

Write a + for any numeral drawn correctly.

Write a + even if numeral is drawn backward; i.e. ε

However, write a *b* (for backward) next to the plus.

Stop testing when students miss three in a row and go to Part III.

III. Math-related Language Concepts

1. More-Less

Instructions

a. Tell me which number is *more*, 5 or 7.

b. Tell me which number is *more*, 8 or 3.

Recording

Write + for each question answered correctly.

RECORD FORM—LEVEL A

Student Name _____

Date of Test _____

Tester _____

I. Counting.

1. Counting by 1s—highest number counted to

2. Counting Lines

4 lines 7 lines

3. Drawing Lines

3 lines 6 lines

II. Symbol Skills

1. Identification 4 2 6 7 3 8 5 9 10

2. Writing 4 2 6 7 3 8 5 9 10

III. Math-related Language Concepts

more-less

5 or 7 8 or 3