

Level B/Level C Placement Assessment Script

You will need to have one copy of the Level B/Level C Placement Assessment for each student, and one for yourself.

| Step | Instruction |
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| 1. | (Distribute named Level B/Level C Placement Assessment sheets to students) (Place your copy of Level B/Level C Placement Assessment under visualiser.) Today you're going to do an activity. It's important when you work on the activity that you do it without talking. |
| 2. | The first page has some adding and take away questions. When I say go, solve as many problems as you can in 1 minute. It's ok if you don't finish, but make sure that you try your best. Remember to stop if you get to the stop symbol. Up Up, Pencils Up . (Start a 60 second timer out of sight of students) Go. |
| 3. | (Once timer ends) Down Down, Pencils Down . (Turn page and point to Task 1) Everyone, turn the page and find Task 1 on your sheet. Let's do Task 1 now. |
| 4. | Up Up, Pencils Up . Write 42 in the first box. (Check) Write 76 in the next box. (Check) (Repeat until students have written 80, 30, and 15 in the remaining boxes.) Down Down, Pencils Down . |
| 5. | Find Task 2 on your sheet. Let's do it now. |
| 6. | Eyes up. (Point to 83) For each box in Task 2, you will write the number that comes next. The number that comes next after 83 is 84, so I write 84 in the box. (Write 84 in the top box of Task 2) Up Up, Pencils Up . Write 84 in the box. Finish the rest of the boxes by writing the number that comes next. Pencils down when you are finished. (Check) |
| 7. | Find Task 3 on your sheet. Let's do it now. Eyes up. Task 3 has some number patterns. (Point to the 10 in the first row) This pattern is counting in 10s. Up Up, Pencils Up . When I say go, continue the pattern by writing the next number in each space. When you finish the first row, do the second row. Go. (Check) Down Down, Pencils Down . |
| 8. | Eyes up. (Point to the 2 in the third row) This pattern is counting in 2s. |
| 9. | (Point to the 5 in the fifth row) This pattern is counting in 5s. Up Up, Pencils Up . When I say go, continue both patterns. Go. (Check) Down Down, Pencils Down . |
| 10. | Great job! That's the end of this activity. (Collect all assessments. Information about data collection and next steps are on the following page.) |

Analyse Your Placement Assessment Data

Step 1:

Correct your assessments using the answers below.

Assessment Answers:

Fluency Task

9, 7, 8, 4 // 8, 8, 9, 10 // 5, 9, 0, 2 // 2, 6, 2, 4

10, 3, 9, 1 // 7, 10, 0, 3 // 7, 3, 6, 10 // 2, 0, 7, 8

3, 7, 4, 9 // 8, 10, 2, 7

Task 1. 42, 76, 80, 30, 15.

Task 2. 84, 58, 31, 60.

Task 3. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20. 5, 10, 15, 20, 25, 30, 35, 40, 45, 50.

Step 2:

Enter your assessment data into the Level B/Level C Placement Assessment Spreadsheet.

1. Add students' names in columns B and C
2. Mark absent students with 'N' in column D
3. Enter the Fluency score in column E
4. Enter any errors made by replacing 1s with 0s in the remaining columns

Step 3:

Change the 'N' in Cell A106 to a 'Y' to reveal your recommendation.

Note that the cut off for deciding whether the lower or higher year level program is recommended is 75%. That is, if 75% of your class achieve greater than 75% on fluency and the other assessment tasks then your we recommend your purchase the Level C Program. If they do not, then we recommend that you purchase the Level B Program.