All About Math Level 3 Placement Test

If your student did not complete *All About Math* Level 2, use this checklist and the student activity pages following to verify placement in Level 3. Your student should get all items in a question correct in order to checkmark that question. Your student will need a ruler that shows both centimeters and inches.

☐ 1. Your student can count in the following ways:

- **count within 1,000, starting with the number 793 and ending with 850**
- **count backward from 20 to 0**
- **skip count by 5's, 10's, and 100's, for example, 10, 20, 30, etc.**

☐ 2. Your student can solve addition and subtraction story problems and provide an equation to match each. To test this, read the story problems in question 2 aloud, one at a time. Your student may use objects or drawings to help solve the story problems and write matching equations.

stickers: 8, 9 + 8 = 17 or 17 - 9 = 8   **free throws:** 5, 12 - 7 = 5 or 7 + 5 = 12

☐ 3. Your student can find the sum of three addends within a story problem by breaking apart numbers to make a ten. To test this, read the story problem in question 3 aloud. Your student may use objects or drawings to help solve the story problem and explain how he found the answer.

Pieces of fruit: *14, I broke down the 6 bananas into 5 + 1 so that I could make a 10 by adding the 5 bananas with the 5 apples. Then, there is 1 more banana and 3 oranges, which makes 4 pieces of fruit. So, 10 plus 4 equals 14.*

☐ 4. Your student can add multi-digit numbers, including composing a ten. Have your student solve each problem on the student activity page.

65 + 29 = ___   (*Answer: 94*)   **457 + 283 = ___**   (*Answer: 740*)

☐ 5. Your student can subtract multi-digit numbers, including decomposing a ten. Have your student solve each problem on the student activity page.

96 - 48 = ___   (*Answer: 48*)   **703 - 254 = ___**   (*Answer: 449*)

☐ 6. Your student can read, write, and represent multi-digit numbers in different ways. Have your student fill in the blanks on the student activity page. Then, have your student read aloud each number.

Row 1: 586, "*five hundred eighty-six*"

Row 2: 300,000 + 50,000 + 1,000 + 700 + 40 + 2, "*three hundred fifty-one thousand, seven hundred forty-two*"

☐ 7. Your student understands place value and can use it to tell you the value of each digit in a number. For example, the value of the 4 in the number 45,678 is 40,000 and the value of the 7 is 70. To test this follow the scripting example shown below.

"What is the value of the 2 in the number 253?" (*Answer: 200*)

"What is the value of the 5 in the number 253?" (*Answer: 50*)

"What is the value of the 3 in the number 253?" (*Answer: 3*)

Continue to test your student using the following number:

745,302 (*Answers: 700,000, 40,000, 5,000, 300, 2*)

☐ 8. Your student can compare 2 multi-digit numbers by using comparison symbols (>, <, =) to show greater than, less than, or equal to. To test this, have your student compare each pair of numbers on the student activity page.

Answers: $791 > 591$, $2{,}048 < 2{,}100$, $5{,}987 = 5{,}987$

☐ 9. Your student can order a set of three multi-digit numbers. Have your student list the numbers in the correct order on the student activity page.

3,902 3,745 5,124 (*Answer: 3,745; 3,902; 5,124*)

7,455 7,031 7,458 (*Answer: 7,458; 7,455; 7,031*)

☐ 10. Your student can mentally add and subtract tens and hundreds to a given number. Have your student solve each expression on the student activity page.

134 + 50 (*Answer: 184*)   **652 - 30** (*Answer: 622*)   **845 - 600** (*Answer: 245*)

☐ 11. Your student can estimate and measure length using a ruler. To test this, have your student estimate and measure the length in centimeters of the images on the student activity page.

Feather (*possible estimate range: 3 - 7 cm, actual measurement: 5 cm*)

☐ 12. Your student can compare standard units of length, including inches and feet. To test this, ask your student which unit would be best to measure the length of the following items in your home. Then have your student use the ruler to find the actual length in inches or feet.

pencil (*Answer: inches, actual length will vary*),

table (*Answer: feet, actual length will vary*)

☐ 13. Your student can solve one and two-step story problems involving length and provide an equation to match each. To test this, read the story problems in question 13 aloud, one at a time. Your student can use objects or drawings to help solve the story problems and write matching equations.

yarn: 65 - __ = 47; 18 cm   **walk to kitchen:** 31 + __ + 47 = 92; 14 ft

☐ 14. Your student can identify the time shown on an analog clock using a.m. and p.m. On the student activity page, have your student write the time shown on each clock. Then, have him circle the correct phrase to complete the statement and tell the exact time.

Clock 1: (*Answer: quarter past 5 o'clock, 5:15*)

Clock 2: (*Answer: half past 9 o'clock, 9:30*)

Clock 3: (*Answer: quarter 'til 2 o'clock, 1:45*)

Then, have your student identify if the time is a.m. or p.m. To test this, follow the scripting example shown below.

"At 5:15, we might be playing outside. Is it a.m. or p.m.?" (*Answer: p.m.*)

"At half past 9, we might be finishing up breakfast. Is it a.m. or p.m.?" (*Answer: a.m.*)

"At 1:45 we are all sound asleep. Is it a.m. or p.m.?" (*Answer: a.m.*)

☐ 15. Your student can identify the name and value of each coin and determine the total value of a group of coins. To test this, first follow the scripting example shown below.

"Point to the dime. What is the value of one dime?" (*Answer: 10 cents*)

"Point to the quarter. What is the value of one quarter?" (*Answer: 25 cents*)

"Point to the penny. What is the value of one penny?" (*Answer: 1 cent*)

"Point to the nickel. What is the value of one nickel?" (*Answer: 5 cents*)

Then have your student identify the total value represented by the group of coins on the student activity page.

Answer: 86 cents

☐ 16. Your student can solve addition and subtraction story problems about money. To test this, read the story problem in question 16 aloud. Your student can use objects or a drawing to help solve the story problem.

three fruits: No, he needs 16 cents.

☐ 17. Your student can round numbers to the nearest 10 or 100. Read aloud each statement and have your student round to fill in the blanks on the student activity page. Your student can use a number line to solve these problems.

- **"578 rounded to the nearest 10 is _____, but rounded to the nearest 100 is _____."** (*Answer: 580, 600*)
- **"Rounded to the nearest 10, the numbers 56, 59, and 63 all round to _____."** (*Answer: 60*)

How did your student do?

- If your child could easily complete 15 or more of the 17 skills, begin Level 3.
- If just one or two areas were difficult, you can remediate in those areas as you start Level 3.
- If 14 or fewer boxes were checked, start with Level 2 to build a strong foundation for math.
- Wondering if your student is ready for *All About Math* Level 4 instead? Use this Level 4 Placement Test to see if your student is beyond Level 3.

If you have any questions about the program or would like to learn how to adapt certain aspects of the program to accommodate your child's needs, feel free to call us at 715-477-1976 or email us at support@allaboutlearningpress.com. And if you need ideas on how to help your child build skills, just let us know—we are always happy to help!

Before you begin, please refer to the instructions in the *All About Math* teacher's manual on page XX.

1. Count out loud as directed.

2. Write your answer and matching equation to each story problem below.

James has a collection of 17 stickers. Some of the stickers are small, and 9 of the stickers are big. How many of James' stickers are small?

_____ stickers   Equation: _____

At Monday's basketball practice, Aaron made 7 free throws. At Wednesday's practice, he made 12 free throws. How many more free throws did Aaron make at practice on Wednesday than on Monday?

_____ free throws   Equation: _____

3. Solve the story problem below by first breaking apart the numbers to make a ten. Then, add all the numbers together to find the total. Write your answer on the line.

At the grocery store, Finn bought 5 apples, 6 bananas, and 3 oranges. How many pieces of fruit did Finn buy?

_____ pieces of fruit
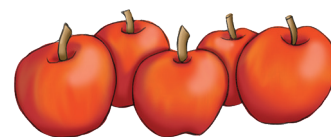
4. Find the sum.

65 + 29 = _____

$$\begin{array}{r} 457 \\ + \ 283 \\ \hline \end{array}$$

5. Find the difference.

96 - 48 = _____

$$\begin{array}{r} 703 \\ - \ 254 \\ \hline \end{array}$$

6. Write the number or expanded form of the number.

500 + 80 + 6

Number:

_____

351,742

Expanded form:

_____ + _____ + _____ + _____ + _____ + _____

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7. Tell the value of each digit in the numbers below.

253   745,302

8. Write a comparison symbol (> , <, or =) on the line to compare two numbers.

791 _____ 591   2,048 _____ 2,100

5,987 _____ 5,987

9. List the following numbers in order from least to greatest.

3,902   3,745   5,124

_____, _____, _____

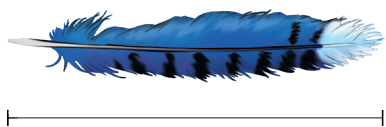List the following numbers in order from greatest to least.

7,455   7,031   7,458

_____, _____, _____

10. Solve each of the following equations in your head and then write the answer.

134 + 50 = _____   652 - 30 = _____

845 - 600 = _____

11. Estimate the length of the feather below. Then, use a ruler to find the exact measurement.

Estimate:

_____ cm.

Actual Measurement:

_____ cm.

12. Circle the unit that would be best to measure the length of the following items. Then, use the ruler to measure.

pencil   table

_____ inches or feet   _____ inches or feet

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13. Write an equation to represent each story problem and solve for the missing value.

Kaden has a piece of yarn that is 65 centimeters long. He cuts a section to use for his project. The remaining piece of yarn is now 47 centimeters long. What is the length of the section of yarn Kaden cut to use for his project?

Equation: _____   _____ cm.

Tara walked 31 feet to the family room. Then, she walked to the kitchen. Later on, she walked 47 feet to the mailbox. If she walked a total of 92 feet, how far did she walk to the kitchen?

Equation: _____   _____ ft.

14. Write the time shown on each clock. Then, circle the correct phrase to complete the statement and tell the exact time.

quarter past half past quarter 'til	quarter past half past quarter 'til	quarter past half past quarter 'til
5 o'clock	9 o'clock	2 o'clock
____ : ____	____ : ____	____ : ____

15. Identify each coin and its value.

____¢

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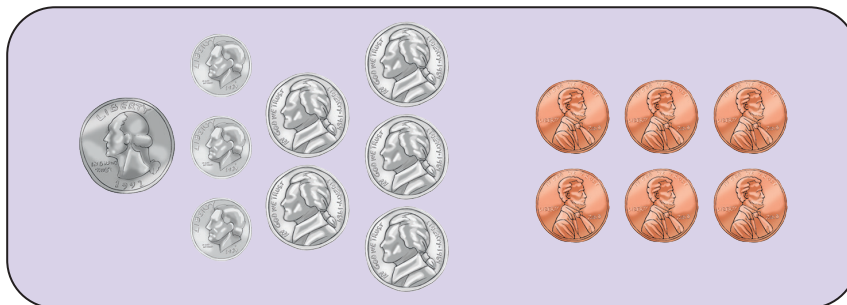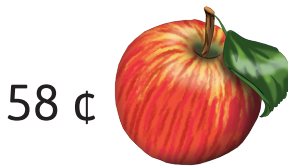
16. Write your answer to the story problem below. Use each item's price shown below to help you solve each problem.

58 ¢   31 ¢   27 ¢
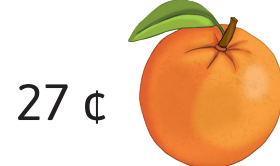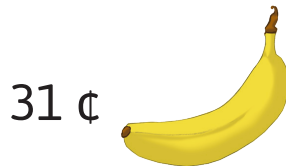
Max has 1 dollar to spend. Can he purchase all 3 fruits?

Circle: Yes   No

If yes, how much money does Max have left? If no, how much money does Max need?_____ ¢

17. Complete each statement.

- 578 rounded to the nearest 10 is _____, but rounded to the nearest 100 is _____.

- Rounded to the nearest 10, the numbers 56, 59, and 63 all round to _____.