

**Please Fill This Form in Completely**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Name of child                      Boy/Girl                      Age                      Month                      Day                      Year of birth



\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Current grade                      Date student will finish                      Grade level requesting (*grades 3-8*)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Street address                      City                      State                      Zip/Postal Code

\_\_\_\_\_/\_\_\_\_\_  
 Name of parent/guardian                      Name of Learning Guide/teacher/tutor

(\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_                      \_\_\_\_\_  
 Daytime phone                      E-mail address

**Verticy Course Enrollment**

- I am enrolling in Verticy Learning’s Complete Program, which includes all subjects (Complete all Parts).
- I am enrolling in  **Reading** which includes Phonics/Spelling & Grammar/Composition (Complete Parts I, II, III, VI).
- I am enrolling in Phonics/Spelling (Complete Parts I, II, VI).
- I am enrolling in Grammar/Composition (Complete Parts I, II, III).
- I am enrolling in  **Math**, which includes Math & the Verticy Math Companion (Complete Parts I and V).

**Directions for Submitting Placement Materials**

Before submitting your Verticy Placement Evaluation please check which components your student has completed. Refer to the section above for required components. The Placement Evaluations and Family Questionnaire can be sent to Verticy Learning by mail or via e-mail; please do not fax any materials. Placement decisions will be made within three to five business days after Verticy receives the required pieces.

- Part I. Family Questionnaire
- Part III. Grammar
- Part V. Mathematics
- Part II. Composition
- Part IV. Reading Comprehension
- Part VI. Online Portion

**SUBMITTING THE TEST** Mail or e-mail the completed test using the directions below.

**MAIL:** Before mailing materials, we suggest that you make a copy of your placement answers and questionnaire so you will have a backup copy if they get lost in the mail. Send your completed materials to the following address.

Calvert Education Services, Verticy Learning Placement Evaluation  
 10713 Gilroy Road, Suite B • Hunt Valley, MD 21031

**E-MAIL:** Please scan the test and questionnaire pages as a single PDF file. Be sure that the writing is clear and dark enough to produce a clearly scanned document. Attach this to your e-mail and type “Verticy Learning Placement” in the subject line of the message. Send your e-mail to [placement@calvertservices.org](mailto:placement@calvertservices.org).

**IMPORTANT: DO NOT FAX THE TEST.**

## VERTICY LEARNING RESEARCH PROJECT

Verticy Learning is working with an independent research firm to conduct a study to track the effectiveness of the program over time. This study focuses on the impact of Verticy on student learning in a distance learning setting.

We would value having your student participate in this research study by completing a computer-adaptive reading assessment program that measures reading comprehension. The assessments will be given via the computer three times during the course to show how much your student has grown academically while using the Verticy program. They will be given before your student begins the course, at the midpoint (Test 80), and when the student finishes the course (Test 160).

All students' scores will be published anonymously. A code number will be assigned to each student. No student names or other identifying information will be provided to the researcher. You, as the parent, will have access to your student's scores upon request.

Participation in this study is not a requirement to enroll in Verticy Learning. Please sign below if you grant permission for your student to participate in this important research project. If you have questions contact Verticy Learning at [edcounselors@verticylearning.org](mailto:edcounselors@verticylearning.org), 1-888-544-7116.

<p>I grant permission for</p> <hr/> <p>STUDENT NAME</p> <p>to participate in the Verticy Learning research project.</p> <hr/> <p>PARENT SIGNATURE</p> <hr/> <p>DATE</p>	<p>I DO NOT grant permission for</p> <hr/> <p>STUDENT NAME</p> <p>to participate in the Verticy Learning research project.</p> <hr/> <p>PARENT SIGNATURE</p> <hr/> <p>DATE</p>
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# Part I. Family Questionnaire

Thank you for your interest in Verticy Learning's program for students with language-based learning differences. Due to the individualized nature of this program, please answer the following questions so our education specialists can gain a better understanding of your child's needs in order to offer appropriate support that can contribute to more effective teaching and communication.

NAME(S) OF PARENT(S)/GUARDIAN(S)

ADDRESS

HOME PHONE

CELL PHONE

E-MAIL

NAME OF STUDENT

STUDENT'S PREFERRED NAME

DATE OF BIRTH

WILL YOU BE ENROLLING THROUGH A CORPORATION, GOVERNMENT AGENCY, CHURCH, SCHOOL DISTRICT OR OTHER GROUP?

YES  NO IF YES, PLEASE SPECIFY:

## ABOUT YOUR CHILD

Please list your child's hobbies, interests, pets, and/or extra-curricular activities:

Describe what you observe or know about your child that motivated you to enroll in the Verticy Learning program:



Please rate your child's level of ability from 1 through 5 in the following areas:

(1 – extremely low; 5 – extremely high)

- Expresses self orally
- Has a strong attention span
- Is able to focus on work for a lengthy duration of time, 3–4 hours
- Has a strong memory
- Has good listening comprehension skills

In what areas of study does your child struggle? Please select all that apply:

- Math concepts
- Spelling
- Reading
- Writing

Does anyone else in your family experience learning differences in math, spelling, reading, or writing, or has anyone been diagnosed with a learning difference?

- Yes     No

*If yes, please list the family member(s) by name, their relationship to this child, and describe their learning difference(s):*

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How did your child receive his/her education this past year?

- Home school                       Virtual school
- Public school                       Charter school
- Private school

*If your child had a number of educational settings, please list them and provide the duration of each:*

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Has your child ever received special education services or academic tutoring?

Yes     No

*If yes, please describe:*

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What is the primary language spoken in the child's home?

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List the child's siblings and ages:

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Name of Learning Guide (adult guiding lessons):

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Relationship of Learning Guide to student:

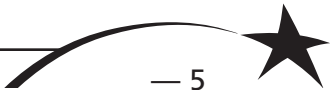
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How much time can the Learning Guide give daily?

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How many children will be working with the Learning Guide?

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## SUBJECTS

### Reading

Does your child enjoy having books read to him/her?

- Yes     No     Sometimes

Does your child comprehend what is being read to him/her?

- Yes     No     Sometimes

At what age did your child learn to read?

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Does your child read for pleasure independently?

- Yes     No     Sometimes

*If yes or sometimes, what type of books or magazines does your child prefer?*

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Does your child comprehend what he/she is reading independently?

- Yes     No     Sometimes

### Writing

Is your child...?

- Right-handed  
 Left-handed  
 Mixed

Does your child write in...?

- manuscript  
 cursive  
 Combination of both

Is your child's handwriting...?

- Neat and easy to read  
 Legible but not very neat  
 Illegible — difficult to read



Does your child have keyboarding skills?

Yes     No

*If yes, how often and for what purpose does your child use the computer to communicate with words? (i.e. composition writing, letter writing, online chatting, instant messaging) Please explain:*

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*If no, is your child capable of typing a short paragraph on a computer?*

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Does your child have experience in writing a paragraph or composition?

Yes     No

*If yes, does your child...? (Please check all that apply.)*

- Enjoy writing
- Write in complete sentences
- Follow basic punctuation rules
- Struggle through writing assignments

If your child cannot write independently, is he/she capable of verbalizing his/her ideas?

Yes     No

## Math

My child's grade level in Math is:

Above     On grade level     Below

Do new mathematical concepts come easily to your child?

Yes     No

Does your child have difficulty remembering the basic math facts?

Yes     No

*If yes, please identify with which facts he/she experiences difficulty. Please check all that apply:*

- Addition
- Subtraction
- Multiplication
- Division

Thank you for completing this Family Questionnaire. Please e-mail or mail this form with the completed placement evaluation to one of the addresses below.

*E-mail:* [placement@calvertservices.org](mailto:placement@calvertservices.org)

*Mailing address:* Calvert Education Services  
Verticy Learning Placement Evaluation  
10713 Gilroy Road, Suite B  
Hunt Valley, MD 21031



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# Part II. Composition

1. Write your composition on lined paper using a pencil and an eraser.
2. Write on one of the subjects listed below or about the picture shown.
3. Whenever possible, handwrite your composition.
4. You should use punctuation marks and capital letters where they belong.
5. Do not ask for help spelling words. Use your best thinking.
6. If you use a pre-writing organizer, please include this with the composition.
7. It is not necessary for you to have your composition edited or to write a final draft. If, however, you wish to write a final draft, remember to submit the rough draft with the final draft.
8. If you have a severe fear of writing, you may write a letter to a friend or family member, or you may send in previously written rough drafts as long as the sample reflects your current composition skills.

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TOPICS INCLUDE:

My Pets

My Family

An Exciting Day

My Friend

An Interesting Trip

Fun on the Weekend

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HOW MUCH TIME DID YOUR STUDENT SPEND  
WRITING THIS COMPOSITION?

\_\_\_\_\_ HOURS      \_\_\_\_\_ MINUTES

Does the time you recorded above include any or all steps of preplanning (use of an organizer, writing a rough draft, editing, and writing final draft), or does it include only the writing of the composition?

\_\_\_\_\_

\_\_\_\_\_



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# Part III. Grammar

I. Carefully read *each* of the following groups of words. Fill in the circle next to *each* group of words that make a complete sentence.

- 1. The children on the baseball team.
- 2. The playful kittens are fun to watch.
- 3. Each of the children.
- 4. Teddy is a good swimmer.
- 5. The boys climbed up the tree house quickly.

II. Draw a line between the subject and predicate.

*Example: Yesterday, the mouse I ran up the old clock.*

- 1. The three little kittens lost their mittens.
- 2. Many pretty flowers grow in May.
- 3. The package arrived on time.
- 4. Most children enjoy games.
- 5. Several students attended the game.

III. Underline each verb phrase.

*Example: Yesterday, the mouse was running up the old clock.*

- 1. The wind has been blowing fiercely.
- 2. Motorcycles were racing down the highway.
- 3. The bees have gathered the nectar.
- 4. Our class will study minerals.

IV. Underline all the adjectives in each sentence. Do not underline the articles *a*, *an*, or *the*.

*Example: Yesterday, the gray mouse ran up the old clock.*

- 1. The tall, thin girl brought an empty basket.
- 2. It was a beautiful, bright light.
- 3. The spotted dog ran to greet the little boy.
- 4. Six friends ate delicious hamburgers at the picnic.

V. Underline the adverbs in each sentence.

*Example: Yesterday, the mouse ran up the old clock.*

- 1. The instructor arrived late.
- 2. The driver drove the bus cautiously.
- 3. Today was not a sunny day.
- 4. That story seems very realistic.
- 5. The children played quietly in the yard.



# Part IV. Reading Comprehension

The material within the Reading Comprehension section will progressively become more difficult; therefore, younger children should understand that they are not expected to complete each section, as these sections contain material that evaluate skills for readiness up to our Grade 8 level.

After your child has either read or listened to each passage, please check the appropriate box identifying whether the student read the selection independently or listened to the selection. Then have the student fill in the circle to indicate the appropriate answer for each question.

## SECTION A

Warthogs may look like cartoon creatures, but they are real animals that live in Africa. Warthogs got their name from the many warts on their faces. The males have more warts than the females. These warts help protect the animals' faces during fights.

A warthog sleeps in a burrow, or a small hole dug in the ground. Whenever it goes into the burrow, the warthog backs in. This allows it to look outside for hungry lions and other animals that might eat it. When a warthog leaves its burrow, it runs out as fast as it can. That way, it is ready for any animal waiting to attack.

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Read Selection Independently       Listened to Selection

1. What is another name for a small hole dug in the ground?
  - tunnel
  - den
  - burrow
  - cave
2. According to this passage, where do warthogs live?
  - Australia
  - Africa
  - Alaska
  - Asia
3. Why do warthogs back into their burrows?
  - to rid themselves of pests
  - to search for food
  - to find a new home
  - to look out for hungry animals
4. According to the passage, who has the most warts?
  - baby warthogs
  - adult warthogs
  - female warthogs
  - male warthogs



5. Warthogs run out of their burrows as fast as they can because \_\_\_\_\_ .
- they need to be ready in case of attack
  - another animal is chasing them
  - they want to get a start at digging up dirt
  - they are always hungry

Rosa's family went on vacation to the beach. After a long trip, Rosa's dad stopped the car in front of their motel room. "Our room has a view of the sea," he said. The family took their things into the room. It was too late for a swim, but they went to see the beach anyway.

Rosa and her family walked along the shore, looking for seashells. Cool waves washed over their feet. "When are we going for our boat ride?" Rosa asked.

"On the last day we're here," answered Rosa's dad. "Look at this sand dollar."

For the next two days, Rosa and her family had fun at the beach, swimming in the sea and building sandcastles. They also went fishing from the boat dock. But Rosa kept thinking about the boat ride to come.

On the last day, the family went back to the boat dock. "Sorry, folks! The boat isn't running today," the man said. Rosa looked as if she might cry.

"That's too bad," said Rosa's dad. "But I have an idea! Instead of crossing the bridge on the way home, we can take a ferryboat across the water. That way, you'll still get your boat ride, Rosa!"

Rosa's face got brighter. "Thanks, Dad," she said.

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- Read Selection Independently       Listened to Selection

1. Which of these happens at the **beginning** of the story?
  - Rosa's family goes on a boat ride.
  - Rosa's family goes fishing.
  - Rosa's family builds a sandcastle.
  - Rosa's family gets to their motel.
2. What is the **first** thing the family does at the beach?
  - The family builds a sandcastle.
  - The family looks for seashells.
  - The family goes fishing.
  - The family goes on a boat ride.
3. Which of these happens at the **middle** of the story?
  - The family swims in the sea.
  - The family goes to the ferryboat.
  - The family goes home.
  - The family takes their things to their room.



4. Which of these happens at the **end** of the story?
- Rosa's dad tells her to look at a sand dollar.
  - Rosa's dad says their room has a view of the sea.
  - Rosa's dad tells her she must learn how to swim.
  - Rosa's dad says they can ride a ferryboat.
5. What did Rosa learn at the **end** of the story?
- Never pick up a sand dollar.
  - It is important to be a good friend.
  - There can be more than one way to do something.
  - It can be fun to try to do something that has never been done before.



## SECTION B

Scott smiled as he headed downstairs. It was his mother's special day, and he had hidden her gift in a box behind some bags in the basement. Scott had saved his allowance for six weeks. Then he had gone to his mother's favorite department store and asked the clerk to help him pick out a necklace. He even paid to have the necklace gift-wrapped. He couldn't wait to see his mother's face when she opened the beautiful present.

Scott went to the corner where the gift was hidden. But where were all the bags of old clothes? Scott looked all around. He was very worried and upset.

"Mom!" he called up the stairs. "Where are the bags of clothes that were down here?"

"Oh, that old junk? I had your father take them to the thrift store," she answered. "There are some rags in the laundry room if you're cleaning your bike."

Scott ran to the garage and hopped on his bike. He rode as fast as he could toward the thrift store. He was only halfway there when he saw his father driving toward home. It was too late. Scott felt like crying.

Scott's father pulled over and called, "Hey, Scott! Do you know anything about this?" He held up a long, thin, velvet box.

Scott grinned with relief. "I sure do, Dad. I sure do."

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Read Selection Independently       Listened to Selection

1. On what day does this story most likely take place?
  - Mother's Day
  - Fourth of July
  - Thanksgiving
  - Valentine's Day
2. What detail leads you to conclude what day it is?
  - Scott bought a necklace.
  - It was his mother's special day.
  - Scott's father had the box.
  - Scott was worried when he could not find the box.
3. Why does Scott feel like crying when he sees his father driving home?
  - Scott was lost.
  - He was relieved when he found his father.
  - He thought the necklace had been given away.
  - His dad did not stop.
4. Why does Scott smile when his father shows him the box?
  - He realizes the necklace is safe.
  - Scott thinks the box has a gift for him in it.
  - It is his father's gift to his mother.
  - It is a pretty box.



5. How does Scott get the money to pay for his mother's gift?

- He used his birthday money.
- He borrowed the money from his father.
- He used the allowance he had saved.
- He earned the money babysitting his cousin.

How do plants protect themselves from animals or people? The plants don't have to pull up their roots and run away—nature gave them special ways to protect themselves.

In a dry desert, the cactus stores water in its stem. To protect the water from animals, the cactus has needles on its waxy skin. If an animal gets too close, the needles may stick in its nose, paws, or mouth!

A rose has thorns. They may stick a person trying to pick the plant or an animal trying to eat it. Some other bushes have thorns or brambles that stick anyone who gets too close.

Some plants produce harmful substances to protect themselves. The oil on poison ivy leaves can give anyone who touches it an itchy rash. The poison hemlock has such a strong poison, it can kill anyone who eats it!

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Read Selection Independently       Listened to Selection

1. What would happen to an animal that tried to get water out of a cactus?

- The animal would be poisoned.
- The animal would be stuck by the plant's needles.
- The animal would eat the plant and become sick.
- The animal would lose its fur or feathers.

2. Why does poison ivy have harmful oil on its leaves?

- The oil gives the plant a nice scent.
- The oil helps the leaves soak up raindrops.
- The oil helps the plant protect itself.
- The oil gives the leaves a green color.

3. According to this passage, with what might a rose protect itself?

- thorns
- size and shape
- height
- color and smell



4. What is the best title for this passage?
- How to Grow Plants
  - Plants in the Desert
  - All Plants Have a Nice Scent
  - How a Plant Stays Safe
5. What is the meaning of the word *stores* as it is used in this passage?
- places where people shop
  - to gather and keep for use at a later time
  - windy, rainy weather
  - large pebbles or rocks



## SECTION C

Each lord and noble built a castle on the land that he was given, and there he lived like a little king with all his workpeople about him. The castle was not only his home, but it had to be a fort as well to protect him from other lords who might try to take his castle away from him. He usually placed it on the top of a hill or a cliff, so that the enemy could not reach it easily, if at all. It had great stone walls often ten feet or more thick. Surrounding the walls there was usually a ditch called a moat filled with water to make it more difficult for an enemy to get into the castle.

In times of peace, when there was no fighting, the men farmed the land outside the castle; but when there was war between lords, all the people went inside the castle walls, carrying all the food and cattle and everything else they had, so that they could live there for months or even years while the fighting was going on. A castle, therefore, had to be very large to hold so many people and animals for so long a time, and often it was really like a walled town.

© A Child's History of the World, Virgil M. Hillyer

- Read Selection Independently       Listened to Selection

1. Why were castles often built on a hill or cliff?
  - The lords and nobles liked living close to the sky.
  - It was often the only land available.
  - It kept them safer from enemy attacks.
  - It kept them safe from flood waters.
2. Castles were large in size because \_\_\_\_\_ .
  - dragons lived in them
  - all the townspeople could live inside the castles' walls during war time
  - the lords' children needed large spaces to play
  - the lords hosted large parties
3. What is a moat?
  - water that surrounds a castle
  - a very strong fence
  - a garden with vegetables and flowers
  - a type of boat
4. What is the best title for this passage?
  - Castles and Dragons
  - Kings Live in a Castle
  - Knights and Their Horses
  - A Castle is a Home and a Fortress
5. Which statement is correct?
  - A castle had great stone walls often ten feet or more thick.
  - A castle was very small in size.
  - Lords and nobles did not live in the castles they built.
  - Only kings and queens lived in castles.



From the time Jane Goodall was very small, she was fascinated by animals. By the age of eight or nine, she was dreaming of going to Africa.

At 23 she traveled to Africa. Soon she began a study of wild chimpanzees there. She thought that her research might take three years. However, it has lasted more than three decades. It has become the world's longest study of animals in the wild.

Goodall's work depends on careful observation. She watches the chimps for hours, recording everything she sees. She stays as quiet as she can. "It's important not to disturb what the chimpanzees are doing," she explains, "because then you won't see them as they really are."

Goodall has discovered many things about chimps that no one knew before. For example, she discovered that chimps use tools. Goodall still has many questions about chimps, so her research is likely to go on and on!

© McGraw-Hill

- Read Selection Independently       Listened to Selection

1. When did Jane first become fascinated with animals?
  - when she was studying animals in college
  - when she was 23
  - when she traveled to Africa
  - when she was very small
  
2. What is the best definition of the word *observation* as it is used in this passage?
  - to watch with careful attention
  - a type of camp for chimpanzees
  - an area in Africa
  - to listen to music
  
3. Which statement is true about the way Jane studies chimpanzees?
  - Jane plays with chimpanzees.
  - Jane likes to be very loud while she is with the chimpanzees.
  - Jane watches the chimpanzees for hours.
  - Jane never writes about what she sees the chimpanzees doing.
  
4. Jane learns about the behavior of chimps by \_\_\_\_\_ .
  - using a remote control camera
  - talking to other people about chimps
  - reading books about chimps
  - watching the chimps in their environment
  
5. In the statement: "it has lasted more than three decades," what does the word *decade* mean?
  - ten days
  - ten weeks
  - ten years
  - ten months



# Part V. Mathematics

**DIRECTIONS:** The problems are arranged approximately in order of increasing difficulty. You may skip any problems that you cannot complete. Please feel free to stop the test when you can no longer complete any problems. Problems can be read to you, but you must write the answers yourself. Please show all computations on this paper when you can. If you need more room, please use additional paper but be sure to identify the problem number. Calculators are not permitted.

Add.

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ 1 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ 2 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 21 \\ + 52 \\ \hline \end{array} \quad \begin{array}{r} 63 \\ + 47 \\ \hline \end{array} \quad \begin{array}{r} 45 \\ + 38 \\ \hline \end{array}$$

Subtract.

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 8 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

Draw an **X** through  $\frac{3}{4}$  of the set.



Marvin had 8 pieces of candy. He gave 5 of them to his friends. We want to find out how many pieces of candy he had left.

- Will you add or subtract to solve this problem? \_\_\_\_\_
- What is the answer? \_\_\_\_\_



Solve these problems.

$$\begin{array}{r} 158 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 692 \\ + 405 \\ \hline \end{array}$$

$$\begin{array}{r} 142 \\ + 783 \\ \hline \end{array}$$

$$\begin{array}{r} 463 \\ - 147 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ 25 \\ + 88 \\ \hline \end{array}$$

$$2 \overline{) 48}$$

$$3 \overline{) 69}$$

Find the answers.

$9 - 5 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$49 \div 7 = \underline{\quad}$

$16 + 9 = \underline{\quad}$

$12 - \underline{\quad} = 8$

$3 \times 9 = \underline{\quad}$

$48 \div 4 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$6 \times 0 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$

**Remember to show your work.**



## Remember to show your work!

Find the answer.

On a table were 4 sacks. In each sack were 24 oranges. How many oranges were there altogether?

Equation: \_\_\_\_\_

Answer: \_\_\_\_\_

Solve these problems.

$$\begin{array}{r} 128 \\ 416 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 6593 \\ - 905 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 227 \\ \times 95 \\ \hline \end{array}$$

$$\begin{array}{r} 804 \\ \times 219 \\ \hline \end{array}$$

$$6 \overline{) 255}$$

$$5 \overline{) 6792}$$

$$\begin{array}{r} 3674 \\ \times 89 \\ \hline \end{array}$$



## Remember to show your work!

Solve for  $n$ .

$$65 + 44 = n$$

$$n = \underline{\hspace{2cm}}$$

$$5 \times 810 = n$$

$$n = \underline{\hspace{2cm}}$$

$$3224 \div 8 = n$$

$$n = \underline{\hspace{2cm}}$$

$$\frac{1}{8} + \frac{6}{8} = n$$

$$n = \underline{\hspace{2cm}}$$

$$17 \frac{11}{13} - 9 \frac{7}{13} = n$$

$$n = \underline{\hspace{2cm}}$$



## Remember to show your work!

Write an equation for each problem. Then solve it.

- a. There are 19 marigolds in Wendell's garden. How many more must Wendell plant if he wants to have 40 marigolds altogether?

Equation: \_\_\_\_\_

Answer: \_\_\_\_\_

- b. In 3 weeks Don saved \$6.75, \$5.90, and \$11.20. How much more does he need to buy a savings bond for \$37.50?

Equation: \_\_\_\_\_

Answer: \_\_\_\_\_

- c. There are 168 guests at a wedding party. Each table seats 8 guests. How many tables are needed at the wedding party?

Equation: \_\_\_\_\_

Answer: \_\_\_\_\_



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# Part VI. Online Portion

Your student will complete the online portion of the placement assessment. This assessment is not timed, but it will take your student 20 to 30 minutes to complete. Please make sure that you have a set of working headphones or speakers before you begin.

<http://www.verticylearning.org/onlineportion>

