

**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.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Part I. Family Questionnaire | <input type="checkbox"/> Part III. Grammar              | <input type="checkbox"/> Part V. Mathematics     |
| <input type="checkbox"/> Part II. Composition         | <input type="checkbox"/> Part IV. Reading Comprehension | <input type="checkbox"/> 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.

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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:

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## ABOUT YOUR CHILD

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

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

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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:

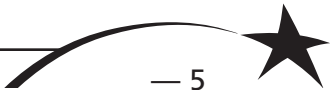
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How much time can the Learning Guide give daily?

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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

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



## SECTION B

The little red-roofed farmhouse was very old, its chimney crooked and even the small, shuttered windows tilted at angles. A bird's nest, wispy with straw, was half hidden in the corner where the roof met the wall above a bedroom window. Nearby, a gnarled tree was still speckled with a few apples now long past ripe.

Mama and Kirsti had gone inside, but Annemarie and Ellen ran across the high-grassed meadow, through the late wildflowers. From nowhere, a gray kitten appeared and ran beside them, pouncing here and there upon imagined mice, pausing to lick its paws, and then darting off again. It pretended to ignore the girls, but looked back often to be certain that they were still there, apparently pleased to have playmates.

The meadow ended at the sea, and the gray water licked there at damp brown grass flattened by the wind and bordered by smooth heavy stones.

"I have never been this close to the sea," Ellen said.

"Of course you have. You've been to the harbor in Copenhagen a million times."

Ellen laughed. "I mean the real sea, the way it is here. Open like this – a whole world of water."

© *Number The Stars*, by Lois Lowry

Read Selection Independently       Listened to Selection

1. The words "licked there at damp brown grass" mean \_\_\_\_\_ .
  - the sea was slowly flooding the area
  - the grass was dead and needed water
  - the sea water gently reached the meadow
  - the grass was dead because it had too much water
2. How is the word *speckled* used in the passage to describe the apple tree?
  - A large number of apples were hanging on the tree.
  - A small number of apples were spread over the tree.
  - The apples in the tree had a disease.
  - The apples in the tree were rotten.
3. Based on references in the story, what season is it?
  - winter
  - spring
  - summer
  - fall



4. According to the story, who saw the kitten?
- Mamma and Kirsti
  - Ellen, Kirsti, Mamma, and Annemarie
  - Annemarie and Kirsti
  - Ellen and Annemarie
5. Why does Ellen laugh?
- She is happy being so close to the sea.
  - She is confused about the difference between a harbor and the sea.
  - She sees humor in the fact that a harbor was compared to the sea.
  - She is embarrassed because she has not before seen the sea.

In 1598, Don Juan de Oñate (oh NYAH teh), a wealthy Spaniard, went out to settle new lands. He marched north from Central Mexico with a band of colonists, armed troops, and friars. The friars were members of a religious order who wanted to convert Native Americans to Christianity.

Over 16,000 Pueblo Indians lived in the area de Oñate claimed. The Pueblo were agricultural people with strong religious beliefs. The Spanish, however, believed the greatest kindness they could do for the Pueblo was to convert them to Christianity. To do this, the friars built **missions**, or church settlements, all over New Mexico. To protect the friars and their converts from the Apache and the Navajo, the Spanish built presidios, or forts. By 1680 a thin chain of missions and presidios stretched across the Southwest.

Many Pueblo continued to practice their religion in secret. When they were discovered, Spanish officials punished them. One of those punished was a spiritual leader named Popé (poh PEH). He believed the Spanish attempt to convert the Pueblo was harmful. Popé planned a revolt against the Spanish and got others to join him.

On August 10, 1680, Popé's followers rose up, burning churches and attacking haciendas. The Spanish fled south to El Paso. The Pueblo had driven the Spanish out of their land at least for a short time.

© Houghton Mifflin Company

- Read Selection Independently       Listened to Selection

1. Why did de Oñate travel north from Central Mexico?
- He was visiting Popé.
  - He wanted to settle new lands.
  - He was planning a revolt against the Spanish.
  - He wanted to stop the practice of Christianity.



2. Why did de Oñate want to convert the Pueblo to Christianity?
  - He thought that the Pueblo religion was incorrect.
  - He thought that the Pueblo wanted to be converted.
  - He thought that he was being kind.
  - They wanted to build presidios.
  
3. Why do you think the Pueblo practiced their religion in secret?
  - They feared what would happen if the Spanish found out.
  - Their religion required them to practice in secret.
  - They thought that practicing their religion in secret would protect the Spanish from Popé.
  - The Spanish wanted them to only practice their religion in secret.
  
4. What is the best title for this passage?
  - Native Americans Settle New Lands
  - The Spanish Try to Convert the Pueblo
  - Popé Attacks the Pueblo
  - The Friars Revolt Against the Spanish
  
5. What is the best definition of *mission* as it is used in this passage?
  - the business with which such a group is charged
  - an operational task, usually assigned by a higher headquarters
  - missionary duty or work
  - a church settlement



## SECTION C

Minnie May, aged three, was really very sick. She lay on the kitchen sofa, feverish and restless, while her hoarse breathing could be heard all over the house. Young Mary Joe, whom Mrs. Barry had engaged to stay with the children during her absence, was helpless and bewildered, quite incapable of thinking what to do, or doing it if she thought of it.

Anne went to work with skill and promptness.

“Minnie May has croup all right; she’s pretty bad, but I’ve seen them worse. First we must have lots of hot water. I declare, Diana, there isn’t more than a cupful in the kettle! There, I’ve filled it up, and, Mary Joe, you may put some wood in the stove. I don’t want to hurt your feelings, but it seems to me you might have thought of this before if you’d any imagination. Now, I’ll undress Minnie May and put her to bed, and you try to find some soft flannel cloths, Diana. I’m going to give her a dose of ipecac first of all.”

Minnie May did not take kindly to the ipecac, but Anne had not brought up three pairs of twins for nothing. Down that ipecac went, not only once, but many times during the long, anxious night when the two little girls worked patiently over the suffering Minnie May, and Young Mary Joe, honestly anxious to do all she could, kept on a roaring fire and heated more water than would have been needed for a hospital of croupy babies.

It was three o’clock when Matthew came with the doctor, for he had been obliged to go all the way to Spencervale for one. But the pressing need for assistance was past. Minnie May was much better and was sleeping soundly.

© Anne of Green Gables, L.M. Montgomery

- Read Selection Independently       Listened to Selection

1. Based upon what is stated in the passage, which words might best describe Anne?
  - knowledgeable and attentive
  - slothful and uninspiring
  - erratic and fickle
  - helpless and bewildered
2. Based on the passage, *ipecac* is probably a type of \_\_\_\_\_ .
  - food
  - clothing
  - medicine
  - water
3. How did Anne know what to do to treat Minnie May’s croup?
  - Anne read a book describing how to cure illnesses in children.
  - Matthew and the doctor gave her detailed instructions.
  - Anne had croup as a child and remembered how she had been cured.
  - Anne helped raise three sets of twins, giving her experience in treating croup.



4. Which of the following is not an example of how other characters in the story assisted Anne in saving Minnie May's life?
- Matthew went to Spencervale to fetch the doctor.
  - Mrs. Barry cooked a pot of chicken soup.
  - Mary Joe tended to the fire and kept a supply of hot water on hand.
  - Diana helped dress Minnie May in soft flannel clothes.
5. By the time the doctor arrived from Spencervale, Anne and the other girls probably felt \_\_\_\_\_.
- relief
  - disgust
  - frustrated
  - amused

Changing density can explain why an object floats or sinks. For example, you can change the density of water by freezing it into ice. Since water expands when it freezes, ice occupies more space than water. That's why ice is less dense than water. But it's just a little less dense! So most of an ice cube floating on the surface is below the water's surface.

You can make an object sink or float in a fluid by changing its density. The density of a submarine is increased when water fills its floatation tanks. The overall mass of the submarine increases. Since its volume remains the same, its density increases when its mass increases. So the submarine will dive. To make the submarine float to the surface, water is pumped out of it, decreasing its mass. Its density decreases, and it rises toward the surface.

You can also explain why a submarine dives and floats by means of the buoyant force. Since the buoyant force is equal to the weight of the displaced fluid, the buoyant force on the submerged submarine stays the same. Changing the water level in the floatation tanks changes the weight of the submarine. The submarine dives when its weight is greater than the buoyant force. It rises to the surface when its weight is less than the buoyant force.

© Prentice Hall

1. Which statement is incorrect?
- The density of an object increases as the mass of that object increases.
  - The density of an object cannot be changed.
  - An object will sink when its weight is greater than that of the buoyant force.
  - An object that is less dense than water will float.
2. Increasing the water level in the floatation tanks of a submarine causes the submarine to dive because the weight of the vessel is greater than that of the buoyant force. If the weight of a submerged object, such as a submarine, is equal to the buoyant force, the object will \_\_\_\_\_.
- rise above the surface of the water.
  - decrease in density.
  - increase in mass.
  - remain submerged in the water.



3. According to the text, why does only a small fraction of an iceberg appear above the surface of water?
- Ice is only slightly less dense than water.
  - The iceberg would melt if a larger portion of it was exposed to air.
  - The top of the iceberg weighs less than the bottom portion.
  - Water is slightly less dense than ice.
4. Which of the following is an example of when a person might have experienced the effects of buoyant force?
- flying in an airplane
  - swimming under water
  - freezing water to create ice cubes
  - boiling an egg
5. Fran's recipe for salad dressing calls for mixing oil and vinegar. She places both ingredients in the bowl and notices that the oil floats on top of the vinegar. What conclusion can Fran draw about oil and vinegar?
- Vinegar is less dense than oil.
  - Vinegar has a greater density than air.
  - Oil is less dense than vinegar.
  - Oil has a greater density than vinegar.



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# 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.

## Remember to show your work!

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: \_\_\_\_\_



## Remember to show your work!

(Note: From this point forward, any answers given as fractions should be in simplest form.)

Find the answers.

$$\begin{array}{r} \frac{2}{3} \\ \frac{3}{4} \\ + \frac{5}{6} \\ \hline \end{array}$$

$$\begin{array}{r} \$306.20 \\ 147.54 \\ 51.36 \\ + 493.15 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \frac{2}{3} \\ - \frac{2}{7} \\ \hline \end{array}$$

$$\begin{array}{r} 3796.30 \\ - 357.47 \\ \hline \end{array}$$

$$\begin{array}{r} \frac{4}{7} \\ - \frac{3}{8} \\ \hline \end{array}$$

Solve for  $n$ .

$$(125 \div 5) - (2 \times 8) = n$$

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

$$4 \times (23 - 7) = n$$

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

$$4 \frac{1}{5} - 3 \frac{2}{5} = n$$

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

$$6 \frac{2}{3} + 1 \frac{1}{6} = n$$

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



## Remember to show your work!

Find the quotients.

$$21 \overline{) 52,576}$$

$$93 \overline{) 71,331}$$

$$78 \overline{) 50,380}$$

Write an equation for each problem. Then solve it.

- a. Jason sold 6 boxes of greeting cards with 18 cards in each box, and 12 boxes with 24 cards in each box. How many greeting cards in all did he sell?

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

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

- b. Ralph spent  $\frac{5}{9}$  of an hour mixing paints and  $\frac{7}{9}$  of an hour painting. How much time in all did Ralph spend on his project?

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

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



## Remember to show your work!

Solve for  $n$ .

$$\frac{5}{7} \times 4 = n \qquad n = \underline{\hspace{2cm}}$$

$$\frac{2}{3} \times \frac{5}{6} = n \qquad n = \underline{\hspace{2cm}}$$

$$1\frac{2}{3} \div \frac{2}{3} = n \qquad n = \underline{\hspace{2cm}}$$

$$\frac{8}{17} \div \frac{4}{17} = n \qquad n = \underline{\hspace{2cm}}$$

$$18\frac{1}{2} \times 3\frac{1}{3} = n \qquad n = \underline{\hspace{2cm}}$$

Express  $1/4$  as a percent and as a decimal.

Percent: \_\_\_\_\_ Decimal: \_\_\_\_\_

Write these percents as decimals.

118% \_\_\_\_\_

20% \_\_\_\_\_

9% \_\_\_\_\_

9,825% \_\_\_\_\_



## Remember to show your work!

Solve for  $n$ .

$$\frac{n}{6} = \frac{20}{24} \qquad n = \underline{\hspace{2cm}}$$

Solve.

$$\begin{array}{r} 13,278 \\ \times 326 \\ \hline \end{array}$$

$$0.124 \overline{)6.20}$$

$$2.1 \overline{)7282}$$

Multiply and solve for  $n$ .

$$23.89 \times 16.99 = n \qquad n = \underline{\hspace{2cm}}$$

$$35.5 \times 24.16 = n \qquad n = \underline{\hspace{2cm}}$$



## Remember to show your work!

Solve each word problem and label your answers.

- a. Bob was taking a 500-mile round trip. After driving for  $5\frac{1}{2}$  hours at an average speed of 42 miles per hour, how many miles did he have left to drive?

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

- b. In the first week, Lois jogged 1 mile. In the second week, she jogged 3 miles. In the third week, she jogged 5 miles. In the fourth week, she jogged 7 miles. If Lois continues to increase the distance she jogs in this way, how many miles will she jog in the twentieth week?

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

- c. A bus stops at every third corner. Another bus stops at every eighth corner. If both buses start at the same place, how many blocks from the starting point will both buses stop?

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



## Remember to show your work!

Solve these problems.

$$5 \frac{1}{2} \times (7 - 3 \frac{1}{2}) \text{ _____}$$

$$[35 \div (30 - 5^2)] + 6 \times 7 \text{ _____}$$

$$67.8 - (3 \times 6) \text{ _____}$$

$$6 \frac{1}{2} \times (7 - 1 \frac{1}{2}) \text{ _____}$$

Solve for  $n$ .

$$5 \div 3 \frac{1}{8} = n \qquad n = \text{_____}$$

$$428 \times 7.1 = n \qquad n = \text{_____}$$

$$3.4408 \div .092 = n \qquad n = \text{_____}$$

$$-12 + 18 = n \qquad n = \text{_____}$$

$$-18 \div 9 = n \qquad n = \text{_____}$$



## Remember to show your work!

Find the answers.

a. The number 17 is what percent of 68? \_\_\_\_\_

b. The number 84 is 20% of what number? \_\_\_\_\_

c. What number is 35% of 264.8? \_\_\_\_\_

Write each percent as a fraction in simplest form.

89% \_\_\_\_\_

40% \_\_\_\_\_

5% \_\_\_\_\_

Write each fraction as a percent.

$\frac{1}{8}$  \_\_\_\_\_

$\frac{5}{6}$  \_\_\_\_\_

Solve the following equation.

$7x = 28$                        $x =$  \_\_\_\_\_

$2t + 5 = 53$                        $t =$  \_\_\_\_\_



Solve these problems.

- a. Louis has 4 dimes, 6 quarters, and a penny.

What is the ratio of quarters to dimes in simplest form?

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

- b. Sharon mowed 4 lawns in 3 hours. At that rate, how long would it take her to mow 2 lawns?

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

- c. Eleanor has 2 jobs. She works 20 hours per week in the supermarket for \$4.30 an hour. She also works 10 hours per week for her mother's employment agency for \$5.25 an hour. How much does Eleanor earn in a week?

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>

