

# TEST #1 (MDTP Algebra Readiness) SAMPLE QUESTIONS

This test will assess your arithmetic and pre-algebra skills for placement into the possible levels shown below:

• **Math 105** - Arithmetic for College Students

• **Math 115** - Elementary Algebra

• **Math 112** - Pre-Algebra

• **EA Referral** - Referral to take Test #2 (Elementary Algebra)

Eligibility for these placements will be based on scores achieved on the 45-minute, 50-item Algebra Readiness Test.

**PLEASE NOTE: CALCULATORS ARE NOT ALLOWED AT ASSESSMENT TESTING. IT IS BEST TO STUDY WITHOUT THE AID OF A CALCULATOR.**

1. .29 can be written as:

- (A)  $2\frac{9}{100}$  (B)  $\frac{29}{100}$  (C)  $\frac{29}{10}$  (D)  $2\frac{9}{10}$

2.  $4 + 2 \times 6 =$

- (A) 36 (B) 12 (C) 16 (D) 48

3.  $.111 + 12.2 + 3.12 =$

- (A) 15.431 (B) 16.43 (C) 435.2 (D) 43.511

4.  $\frac{6}{7} \div \frac{2}{9} =$

- (A)  $\frac{4}{21}$  (B)  $\frac{15}{14}$  (C)  $\frac{3}{7}$  (D)  $\frac{27}{7}$

5.  $(-3) - [3(-4) + 7] =$

- (A) -22 (B) 16 (C) 2 (D) -8

6. 16 is 8% of what number?

- (A) 80 (B) 20 (C) 4.8 (D) 200

7. If  $x = 2$ , then  $\frac{2+5x}{2+x} =$

- (A) 3 (B)  $\frac{11}{3}$  (C) 5 (D)  $\frac{7}{2}$

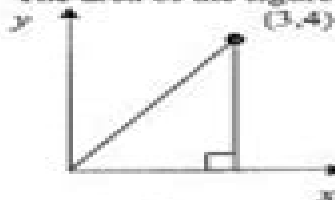
8.  $3^7 \bullet 3^3 =$

- (A)  $3^{10}$  (B)  $3^{21}$  (C)  $9^{10}$  (D)  $9^{21}$

9.  $4\frac{3}{5} + 1\frac{4}{15} =$

- (A)  $5\frac{7}{15}$  (B)  $5\frac{7}{20}$  (C)  $5\frac{13}{15}$  (D)  $5\frac{4}{25}$

10. The area of the figure below is



- (A) 5 (B) 6 (C) 12 (D) 15

ANSWERS:

- (1) B (2) C (3) A (4) D (5) C (6) D (7) A (8) A (9) C (10) B

# Sample Problems For Math 100 Readiness Test

**Edward S. Shapiro, Nathan H. Clemens**



## **Sample Problems For Math 100 Readiness Test:**

*Part 1, General Issues in Elementary and Secondary Education* United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education, 1977      *Assessment of Authentic Performance in School Mathematics* Richard A. Lesh, Susan J. Lamon, 2013-04-03 This book is the result of a conference sponsored by the Educational Testing Service and the University of Wisconsin's National Center for Research in Mathematical Sciences Education The purpose of the conference was to facilitate the work of a group of scholars whose interests included the assessment of higher order understandings and processes in foundation level pre high school mathematics Discussions focused on such issues as the purposes of assessment guidelines for producing and scoring real life assessment activities and the meanings of such terms as deeper and higher order understanding cognitive objectives and authentic mathematical activities Assessment was viewed as a critical component of complex dynamic and continually adapting educational systems During the time that the chapters in this book were being written sweeping changes in mathematics education were being initiated in response to powerful recent advances in technology cognitive psychology and mathematics as well as to numerous public demands for educational reform These changes have already resulted in significant reappraisals of what it means to understand mathematics of the nature of mathematics teaching and learning and of the real life situations in which mathematics is useful The challenge was to pursue assessment related initiatives that are systematically valid in the sense that they work to complement and enhance other improvements in the educational system rather than act as an impediment to badly needed curriculum reforms To address these issues most chapters in this book focus on clarifying and articulating the goals of assessment and instruction and they stress the content of assessment above its mode of delivery Computer or portfolio based assessments are interpreted as means to ends not as ends in themselves Assessment is conceived as an ongoing documentation process seamless with instruction whose quality hinges upon its ability to provide complete and appropriate information as needed to inform priorities in instructional decision making This book tackles some of the most complicated issues related to assessment and it offers fresh perspectives from leaders in the field with the hope that the ultimate consumer in the instruction assessment enterprise the individual student will reclaim his or her potential for self directed mathematics learning      *Assessment that Informs Practice*, 2000      **Resources in Education**, 1998      *Assessment of Autism Spectrum Disorder* Sam Goldstein, Sally Ozonoff, 2018-02-12 This authoritative resource now thoroughly revised for DSM 5 has set the standard for the comprehensive assessment of autism spectrum disorder ASD Leading experts demonstrate how to craft a scientifically grounded profile of each child's strengths and difficulties make a formal diagnosis and use assessment data to guide individualized intervention in clinical and school settings Chapters review state of the art instruments and approaches for evaluating specific areas of impairment in ASD and co occurring emotional and behavioral disorders Considerations in working with children of different ages are highlighted

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**Academic Skills Problems** Edward S. Shapiro, Nathan H. Clemens, 2023-06-30 Now in a revised and expanded fifth edition that reflects current research and best practices in direct assessment and intervention this text addresses a perennial need for school practitioners and practitioners in training Presented is a comprehensive problem solving based approach for working with K 12 students who are struggling with reading writing or mathematics The book provides a framework for evaluating the instructional environment as well as each student s context and unique learning needs planning instructional modifications and monitoring progress The companion workbook available separately contains practice exercises and reproducible forms New to This Edition Revised throughout by new coauthor Nathan H Clemens while retaining the core elements of Edward S Shapiro s approach New emphasis on the central role of language in reading mathematics and writing development and difficulties and implications for working more effectively with linguistically and culturally diverse students Fresh perspectives on behaviors that facilitate learning such as attention to task and following directions Updated and expanded coverage of key topics universal screening progress monitoring intensive individualized academic skills interventions and more See also Academic Skills Problems Fifth Edition Workbook which provides the reproducible forms discussed in the text practice exercises and additional useful materials in a convenient large size format [The Problem of College Readiness](#) William G. Tierney, Julia C. Duncheon, 2015-03-30 Examines how states schools and postsecondary institutions might best help improve college readiness and completion Though more students are entering college many drop out especially those who are low income and or of color To address this problem educational stakeholders have focused on the concept of college readiness or the preparation a student needs to succeed in college However what it means to be college ready and how to help more students become ready are questions without clear answers By way of historical and contemporary analyses this book uses California as a case study to demonstrate how the state has endeavored to make postsecondary opportunity accessible for all students The contributors also explore the challenges that remain and address what states and schools can do to improve college readiness and completion This book adds important information to the debates and discussions around this critical topic Caroline Sotello Viernes Turner coeditor of Understanding Minority Serving Institutions **New York State Assessment: Preparing for Next Generation Success: Grade 3 Mathematics: Teacher's Guide** Melissa Laughlin, 2023-01-31 Learn how to prepare today s third grade students for the New York State Mathematics Test This teacher s guide provides best practices and instructions for how to use the New York State

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**Toolkit for Mentor Practice** Patty J. Horn, Kristin Metler-Armijo, 2010-10-20 These mentoring tools allow me to have a reflective dialogue with teachers about their instruction that is unbiased nonthreatening and data driven I use the tools daily As my teachers evolve and advance in their practice so do the tools Amber Mieras District Mentor Union Elementary School District Tolleson AZ Horn and Metler Armijo have beautifully captured the reciprocal nature of the mentor and novice teacher relationship and the learning journey that occurs between them If you are designing a mentor program or if you need to revitalize the program you have this book will be your primary guide Elle Allison President Renewal Coaching All the processes strategies and tools a mentor needs to support and retain new teachers Studies show that mentoring programs have a positive impact on the development and retention of new teachers This field tested and evidence based resource is a complete kit that provides everything mentors need to support novice teachers on their journey to becoming confident effective professionals Toolkit for Mentor Practice combines a set of diagnostic tools that capture what

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### **Reet Level-I Teacher Exam-2022 (Class: I-V) 15**

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*Enhancing Instructional Problem Solving* John C. Begeny, Ann C. Schulte, Kent Johnson, 2012-05-25 This book presents a schoolwide model of instructional support designed to make the most of available time resources and personnel one that is also fully compatible with other problem solving models such as response to intervention The authors provide a comprehensive and cohesive framework for linking assessment and intervention They show how to interweave evidence based instruction with targeted professional development and other components that support improved learning outcomes for all K 8 students Helpful tables describe dozens of research based assessments and interventions in reading writing and math In a large size format to facilitate photocopying the volume includes more than 20 reproducible worksheets and forms The companion website features additional reproducibles and supplemental materials for use in conjunction with the book This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

**National Assessment of Educational Progress 1969-1983** Theodore B. Pratt, 1984 During its first 14 years of existence the National Assessment of Educational Progress NAEP was located at the Education Commission of the States ECS This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983 References are in a classified arrangement by specific or special assessment Documents not dealing with a specific assessment are grouped by Methodological Publications Special Analyses and General and Miscellaneous Materials by NAEP are separated from materials about NAEP done by external organizations Subject Personal Author and Preparing Institution indexes are provided The compilation is based on materials documents and journal articles archived in the database of the Educational Resources Information Center ERIC and therefore most documents cited can be obtained through the ERIC Document Reproduction Service EDRS WTB

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