CALVERT EDUCATION

Placement Test

To determine readiness for

SIXTH GRADE

The placement test must be submitted prior to enrollment in the following courses if you are planning to use the Advisory Teaching Service:

☐ **Calvert Full Course** (includes all subjects)

☐ **Calvert Course Without Math** (includes all subjects except Math)

☐ **Math Only**

Please Fill In This Form Completely

_____ _____ _____ _____/_____/_____

Name of child | Boy/Girl | Age | Month | Day | Year of birth

_____ _____

Street address | Current grade and date student will finish

_____ _____ _____

City | State | Zip/Postal Code

_____

Name of parent/guardian

(_____) _____ - _____ _____

Daytime phone | Email address

Calvert Full Course Enrollment

☐ I am requesting entrance into a Calvert Full Course, which includes all subjects.

My child's grade level in Math is: ☐ above ☐ below ☐ on grade level

(Enrollment in a course with custom Math will be offered to students placing in a different Math grade level.)

Calvert Course Without Math Enrollment

☐ I am requesting entrance into a Sixth Grade Course Without Math, which includes all subjects except Math.

(Children enrolling in a course without Math need only submit Parts I, II, III, and IV of this placement test.)

Math Only Enrollment

☐ I am requesting entrance into Sixth Grade Math only.

(Children enrolling in Math alone need only submit Part V of this placement test.)

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

MAIL: Calvert Education Services • 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 "Calvert Placement Test" in the subject line of the message. Send your e-mail to placement@calvertservices.org.

IMPORTANT: DO NOT FAX THE TEST.

Questionnaire

Dear Parent:

Please take a moment to answer the questions below. If you would like to add any comments that may be helpful in enrolling your child in the proper course, please feel free to use the "comment" space on the next page. It is helpful for us to know if your child has special needs, talents, health problems, etc.

READING

Would you say your child's reading skills are weak, average, or strong? _____

Does your child comprehend what has been read? _____

Does your child read for enjoyment? _____

If yes, what type of book or magazine does your child prefer? _____

WRITING

Has your child had experience in writing compositions? _____

Does your child enjoy writing or does he or she struggle through writing assignments? _____

Before writing a composition, does your child brainstorm ideas, write ideas down to organize thoughts (use an organizer), write a rough draft, edit the work, and then write a final draft? _____

MATH

Do new mathematical concepts come easily to your child? _____

Does your child have difficulty remembering basic math facts (addition and subtraction facts, multiplication and division facts)? _____

STUDY SKILLS

Is your child able to work independently?_____

Is he or she self-motivated? _____

Is your child able to focus on work for a lengthy duration of time (2–3 hours)?_____

GENERAL

Does your child have any learning differences? _____

If yes, please describe: _____

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

If yes, please describe: _____

_____

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(continue on next page)

Will this be your first schooling at home experience? _____

Will you be enrolling through a corporation, government agency, church, school district, or other group?_____

If yes, please specify: _____

Tell us your schooling goals. Do you plan for your child to study at home for one year or several years? _____

_____

_____

How many hours each day will you be able to devote to guiding your child's lessons? _____

How many hours each day will your child be able to devote to the lessons? _____

COMMENTS AND ADDITIONAL INFORMATION

OPTIONAL INFORMATION

Father's occupation	Mother's occupation
Siblings at home and ages	
Name of person teaching child at home	Education of person teaching child at home
Country where course will be used	Primary language spoken in the home

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Part I. Composition

1. Write your composition on one of the subjects listed below.
2. Write your composition on lined paper using a pencil.
3. Write neatly and erase clearly.
4. Use punctuation marks and capital letters where they belong.
5. Make sure your composition is orderly and well arranged.
6. You may ask an adult to help you spell words, but underline all such words.
7. Organize your thoughts prior to writing the composition by writing an outline or a rough draft. The final copy submitted should be your very best work. When you submit your composition with your test, you may include your outline or rough draft, if you choose.

NOTE: A child entering our Fourth Grade should be able to write about a 100-word composition, while a child entering our Eighth Grade should be able to write about a 200-word composition. This is a general guideline, however, and is not intended to restrict or force the child to write an exact number of words.

My Pets	**My Mother**	**My Father**
My Best Friend	**An Interesting Trip**	**Fun on Saturday**
My Dog	**An Exciting Day**	

THE TIME REQUIRED TO WRITE THIS COMPOSITION WAS _____ 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? _____

_____

_____

_____

Part II. Reading Comprehension

Read each passage, then answer the questions. Fill in the circle to indicate your answer.

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.

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!

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."

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.

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 the Spanish want to convert the Pueblo to Christianity?

- ○ They thought that the Pueblo religion was incorrect.
- ○ They thought that the Pueblo wanted to be converted.
- ○ The Spanish thought they were 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 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 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.

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 locate soft, flannel cloths.

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 flotation 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.

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.

Part III. Grammar

I. Carefully read each of the following groups of words. Put a check mark (✓) on the line only if the group of words is a complete sentence. Watch out! Punctuation marks do not necessarily mean complete sentences.

_____ 1. The children on the baseball team.

_____ 2. The playful kittens are fun to watch.

_____ 3. The boys climbed up to the tree house quickly.

_____ 4. Each of the children.

_____ 5. Teddy is a good swimmer.

II. Draw a line (/) between the complete subject and the complete predicate in the following sentences.

Example: The three little kittens / lost their mittens.

1. Most boys enjoy sports.

2. Many pretty flowers were blooming in Mary's garden.

3. The grandfather clock struck twelve.

4. The eraser on that pencil makes black streaks.

5. The parade will pass down our street.

6. The packages arrived in the morning mail.

III. Underline each verb phrase.

Example: My aunt from Kansas <u>has arrived</u> for a visit.

1. The wind is blowing from the South.

2. Motorcycles were roaring down the highway.

3. The children had been playing all morning.

4. The busy bees have been gathering nectar.

5. Their parents will be coming to the game.

IV. Underline all adjectives in these sentences. Do not underline the articles *a*, *an*, or *the*. The number in parentheses at the end of each sentence tells the total number of adjectives you should have marked.

Example: Many children sing in the community chorus. (2)

1. We saw a beautiful, bright light. (2)

2. The tall, blond girl brought an empty basket. (3)

3. The spotted dog ran to greet the little boy. (2)

4. The black cat has white whiskers. (2)

5. Six friends ate hamburgers at the summer picnic. (2)

V. Underline all of the adverbs in these sentences. The number in parentheses will tell you the number of adverbs in the sentence.

Example: The mayor recently came to the town meeting. (1)

1. That story really seems quite fantastic. (2)

2. The usually noisy playroom was unusually quiet. (2)

3. That speech was unnecessarily long. (1)

4. He almost always comes here with them. (3)

5. The children are playing there quietly now. (3)

Part IV. Punctuation & Capitalization

The sentences below are missing necessary periods, commas, apostrophes, question marks, exclamation marks, and quotation marks. Put the punctuation marks where they belong. Also add capital letters wherever needed by printing the capital on top of the small letter. (Do not rewrite the sentences.)

1. its hard to guess how the puppy hurt its paw

2. mrs smiths house isnt very big

3. i will help you he said

4. this dogs tail is short but those dogs tails are shorter

5. may we come with you they asked

6. toms address is 105 tuscany road baltimore maryland

7. william shakespeare the great english poet was probably born on april 23 1564 in stratford england

8. he wrote the plays hamlet a midsummer nights dream macbeth and many others

9. ive lost my pencil cried jane now what shall i do

Part V. Mathematics

This placement test will evaluate your student on the skills necessary to successfully begin the Sixth Grade Math curriculum. Remember, your student should complete the work independently. Avoid teaching the skills to your student while administering the test as this assessment is meant to provide an accurate evaluation of your child's current skills. The student does not need to complete the whole test. The student may skip any problems that are too difficult to complete.

If you have any questions, you may contact a Calvert Education Counselor at edcounselors@calvertservices.org or call 888-487-4652, option 2

Please show all your work when possible.

PART A

1. Solve.

3,542 + 7,256 + 4,984 = _____

$1,420 – $720 = _____

804
× 219

3674
× 89

4321
× 96

$5\overline{)6782}$

$96\overline{)3224}$

$8\overline{)3224}$

2. Solve and put the answer in simplest form.

$$\begin{array}{r} \frac{1}{8} \\ +\frac{6}{8} \\ \hline \end{array}$$

$$\begin{array}{r} 17\frac{11}{13} \\ -\,9\frac{7}{13} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{2}{8} \\ +\frac{4}{8} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{8}{4} \\ +\frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{9}{10} \\ +\frac{3}{10} \\ \hline \end{array}$$

$$2-\frac{3}{5}=$$

$$\frac{3}{4}\times 4=$$

$$\frac{1}{4}\times 6=$$

3. Choose the correct set of data that shows the mean, median, mode and range of the following set of numbers.

12 , 8, 7, 10, 8, 7, 8, 12

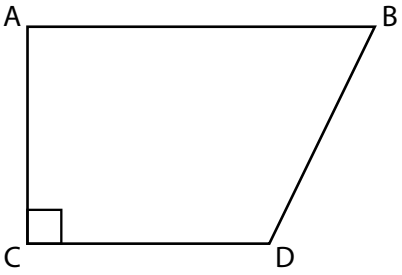
- ○ Mean – 72; Median – 16; Mode – 7; Range – 12
- ○ Mean – 72; Median – 9; Mode – 7; Range – 7
- ○ Mean – 9; Median – 8; Mode – 8; Range – 5
- ○ Mean – 5; Median – 8, Mode – 9; Range – 8

4. Solve.

In a class of 30 students, 3/5 are girls. How many are girls? _____

Part V. Mathematics

Use the figure below to answer the following two questions.



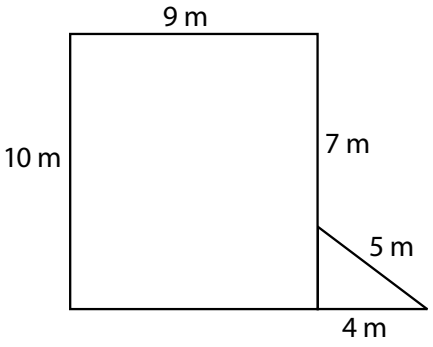
5. Name a pair of parallel line segments.

- ○ $\overline{AB}$ and $\overline{BD}$
- ○ $\overline{AC}$ and $\overline{BD}$
- ○ $\overline{AB}$ and $\overline{CD}$
- ○ $\overline{CD}$ and $\overline{BD}$

6. Name a vertical line segment.

- ○ $\overline{AB}$
- ○ $\overline{AC}$
- ○ $\overline{AD}$
- ○ $\overline{DB}$

Use the figure below to answer the following questions.



7. Find the perimeter of the figure. _____

8. What is the area of the triangle? _____

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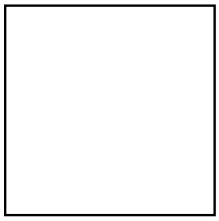
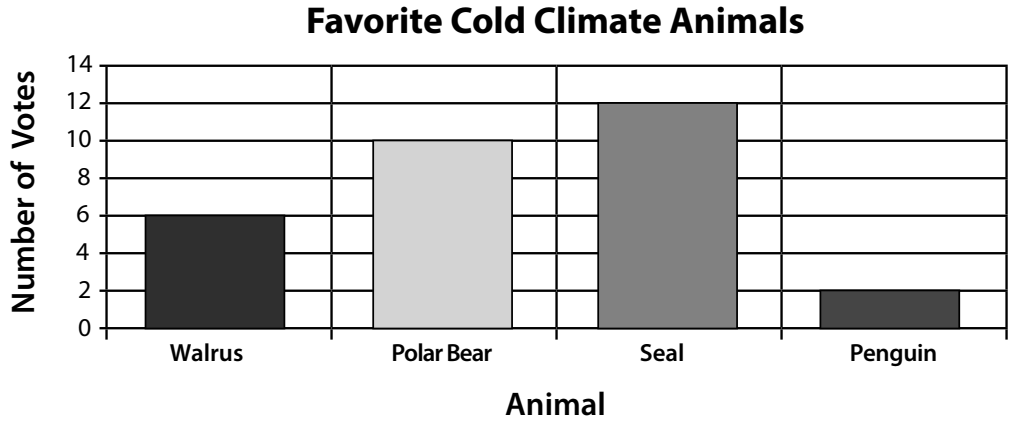
9. Choose the correct number of lines of symmetry for this square.



○ 2
○ 4
○ 6
○ 8

Use the graph showing favorite cold climate animals to answer the following questions.



10. How many total votes are shown? _____

11. What is the difference between the animal that received the most votes and the animal that received the least votes? _____.

12. A pair of pants costs $36.49. A shirt costs $24.95. Victor has $55.00. How much more money does he need to buy the pair of pants and the shirt? _____.

13. Sam jogged on Monday and Tuesday. He jogged 4.55 kilometers on Monday and 1.78 kilometers farther on Tuesday than on Monday. What was the distance he jogged on both days? _____.

PART B

Please show your work.

1. Solve these problems.

$$\begin{array}{r} 456 \\ \times 831 \\ \hline \end{array} \qquad \begin{array}{r} 6280 \\ \times\ 283 \\ \hline \end{array} \qquad 8959 \div 289 = \_\_\_\_\_$$

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

2. Choose the number statements below that are correct. There may be more than one correct answer.

- ○ $\frac{2}{4} = \frac{15}{30}$
- ○ $\frac{9}{27} > \frac{5}{6}$
- ○ $\frac{4}{3} > 1\frac{1}{4}$
- ○ $\frac{4}{12} < \frac{2}{24}$

3. Solve each problem and write the correct answer in simplest form.

$$\begin{array}{r} \frac{2}{3} \\ \frac{3}{4} \\ +\frac{5}{6} \\ \hline \end{array} \qquad \begin{array}{r} 11\frac{2}{3} \\ -\frac{8}{9} \\ \hline \end{array} \qquad \begin{array}{r} 6\frac{2}{3} \\ +1\frac{1}{6} \\ \hline \end{array}$$

$4\frac{4}{5} - 3\frac{2}{5} =$ _____

$\frac{5}{8} + \frac{2}{3} =$ _____

4. Write an equation for each of these word problems below and solve.

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 did he sell?

Equation: _____

Answer: _____

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: _____

5. Solve these problems.

$5\frac{1}{2} \cdot (7\frac{1}{2} - 3\frac{1}{2}) =$ _____

$125 \div 5 - 2 \times 8 =$ _____

$19 - 5 + 2 \cdot 3 =$ _____

6. Solve each problem and write the correct answer in simplest form.

$\frac{2}{3} \times \frac{5}{6} =$ _____ $\frac{5}{7} \times \frac{4}{6} =$ _____

$\frac{2}{4}$ x 12 = _____ $2\frac{1}{3}$ x 2 = _____

5 x $4\frac{2}{3}$ = _____

7. Choose the answer that shows the decimals in order from least to greatest.

○ 0.06 0.6 0.602 0.66
○ 0.66 0.602 0.6 0.06
○ 0.6 0.06 0.66 0.602
○ 0.06 0.66 0.6 0. 606

8. Find the greatest common factor of:

16 and 48 _____

9. Find the least common multiple of:

8 and 4 _____

10. Write these decimals as fractions.

0.6 = _____ 0.88 = _____

11. Solve.

42.3 ÷ 3 = _____

908 ÷ 16 = _____

12. Choose the percents that are correctly written as decimals. There may be more than one correct answer.

- ○ 75% =7.5
- ○ 25% = 0.25
- ○ 12% = 0.012
- ○ 8% = 0.08

13. Write these as percents.

0.05 = _____% 1.725 = _____% 4/20 = _____%

PART C

Remember, show your work when possible.

1. Solve each problem and write the correct answer in simplest form.

$\frac{5}{7} \times 4 =$ _____ $\frac{2}{3} \times \frac{5}{6} =$ _____ $1\frac{2}{3} \div \frac{2}{3} =$ _____

$\frac{8}{17} \div \frac{4}{17} =$ _____ $18\frac{1}{2} \times 3\frac{1}{3} =$ _____

2. Find the answers.

The number 17 is what percent of 68? _____

The number 84 is 20% of what number? _____

What number is 35% of 264.8? _____

3. Evaluate the expression when x = 7.

$24x - 7 =$ _____

$5x^2 - 5 + 15 =$ _____

$2(x + 2) + 2x =$ _____

4. Evaluate the expression.

31^2 _____

12^3 _____

5. Solve the following:

Last year you earned $965 for baby-sitting. This year you earned 105% of last year's amount. How much did you earn this year?

A train covers 180 miles in 2 hours. How many miles can the train cover in 12 hours?

Sarah's garden has 25 tulips and 10 daffodils. What is the ratio of the number of tulips to the number of daffodils?

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?

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?

6. Find the unit rate.

8 meters in 10 seconds _____

286 miles in 5 ½ hours _____

7. Solve each equation.

$-9k = 36$

$r/-8 = 64$

$s - 3 = -4$

$b + -2 = 5$

8. Find the value for ***n***.

$-12 + 18 = n$

$-18 \div 9 = n$

$-9 - (-5) = n$

$-4 - 13 = n$