



Placement Test

To determine readiness for

SEVENTH OR EIGHTH 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)

Calvert Math

Please Fill This Form in 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: 7 8 (Circle grade level requesting.)

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.
(If you would like to see if your child is ready for Algebra I, please submit the Algebra I placement test in addition to this placement test.)

Calvert Course Without Math Enrollment

I am requesting entrance into a Calvert Course Without Math, which includes all subjects except Math: 7 8 (Circle grade level requesting.)

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

Calvert Math Enrollment

I am requesting entrance into Calvert Math only: 7 8 (Circle grade level requesting.)

Children enrolling in Calvert 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

At what age did your child learn to read? _____

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 the 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: _____

Will this be your first homeschooling experience? _____

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

If yes, please specify: _____

Tell us your homeschooling goals. Do you plan to homeschool for one year or several years? _____

How many hours each day will you and your child be able to devote to homeschool studies? _____

(continue on next page)



Comments and Additional Information

(If you require additional space, please continue on the back.)

Optional Information

Father's occupation

Mother's occupation

Siblings at home and ages

Name of home teacher

Home teacher's education

Country where course will be used

Primary language spoken in the home



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

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

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

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 B

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

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 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.

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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.



SECTION C

During the American Revolutionary War, under relentless British pursuit, the Continental (American) army kept retreating. British general John Burgoyne came up with a plan he hoped would quickly end the rebellion. However, at the village of Saratoga, New York, the Americans surrounded the British. After suffering heavy casualties, Burgoyne surrendered on October 17, 1777.

The Battle of Saratoga marked a major turning point in the war. The American victory ended the British threat to New England and destroyed British hopes of an easy victory. It also lifted Patriot spirits at a time when General Washington's army was suffering defeats. Perhaps most important, the Battle of Saratoga helped convince Europeans that the Americans had a sound chance of winning.

Soon after Saratoga, France agreed to openly support American independence. In February 1778, France officially formed an alliance with the United States. France was eager to weaken Britain. Even before Saratoga, the French had secretly supplied money and arms to the Americans. But the French did not want to take an open stand until it seemed the Americans might win. In February 1778, France became the first nation to sign a treaty with the United States.

France and its allies in the Netherlands and Spain also went to war with Britain. By carrying the fight to Europe and the Caribbean, the allies forced Britain to wage war on many fronts. This helped the American cause, because the British could spare fewer troops to fight in North America.

© Prentice Hall

1. What were three important results of the American victory at Saratoga?
 - raised the Patriot spirits; convinced Europeans that Americans could win the war; and opened up trading routes to the Caribbean
 - opened up trading routes to the Caribbean; France formed an alliance with the United States; ended British threat to New England
 - lifted Patriot spirits; ended British threat to New England; and convinced Europeans that Americans could win the war
 - France signed a treaty with America; ended British threat to New England; increased the money available to fight the war
2. How did France aid the Patriot cause?
 - France loaned the Americans money to buy arms, food, and uniforms for the soldiers.
 - France provided money and arms to the Patriots, and fought Britain in Europe.
 - French soldiers fought the British along side the Patriot troops in America.
 - France did not want to help the Americans because they were not sure that the Americans could win the war.



3. The word *relentless* in the sentence “During the American Revolutionary War, under relentless British pursuit...” means _____ .
- unending and intense
 - constantly moving
 - extremely well planned
 - without focus
4. Pick the best title for this passage.
- The Patriot Cause
 - Saratoga: A Turning Point
 - British Alliance with France
 - A Treaty with France
5. What could have happened if the Americans had lost the Battle of Saratoga?
- America might have become part of France.
 - The British might have won the American Revolutionary War.
 - The British might have left New England.
 - The Americans might have convinced the Europeans to support them.



The Daffodils
By William Wordsworth

I wandered lonely as a cloud (1)
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine (7)
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they (13)
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie (19)
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

1. What is the meaning of the word *pensive* in line 20?
 - deeply thoughtful
 - confused
 - extremely joyful
 - sad
2. Line 1 is an example of _____ .
 - a metaphor
 - rhyme scheme
 - a simile
 - alliteration



3. What is the meaning of *inward* eye in line 21?
- a camera lens
 - personal memory
 - the lens of the eye
 - feelings
4. Which line is an example of personification?
- Ten thousand saw I at a glance
 - Tossing their heads in sprightly dance
 - What wealth the show to me had brought
 - And then my heart with pleasure fills
5. Which statement best describes the message of the poem?
- Daffodils are beautiful and admired by many people.
 - Flowers dance in the spring breezes.
 - It can be lonely among a field of flowers.
 - Upon reflection, the beauty of the daffodils brings happiness.



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 has arrived 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 tuscan 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

Do all computations on this paper. The problems are arranged approximately in order of increasing difficulty. You may skip any problems that you cannot complete.

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 .

$$(125 \div 5) - (2 \times 8) = n \qquad n = \underline{\hspace{2cm}}$$

$$4 \times (23 - 7) = n \qquad n = \underline{\hspace{2cm}}$$

$$4 \frac{1}{5} - 3 \frac{2}{5} = n \qquad n = \underline{\hspace{2cm}}$$

$$6 \frac{2}{3} + 1 \frac{1}{6} = n \qquad n = \underline{\hspace{2cm}}$$



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: _____

