<table>
<thead>
<tr>
<th>Student Information</th>
<th>Test Information</th>
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<tr>
<td>Name: JONES, MARISA T.</td>
<td>Form: A</td>
</tr>
<tr>
<td>ID Number: 9547</td>
<td>Test Date: 08/27/2004</td>
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<td>Sex: Female</td>
<td>Examiner: MS. JANICE SMITH</td>
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<td>Current Age: 14:6</td>
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<td>Reason for Referral:</td>
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The Kaufman Test of Educational Achievement, Second Edition (KTEA-II) is an individually administered measure of academic achievement.
Score Summary Table  
Grade Norms: Fall, Grade 8

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Sum of Subtest Standard Scores</th>
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<th>Percentile Rank</th>
<th>Descriptive Category</th>
<th>Grade Equivalent</th>
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<tr>
<td>Letter &amp; Word Recognition</td>
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*The Decoding Composite is based on the sum of standard scores of Letter & Word Recognition and Nonsense Word Decoding.
Graphical Profile of Scores
Grade Norms: Fall, Grade 8

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<td>47–57</td>
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<td>67–85</td>
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<tr>
<td><strong>Math</strong></td>
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<td>65–73</td>
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<tr>
<td>Math Concepts &amp; Applications</td>
<td>43</td>
<td>37–49</td>
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<tr>
<td>Math Computation</td>
<td>98</td>
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<tr>
<td>Listening Comprehension</td>
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<td>78–96</td>
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<td><strong>Sound-symbol</strong></td>
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### Error Analysis Summary Table

**Grade Norms: Fall, Grade 8**

#### Letter & Word Recognition

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<th>Skill Category</th>
<th>Items Attempted</th>
<th>Average # of Errors</th>
<th>Student's # of Errors</th>
<th>Skill Status</th>
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<tbody>
<tr>
<td>Single/Double Consonant</td>
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<tr>
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<td>3</td>
<td>Weakness</td>
</tr>
<tr>
<td>Medial/Final Blend</td>
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<td>3</td>
<td>Weakness</td>
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<tr>
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<td>0–1</td>
<td>3</td>
<td>Weakness</td>
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<tr>
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<td>27</td>
<td>0–1</td>
<td>3</td>
<td>Weakness</td>
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<tr>
<td>Short Vowel</td>
<td>19</td>
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<td>1</td>
<td>Weakness</td>
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<td>Long Vowel</td>
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<td>0–1</td>
<td>3</td>
<td>Weakness</td>
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<tr>
<td>Vowel Team/Diphthong</td>
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<td>3</td>
<td>Weakness</td>
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<td>Prefix/Word Beginning</td>
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<td>Suffix/Inflection</td>
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<td>Initial/Final Sound</td>
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<td>0–2</td>
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<td>Weakness</td>
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<td>Insertion/Omission</td>
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<td>0–2</td>
<td>3</td>
<td>Weakness</td>
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<td>Non–phonetic</td>
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#### Nonsense Word Decoding

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<th>Average # of Errors</th>
<th>Student's # of Errors</th>
<th>Skill Status</th>
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<td>0–1</td>
<td>3</td>
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<td>Consonant Digraph</td>
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<td>Weakness</td>
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<tr>
<td>Insertion/Omission</td>
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#### Spelling

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<td>Weakness</td>
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<td>Medial/Final Blend</td>
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<td>3</td>
<td>Weakness</td>
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<td>3</td>
<td>Weakness</td>
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<td>Vowel Team/Diphthong</td>
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<td>Insertion/Omission</td>
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<tr>
<td>Structure</td>
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<tr>
<td>Word Form</td>
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<td>Word Meaning</td>
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Blank fields indicate that there is no score available for a skill/error category.
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<th>Student's # of Errors</th>
<th>Skill Status</th>
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<th>Student's # of Errors</th>
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<td>3</td>
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<td>3</td>
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<td>0–1</td>
<td>3</td>
<td>Weakness</td>
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</table>

Blank fields indicate that there is no score available for a skill/error category.
N/A indicates that there is no error analysis information available for this skill/error category at this level.
MARISA's responses on the following subtest(s) were further examined to identify possible specific skill strengths and/or weaknesses. First, her errors on each subtest were totaled according to skill/error categories. Then the number of errors MARISA made in each skill/error category was compared with the average number of errors made by the standardization sample students at the same grade level who attempted the same items. As a result, MARISA's performance in each skill/error category could be rated as strong, average, or weak. The diagnostic information obtained from MARISA's error analysis is summarized below.

As you read these results, keep in mind that error analysis is most effective for students who obtained standard scores of 100 or below. For students who obtain standard scores above 110, extreme caution should be used in the interpretation of skill/error categories identified as weaknesses. See the KTEA–II ASSIST manual for a detailed explanation of how to interpret error analysis strengths and weaknesses.

**Letter & Word Recognition**

No strengths were identified for MARISA.

The following skill/error categories were identified as weaknesses for MARISA:

- **Single/Double Consonant**: Individual consonants or doubled consonants that make a single sound. Examples: open, bulletin.

- **Short Vowel**: A vowel in a closed syllable that makes the short vowel sound. Examples: it, went.

- **Suffix/Inflection**: Common suffixes, word endings, and inflections representing the last morphological unit of a word. Examples: relation, extension, likeable, shoes, shopped, smelling.
No strengths were identified for MARISA.

The following skill/error categories were identified as weaknesses for MARISA:

Single/Double Consonant: Individual consonants, or doubled consonants that make a single sound. Examples: mab, zid.

Initial Blend: Two or three consonants whose sounds blend together at the beginning of a word. Examples: plewness, sprewful.

Medial/Final Blend: Two or three consonants whose sounds blend together in the middle or at the end of a word. Examples: hapt, blirping.

Consonant Digraph: Two consonants that together make one sound. Examples: chept, phrimb.

Wrong Vowel: Errors resulting from the pronunciation of a vowel sound that does not correspond to the correct pronunciation of the printed vowel. Examples: snape for snope, hub for hube. [NOTE: A Strength in the Wrong Vowel Category means incorrect pronunciations of vowels did not occur or occurred less frequently than typical for students who took the same items.]

Short Vowel: A vowel in a closed syllable that makes the short vowel sound. Examples: dompest, vapt.

Long Vowel: A vowel in an open syllable or a syllable controlled by a silent–e that makes the long vowel sound. Examples: trame, ko.

R–controlled Vowel: The sound made by a vowel when the letter r forces the preceding vowel to change its sound. Examples: twirdling, slortion.

Silent Letter: A letter that is not voiced in the pronunciation of a word. This includes a silent consonant in a consonant pair and a final e. Examples: sulfemn, frumb, clobe.

Initial/Final Sound: Responses that include mispronunciations of the first or last sounds of stimulus words. Examples: hach for hapt, thrumb for frumb.

Insertion/Omission: Responses that either omit or add syllables or other sound units to stimulus words. Examples: impanerous for impannerous, adound for adrounded.

Misordered Sounds: Responses that transpose sounds within stimulus words. Examples: tarm for trame, ushney for unshey.
No strengths were identified for MARISA.

The following skill/error categories were identified as weaknesses for MARISA:

Single/Double Consonant: Individual consonant letters or doubled consonant letters that represent a single sound. Examples: cat, dressing.

Initial Blend: Two or three consonant letters that represent sounds blended together at the beginning of a word. Examples: splitting, drove.

Medial/Final Blend: Two or three consonant letters that represent sounds blended together in the middle or at the end of a word. Examples: roasted, wind.

Consonant Digraph: Two consonant letters that represent one sound. Examples: phone, when.

Short Vowel: The letter that represents a vowel in a closed syllable that makes the short vowel sound. Examples: went, frog.

Long Vowel: The letter that represents a vowel in an open syllable or a syllable controlled by a silent–e that makes the long vowel sound. Examples: he, drove.

Vowel Team/Diphthong: The letters that represent a pair of vowels that makes one sound. Examples: toasted, trained. The term diphthong refers to the specific sound represented by vowel letter pairs when gliding or changing continuously from one vowel sound to another in the same syllable. Examples: the /oy/ sound made by "oi" (spoiled) and the /ow/ sound made by "ou" (doubt).

R–controlled Vowel: The letter that represents the sound made by a vowel when the letter r forces the preceding vowel to change its sound. Examples: farm, hurried.

Silent Letter: A letters that does not represent a voiced sound in the pronunciation of a word. This includes a silent consonant in a consonant pair and a final e. Examples: known, shade.

Prefix/Word Beginning: The spellings of common prefixes (e.g., unwelcome, insert,) and Greek and Latin morphemes used as word beginnings (e.g., consensus, telegraph, hemisphere).

Suffix/Inflection: The spellings of common suffixes, word endings, and inflections representing the last morphological unit of a word. Examples: relation, extension, likeable, shoes, shopped, smelling.

Hard/Soft C G S: The alternate spellings (hard and soft) of the consonants c (e.g., hard as in cat or soft as in cent), g (e.g., hard as in goat, soft as in germ), and s (e.g., hard as in rings or soft as in senses).

Insertion/Omission: Responses that either omit or add letters to stimulus words. Examples: gentiley for gently, traind for trained.

Non–phonetic: Responses that do not fully correspond to the typical sound–to–letter correspondences. Examples: thlm for play, choded for toasted.
Reading Comprehension

No strengths were identified for MARISA.

The following skill/error categories were identified as weaknesses for MARISA:

Literal Comprehension: Answers to comprehension questions require the reader to identify the author’s intent or purpose; to identify characters’ actions, beliefs, thoughts, intentions, feelings, or emotions; or to locate factual information, definitions and terms, or characteristics describing concepts when this information is clearly and explicitly stated in the passage.

Inferential Comprehension: Answers to comprehension questions require the reader to infer actions, beliefs, thoughts, intentions, feelings, or emotions experienced by specific characters; to infer the main idea; to ascertain the author’s intent or purpose when not directly stated in the passage; to identify the subjects or objects of pronouns or indirect references in a passage; or to apply a definition presented in a passage to a new situation.

Listening Comprehension

No strengths were identified for MARISA.

No weaknesses were identified for MARISA.

Oral Expression

No strengths were identified for MARISA.

The following skill/error categories were identified as weaknesses for MARISA:

Task: The ability to express thoughts and ideas that generally satisfy the task demands.

Structure: The ability to express thoughts and ideas in well-structured sentences.

Word Form: The ability to use grammatically correct word forms in oral communication.

Word Meaning: The ability to use words in oral communication according to their correct meaning.
No strengths were identified for MARISA.

The following skill/error categories were identified as weaknesses for MARISA:

Number Concepts: Problems requiring the understanding and use of concepts such as size, number recognition, number naming, counting, numeration, one-to-one correspondence, seriation, number lines, place value, and prime number.

Addition: Problems requiring the ability to use basic addition facts or addition algorithms to find solutions.

Subtraction: Problems requiring the use of basic subtraction facts or subtraction algorithms to find solutions.

Multiplication: Problems requiring the use of basic multiplication facts or multiplication algorithms to find solutions.

Division: Problems requiring the use of basic division facts or division algorithms to find solutions.

Tables and Graphs: Problems requiring the ability to view and answer questions about information presented in table or graph form.

Time and Money: Problems requiring the ability to tell time using analog clocks and calendars, use time schedules to find trip times, identify coin values, add coin values, multiply amounts, and make change.

Measurement: Problems requiring the ability to identify and understand units of measurement, convert quantities from one measurement unit to another, and calculate areas.

Fractions: Problems requiring the addition, subtraction, multiplication, or division of fractional amounts to find solutions.

Multi-step Problems: Problems requiring the application of two or more math operations or procedures to derive an answer.

Word Problems: Problems that are stated in a narrative form without any pictures, graphs, or equations to assist with quantitative reasoning.
No strengths were identified for MARISA.

The following skill/error categories were identified as weaknesses for MARISA:

Addition: Problems requiring knowledge of basic addition facts and/or knowledge of regrouping involving redistribution in the ones, tens, hundreds, or thousands columns to perform addition computations.

Subtraction: Problems requiring basic knowledge of basic subtraction facts and/or knowledge of regrouping involving redistribution in the ones, tens, hundreds, or thousands columns to perform subtraction computations.

Division: Problems requiring knowledge of basic division facts and/or knowledge of how to use division algorithms to obtain quotients.

Decimals and Percents: Problems requiring knowledge of decimal place values and how to add, subtract, multiply, and divide decimal numbers to complete computation problems.

Wrong Operation: Errors that are the result of using the wrong operation to perform a computation.

Fact or Computation: Errors that are the result of incorrect use of basic fact knowledge and/or errors in completing computations despite evidence of the selection of correct operations, algorithms, or procedures for solving the problem.

Regrouping: Subtraction: Errors that are the result of a lack or misuse of knowledge of regrouping involving redistribution in the ones, tens, hundreds, or thousands columns when performing subtraction computations.

Subtract Smaller from Larger: Errors that are the result of subtracting a larger number from a smaller number instead of using regrouping when performing subtraction computations.

Add or Subtract Numerator & Denominator: Errors that are the result of incorrectly adding or subtracting numerator or denominator terms when performing computations with fractions.

Equivalent Fraction/Common Denominator: Errors that are the result of a lack or misuse of knowledge of common denominators or fraction equivalents when performing computations.

Multiply/Divide Fractions: Errors that are the result of incorrectly multiplying or dividing fractions when performing computations.

Mixed Numbers: Errors that are the result of a lack or misuse of knowledge of how to convert mixed numbers when performing computations with mixed numbers.

Incorrect Sign: Errors that are the result of using the wrong operation due to incorrectly identifying the operation sign when performing computations.
Comparison of Letter & Word Recognition, Nonsense Word Decoding and Spelling

No common areas of strength were identified among the subtest error analyses.

10 common areas of weakness were identified among the subtest error analyses:

- Single/Double Consonant
- Initial Blend
- Medial/Final Blend
- Consonant Digraph
- Short Vowel
- Long Vowel
- R–controlled Vowel
- Silent Letter
- Suffix/Inflection
- Insertion/Omission

Comparison of Reading Comprehension and Listening Comprehension

No common areas of strength were identified among the subtest error analyses.

No common areas of weakness were identified among the subtest error analyses.

Comparison of Math Concepts & Applications and Math Computation

No common areas of strength were identified among the subtest error analyses.

3 common areas of weakness were identified among the subtest error analyses:

- Addition
- Subtraction
- Division
Error Analysis Teaching Objectives and Interventions
Grade Norms: Fall, Grade 8

Letter & Word Recognition

Teaching Objectives

Single/Double Consonant

1. Upon request, the student will pronounce the sound(s) made by each consonant letter of the alphabet.

2. Given a list of ___ words containing ___ different single and/or double consonants, the student will read each word with no more than ___ single and/or double consonant errors.

3. Given a reading passage, the student will read the passage with no more than ___ single and/or double consonant errors.

Short Vowel*

1. Upon request, the student will pronounce the short vowel sound for each of the vowels (a, e, i, o, u, and y).

2. Given a list of ___ one–syllable words containing ___ short vowel sounds, the student will pronounce the words with no more than ___ short vowel errors.

3. Given a list of ___ multi–syllable words containing ___ short vowel sounds, the student will pronounce the words with no more than ___ short vowel errors.

4. Given a reading passage where ___ of the words contain ___ different short vowel sounds, the student will read the passage with no more than ___ short vowel sound errors.

* The objectives for this error category address only words where the short vowel sound is represented by one letter. See the Vowel Team/Diphthong Error Category for objectives that address short vowel sounds represented by vowel teams.

Suffix/Inflection*

1. Given a list of ___ suffixes/inflections, the student will pronounce each with no more than ___ errors.

2. Given a list of ___ words containing ___ different suffixes/inflections, the student will identify the suffixes/inflected word endings, and pronounce the words with no more than ___ suffix/inflection errors.

3. Given a reading passage where ___ of the words contain ___ different suffixes/inflections, the student will read the passage with no more than ___ suffix/inflection errors.

4. Given a list of ___ consonant–le patterns, the student will pronounce each with no more than ___ errors.

5. Given a list of ___ words containing ___ different consonant–le patterns, the student will identify the consonant–le patterns and pronounce the words with no more than ___ suffix/inflection errors.
6. Given a reading passage where ___ of the words contain ___ different consonant–le patterns, the student will read the passage with no more than ___ suffix/inflection errors.

* These objectives include words that have the consonant–le pattern, which can be considered a distinct type of suffix/inflection.

**Interventions**

All Skills

(Note: These interventions can be adapted to address all skill/error categories and objectives.)

For younger students:

1. Write the student's name, and ask him or her to sound out each letter.

2. Write a list of all the names of the members of the student's class, and ask him or her to sound out each consonant.

3. Ask the student to tell you his or her favorite food recipe. Then, after you have printed it, ask the student to read the words back to you.

4. Scavenger hunt: Ask the student to look in his or her lesson book to find examples of the words that begin with, end with, or contain a particular sound.

5. Make a sandbox using the top of a cardboard box filled with sand. Ask the student to draw particular letters or words in the sand and then sound them out.

6. Identify words that can morph into entirely new words when the initial sound is replaced with a different sound. Ask the student to list these new words (e.g., dog = bog, hog, log, etc.).

For older students:

1. Ask the student to read his or her favorite comic strip from the local newspaper, sounding out the words with a focus on consonants.

2. Ask the student to write a brief letter to a favorite sports or music star and then to sound out the words.

3. Ask the student to look at the front page of a newspaper and to circle as many double consonants (or other letter combinations) he or she can find.

4. Using newspaper headlines, ask the student to find 10 words that display a particular word part or letter combination.

5. Write five words taken from a brief reading passage. Ask the student to split the words into syllables and then to sound them out.

6. Ask the student look for words in his or her textbook displaying a particular word part or letter combination. Give the student a mark or chip for each one found. When the student finds 5, 10, 15, and 20, he or she is given a reward of some kind.
**Error Analysis Word List**
Grade Norms: Fall, Grade 8

### Single/Double Consonant

#### LEVEL 1

<table>
<thead>
<tr>
<th>bet</th>
<th>bed</th>
<th>cup</th>
<th>dive</th>
<th>den</th>
<th>feet</th>
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</thead>
<tbody>
<tr>
<td>face</td>
<td>got</td>
<td>gem</td>
<td>hen</td>
<td>had</td>
<td>jet</td>
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<td>lane</td>
<td>leg</td>
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<td>need</td>
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<td>pine</td>
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<td>take</td>
<td>top</td>
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<td>zoo</td>
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<td>grill</td>
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<td>cell</td>
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#### LEVEL 2

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<td>obtain</td>
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<td>solitude</td>
<td>handsome</td>
<td>movement</td>
<td>wisdom</td>
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<td>pencil</td>
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<td>mitten</td>
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<tr>
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<td>running</td>
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<td>carried</td>
<td>happiness</td>
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### Consonant Digraph

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<td>monarch, stomach, machine, brochure, charade</td>
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<td>Chicago, chivalry, mustache, chauffeur, chandelier</td>
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<tr>
<td>LEVEL 1</td>
<td>past, sat, act, mass, cash, back, strap, fast, map, fat, snap, fed, ten, spent, cell, met, egg, melt, test, bed, spin, hid, miss, it, fin, stiff, sit, cliff, clip, dish, log, block, toss, cot, spot, rod, plot, not, doll, rock, tub, lump, bug, just, fun, up, hut</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>apple, plastic, fragment, atom, rapid, static, rational, representative, better, automatic, problem, puppet, splendid, telling, center, defense, melody, pencil, receptive, visit, solid, linen, rapid, missile, permit, transmitted, bristle, sixteen, tropic, closet, random, problems, comet, gossip, office, illogical, button, public, trumpet, bubble, thunder, mustard, glutton, punishment, customer, synonym, syllable, antonym, gypsy, gypsum, gym, hypnosis, physical, cylinder, bicycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Long Vowel</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 1</td>
<td>date, same, made, cape, race, lane, maze, space, flame, me, we, eve, these, gene, be, scene, bike, fine, crime, pile, pipe, find, fright, light, sigh, quite, kind, bone, tone, smoke, so, cove, hope, globe, joke, groove, tune, cute, flute, rude, spruce, tube, June, prune, fry, cry, fly, shy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>apron, membrane, estate, oasis, agent, baby, nasal, faded, cables, nation, maple, refrigerated, event, fever, recede, video, elope, meter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
storm  short  form  porch  fort  third
first   firm   birth  skirt  stir  thirst
bird    flirt  turn   burn  hurt  church
curb    burst  nurse  curse

LEVEL 2
sister   banker    personal    remember    destroyer    deserved
character  inherit    prosperity    territory    experiment    merry
terrible  terror      clerical    verify      error      arbitrary
partners  departing   darkness    garden      harvest      dollar
particular  popular    regular    similar      scare      charity
parent    arrow      harassment  important    forget      orbit
torment   corner      instructor  visitor      inventor      favor
accordion  unfortunate  worker    worthless    worship      thirsty
circus    irritate    miracle      irrational    miraculous    furnish
further   disturb    murmur      figure      fury      accurate
mercury   secure

Silent Letter

home  cave  late  taste  smile  blame
prescribe  explode  profile  extreme  love  give
have  move  exchange  range  large  strange
force  disgrace  pierce  surface  sigh  high
bright  tight  weigh  slight  might  fight
light  right  flight  should  could
honest  honor  herbs  dialogue  wrestler  rogue
thistle  bristle  nestle    wrestler  caught  daughter
taught  thought  brought  knew  caught  daughter
knit  knob  knee  knapsack  bridge  dodge
knight  edge  lodge  crutch  patch  pitch
badge  match  crutch  science  scissors  rhyme
bouquet  scent  science  rhinoceros  rhizome  gnaw
rheumatic  rhubarb  gnarled  gnome  reign
sign  design
wrap  wrist  wrong    wreck
wrench  wreath

Prefix/Word Beginning

accent  accompany  accomplish  accuse  approve  appeal
approach  absent  absorb  abstain  addict  absurd
announce  anoint  annoyance  allow  allocate  alleviate
antidepressant  antibacterial  antibiotic  archeology  architecture  become
belittle  beside  between  comment  commute  commercial
complain  compare  compile  compose  complex  connect
inspector  actor  exploratory  allegory  verbose  comatose

generous  fabulous  mountainous  monopoly  oligopoly  cavalry

registry  insects  valleys  baskets  girls  tension

cables  maps  she's  solitude  expression  holes

profession  division  exclusion  rational  traditional  aptitude

operation  completion  rational  formation  obligatory  reduction

location  observation  regulatory  virtuous  infectious  pretentious

ambitious  nutritious  tumultuous  can't  initial  partial

credential  presidential  hasn't  humanity  won't  didn't

personality  capacity  flexile  possibility  funniest  prettiest

loveliest  deductible  economic  specialist  fanatic  medical

electrical  fantastic  nutritious  egregous  suspicious  dentist

obnoxious  anxious  economic  inexpensve  positive  pessimist

relative  protective  demonstrative  standing  running  fission

saving  passing  hitting  calling  something  fissure

measure  treasure  secure  departure  culture

Hard/Soft C G S

center  city  cellar  civilize  century  celery

celebrate  cement  cereal  ceiling  decide  medicine

recede  incident  exceed  copy  recent  deceive  process

dancing  spicy  careful  convict  cart  code

corn  cane  picnic  panic  comfort  collar

conduct  record  fiction  document  recoil  October

recount  recover  concert  circus  cancel  circuit

access  council  general  gem  accent  circle

cyclone  accuracy  convet  gym  germ  giant

gesture  generous  gently  engine  giraffe  agent

magic  tragic  energy  largest  angel  allergy

rage  register  submarine  gamble  garbage  gust

gate  gold  golf  gun  flag

got  garden  leg  month  has

tangle  single  magnify  august  regulate

raise  reason  resolve  seasoning  caused

manners  plausible  saw  silly  side

six  song  sand  simple  satisfy

support  loss  release  disagree  absolute

sadness  somersault  hassle  worse
### Unpredictable Pattern

<table>
<thead>
<tr>
<th>Unpredictable Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>chorus</td>
</tr>
<tr>
<td>cholesterol</td>
</tr>
<tr>
<td>crevice</td>
</tr>
<tr>
<td>instead</td>
</tr>
<tr>
<td>system</td>
</tr>
<tr>
<td>flown</td>
</tr>
<tr>
<td>shadow</td>
</tr>
<tr>
<td>marine</td>
</tr>
<tr>
<td>opaque</td>
</tr>
<tr>
<td>hero</td>
</tr>
<tr>
<td>carried</td>
</tr>
<tr>
<td>delicate</td>
</tr>
<tr>
<td>composite</td>
</tr>
</tbody>
</table>
Addition Objective 1

\[
\begin{array}{ccc}
5 & 2 & 3 \\
+3 & +2 & +4 \\
\end{array}
\]

\[
\begin{array}{ccc}
8 & 9 & 6 \\
+4 & +5 & +8 \\
\end{array}
\]

\[
\begin{array}{ccc}
4 & 7 & 3 \\
+7 & +5 & +8 \\
\end{array}
\]

\[
3 + 3 = \\
5 + 1 = \\
\]
**Addition Objective 2**

\[
\begin{array}{cccc}
36 & 52 & 45 & 42 \\
+ 3 & + 7 & + 2 & + 26 \\
\end{array}
\]

\[
\begin{array}{cccc}
327 & 742 & 564 & 35 \\
+ 32 & + 46 & + 34 & + 53 \\
\end{array}
\]

57 + 41 = 

21 + 36 = 

97 + 68 =
Regrouping: Addition Objective 1

\[
\begin{array}{ccc}
49 & 54 & 39 \\
+38 & +27 & +43 \\
\hline
677 & 784 & 448 \\
+54 & +48 & +75 \\
\hline
273 & 375 & 539 \\
+439 & +757 & +983 \\
\end{array}
\]
### Subtraction Objective 1

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>−2</td>
<td>−3</td>
<td>−5</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>−5</td>
<td>−9</td>
<td>−4</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>−3</td>
<td>−6</td>
<td>−5</td>
</tr>
</tbody>
</table>

2 − 1 =
7 − 2 =
**Subtraction Objective 2**

\[
\begin{array}{ccc}
67 & 53 & 49 \\
-23 & -32 & -27 \\
\end{array}
\]

\[
\begin{array}{ccc}
47 & 26 & 57 \\
-33 & -14 & -25 \\
\end{array}
\]

\[
\begin{array}{ccc}
755 & 864 & 476 \\
-23 & -13 & -32 \\
\end{array}
\]

\[
75 - 24 = \\
83 - 21 =
\]
Regrouping: Subtraction Objective 1

\[
\begin{array}{ccc}
92 & 35 & 64 \\
-7 & -6 & -8 \\
\hline
56 & 76 & 64 \\
-37 & -28 & -49 \\
\hline
523 & 734 & 695 \\
-74 & -45 & -78 \\
\end{array}
\]

\[
67 - 9 = \\
46 - 8 = 
\]
Multiplication Objective 1

\[ \begin{array}{ccc}
6 & 3 & 8 \\
\times 3 & \times 5 & \times 7 \\
\end{array} \]

\[ \begin{array}{ccc}
7 & 3 & 5 \\
\times 6 & \times 4 & \times 5 \\
\end{array} \]

\[ \begin{align*}
4 \times 2 &= \\
3 \times 3 &= \\
5 \times 4 &= \\
2 \times 6 &= \\
7 \times 8 &= \\
6 \times 9 &= 
\end{align*} \]
**Multiplication Objective 2**

\[
\begin{array}{cccc}
42 & 23 & 31 & 213 \\
\times 3 & \times 2 & \times 3 & \times 3 \\
\end{array}
\]

\[
\begin{array}{cccc}
423 & 314 & 22 & 21 \\
\times 2 & \times 2 & \times 4 & \times 9 \\
\end{array}
\]

\[
516 \times 1 = \\
1,222 \times 5 = 
\]
**Multiplication Objective 3**

2 × 10 =

45 × 10 =

34 × 100 =

170 × 100 =

58 × 1,000 =

620 × 1,000 =
Multiplication Objective 4

\[
\begin{array}{ccc}
27 & 34 & 56 \\
\times 9 & \times 5 & \times 6 \\
\hline
43 & 325 & 747 \\
\times 8 & \times 7 & \times 5 \\
\hline
119 & 581 & 152 \\
\times 3 & \times 2 & \times 4 \\
\hline
38 \times 7 = \\
65 \times 3 = \\
\end{array}
\]
Multiplication Objective 5

\[
\begin{array}{ccc}
32 \times 42 & 21 \times 53 & 43 \times 32 \\
\end{array}
\]

\[
\begin{array}{ccc}
25 \times 17 & 27 \times 34 & 15 \times 24 \\
\end{array}
\]

\[
\begin{array}{ccc}
364 \times 24 & 723 \times 56 & 358 \times 243 \\
\end{array}
\]

\[
\begin{array}{ccc}
52 \times 31 = \\
73 \times 21 = \\
\end{array}
\]
**Multiplication Objective 6**

<table>
<thead>
<tr>
<th>304</th>
<th>2,050</th>
<th>408</th>
</tr>
</thead>
<tbody>
<tr>
<td>× 3</td>
<td></td>
<td>× 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>704</th>
<th>8,080</th>
<th>3,009</th>
</tr>
</thead>
<tbody>
<tr>
<td>× 40</td>
<td>× 15</td>
<td>× 27</td>
</tr>
</tbody>
</table>
**Multiplication Objective 7**

3! = 

2! = 

6! = 

8! =
Division Objective 1

\[\begin{array}{ccc}
3)6 & 5)10 & 2)8 \\
6)18 & 4)12 & 3)15 \\
\end{array}\]

\[\begin{array}{ccc}
25 \div 5 = \\
11 \div 1 = \\
49 \div 7 = \\
\end{array}\]
Division Objective 2

3)69
2)84
5)105

3)693
3)156
4)128

6)246
8)568
7)217

88 ÷ 4 =
482 ÷ 2 =
Division Objective 3

\[ \begin{array}{ccc}
4) & 165 & 3) & 54 & 4) & 92 \\
6) & 85 & 2) & 79 & 5) & 76 \\
\end{array} \]

\[ \begin{array}{c}
158 \div 5 = \\
65 \div 5 = \\
\end{array} \]
**Division Objective 4**

\[
\begin{align*}
22) & \ 352 \\
11) & \ 363 \\
22) & \ 572 \\
18) & \ 144 \\
15) & \ 317 \\
12) & \ 265 \\
252 \div 12 & = \\
449 \div 14 & = 
\end{align*}
\]
Division Objective 5

\[
\begin{array}{ccc}
6)270 & 4)104 & 5)470 \\
12)408 & 11)209 & 10)350 \\
6)3,081 & 7)240 & 20)906 \\
\end{array}
\]
Fractions Objective 1

\[
\frac{5}{8} + \frac{2}{8} = \quad \frac{1}{9} + \frac{2}{9} =
\]

\[
\frac{5}{12} + \frac{1}{12} = \quad \frac{5}{6} + \frac{5}{6} =
\]

\[
\frac{7}{25} + \frac{16}{25} = \quad \frac{7}{19} + \frac{14}{19} = \quad \frac{4}{15} + \frac{11}{15}
\]
Fractions Objective 2

\[
\frac{4}{5} - \frac{2}{5} = \frac{5}{6} - \frac{4}{6} =
\]

\[
\frac{5}{8} - \frac{3}{8} = \frac{3}{4} - \frac{1}{4} =
\]

\[
\frac{5}{9} \quad \frac{6}{7} \\
- \frac{3}{9} \quad - \frac{3}{7}
\]

\[
\frac{12}{17} \quad \frac{8}{17}
\]
Equivalent Fraction/Common Denominator Objective 1

\[
\frac{8}{12} = \frac{5}{20} = \frac{12}{28} =
\]

\[
\frac{14}{21} = \frac{10}{18} = \frac{4}{16} =
\]
Equivalent Fraction/Common Denominator Objective 2

\[
\frac{4}{7} = \square \\
\frac{3}{5} = \square \\
\frac{5}{12} = \square \\
\frac{2}{9} = \square \\
\frac{12}{14} = \square \\
\frac{11}{12} = \square
\]
Equivalent Fraction/Common Denominator Objective 3

\[
\frac{1}{4} + \frac{3}{8} = \quad \frac{2}{3} + \frac{3}{12} = \quad \frac{1}{5} + \frac{1}{15} = \\
\frac{1}{2} + \frac{3}{8} = \quad \frac{2}{3} + \frac{3}{5} = \quad \frac{1}{4} + \frac{1}{3} =
\]
Equivalent Fraction/Common Denominator Objective 4

\[
\frac{2}{3} - \frac{1}{2} = \\
\frac{5}{7} - \frac{1}{3} = \\
\frac{3}{5} - \frac{1}{4} = \\
\frac{7}{16} - \frac{3}{8} = \\
\frac{3}{4} - \frac{2}{3} = \\
\frac{2}{3} - \frac{2}{5} = \\
\frac{1}{6} - \frac{2}{7} = \\
\frac{1}{5} = \\
\]
Multiply/Divide Fractions Objective 1

\[
\frac{1}{3} \times \frac{4}{5} = \quad \frac{2}{5} \times \frac{1}{7} = \quad \frac{3}{7} \times \frac{1}{2} =
\]

\[
\frac{3}{4} \times \frac{5}{7} = \quad \frac{3}{4} \times \frac{2}{3} = \quad \frac{4}{8} \times \frac{1}{2} =
\]
Multiply/Divide Fractions Objective 2

\[
\frac{1}{4} \times 5 = \\
\frac{1}{8} \times 9 = \\
\frac{2}{5} \times 7 = \\
2 \times \frac{2}{3} = \\
3 \times \frac{3}{5} = \\
4 \times \frac{3}{7} =
\]
### Multiply/Divide Fractions Objective 3

\[
\frac{2}{4} \div \frac{3}{5} = \quad \frac{3}{8} \div \frac{4}{7} = \quad \frac{2}{3} \div \frac{5}{6} = \\
\frac{4}{5} \div \frac{5}{6} = \quad \frac{2}{9} \div \frac{2}{5} = \quad \frac{3}{7} \div \frac{4}{5} = 
\]
Multiply/Divide Fractions Objective 4

\[
\frac{3}{4} \div 6 = \quad \frac{5}{9} \div 2 =
\]

\[
\frac{1}{2} \div 12 = \quad 4 \div \frac{7}{13} =
\]

\[
10 \div \frac{1}{4} = \quad 1 \div \frac{1}{8} =
\]
Mixed Numbers Objective 1

\[
\frac{5}{8} + 2\frac{1}{6} = \quad \frac{5}{3} + 4\frac{1}{6} = \\
7\frac{1}{11} + 2\frac{2}{33} = \quad 6\frac{3}{7} + 3\frac{1}{3} = \\
\frac{4}{15} + 7\frac{3}{5} = \quad \frac{10}{3} + 4\frac{12}{15}
\]
Mixed Numbers Objective 2

\[
\begin{align*}
8 \frac{7}{10} & \quad 4 \frac{11}{12} \\
-3 \frac{1}{5} & \quad -1 \frac{3}{4} \\
15 \frac{1}{2} & \quad 19 \frac{13}{14} \\
-2 \frac{3}{8} & \quad -5 \frac{2}{7} \\
3 \frac{5}{6} - 2 \frac{2}{3} & = \\
7 \frac{2}{3} - 2 \frac{1}{6} & =
\end{align*}
\]
Mixed Numbers Objective 3

\[ 1 \frac{1}{2} \times 1 \frac{1}{3} = \]

\[ 6 \frac{3}{5} \times 2 \frac{2}{9} = \]

\[ 3 \frac{2}{3} \times 1 \frac{1}{2} = \]

\[ 5 \frac{4}{5} \times 2 \frac{1}{3} = \]

\[ 7 \frac{1}{8} \times 4 \frac{4}{13} = \]

\[ 10 \frac{1}{2} \times 3 \frac{1}{4} = \]
Mixed Numbers Objective 4

\[ \frac{1}{2} + \frac{2}{3} = \]

\[ \frac{4}{6} \div \frac{3}{8} = \]

\[ \frac{2}{16} \div \frac{1}{4} = \]

\[ \frac{8}{3} \div \frac{5}{9} = \]

\[ \frac{6}{5} \div \frac{2}{4} = \]

\[ \frac{5}{8} \div \frac{5}{6} = \]
Decimals Objective 1

\[
\begin{array}{cccc}
7.5 & 4.3 & 8.7 & 9.8 \\
+ 2.4 & + 4.5 & + 8.2 & + 7.6 \\
\hline
24.051 & 36.458 & 124.63 & 974.99 \\
+ 3.99 & + 4.7 & + 8.2 & + 43.7 \\
\end{array}
\]

2.64 + 3.2 = 
5.26 + 2.5 = 
8.35 + 8.89 =
Decimals Objective 2

\[
\begin{array}{cccc}
7.9 & 8.4 & 6.3 & 5.7 \\
-6.4 & -2.3 & -2.8 & -1.9 \\
7.5 & 8.9 & 9.7 & 7.37 \\
-3.25 & -4.73 & -5.36 & -4.66 \\
\end{array}
\]

\[
9.45 - 7.68 = \]
\[
39.7 - 6.4 = \]
\[
58.3 - 5.2 =
\]
Decimals Objective 3

1.3  2.4  2.3  3.4
× 2  × 0.2  × 0.3  × 3.4

2.3  5.2  1.5  0.27
× 2.8  × 0.25  × 3.7  × 0.82

0.003  0.004  4.102  0.042
× 0.03  × 0.06  × 0.02  × 0.231
Decimals Objective 4

7.82 × 10 =
3.45 × 10 =
2.98 × 100 =
32.05 × 10 =
17.24 × 100 =
2.844 × 1,000 =
Decimals Objective 5

0.3\( \div \)0.24  
0.5\( \div \)0.025  
0.04\( \div \)0.0024

0.04\( \div \)0.88  
1.2\( \div \)240.12  
0.03\( \div \)0.0012

0.14 \( \div \) 0.2 =
0.36 \( \div \) 0.06 =
Decimals Objective 6

3.6 ÷ 10 =
32.98 ÷ 100 =
7.34 ÷ 100 =
925.6 ÷ 100 =
277.4 ÷ 1,000 =
468.72 ÷ 1,000 =
Exponents or Roots Objective 1

\[ 3^3 = \]
\[ 4^2 = \]
\[ 5^3 = \]
\[ 2^4 = \]
\[ 5^2 = \]
Exponents or Roots Objective 2

\[ \sqrt{16} = \]

\[ \sqrt{25} = \]

\[ \sqrt{64} = \]

\[ \sqrt{81} = \]
Exponents or Roots Objective 3

\[ \sqrt{\frac{16}{36}} = \]

\[ \sqrt{\frac{25}{81}} = \]

\[ \sqrt{\frac{4}{64}} = \]

\[ \sqrt{\frac{1}{49}} = \]
Exponents or Roots Objective 4

\[ \sqrt[3]{8} = \]

\[ \sqrt[3]{1,000} = \]

\[ \sqrt[3]{216} = \]

\[ \sqrt[3]{125} = \]
Exponents or Roots Objective 5

\[(b^4)(ab^5) = \quad (c^8d^2)(c^3d^5) =\]

\[(qrs^2)(qr^5s^4) = \quad (x^3y^2z)(x^5y^2z^2) =\]

\[\frac{x^5y^7}{x^5y^3} = \quad \frac{a^9b^4}{a^3bc} =\]

\[\frac{x^4y^2z^2}{x^3y^6} = \quad \frac{a^5b^3}{a^8b^2c^2} =\]
Exponents or Roots Objective 6

\[ \sqrt{0.0016} = \]

\[ \sqrt{0.0064} = \]

\[ \sqrt{0.09} = \]

\[ \sqrt{0.000081} = \]
Exponents or Roots Objective 7

\[ 4^{-2} = \]
\[ 3^{-3} = \]
\[ 3^{-4} = \]
\[ 2^{-2} = \]
\[ 2^{-3} = \]
Algebra Objective 1

\[
x + 16 = 32 \quad x + 16 = 36 \quad x - 14 = 7
\]
\[
x = \quad x = \quad x =
\]

\[
3x + 3 = 30 \quad 7x + 11 = 81 \quad 6x - 5 = 31
\]
\[
x = \quad x = \quad x =
\]

\[
\frac{x}{12} = 4 \quad \frac{x}{9} = 8 \quad \frac{8}{x} = 2
\]
\[
x = \quad x = \quad x =
\]
Algebra Objective 2

\[
\begin{align*}
25 + x &< -12x \\
x &< \\
8 - 12x &< 92 \\
x &< \\
16 - 3x &< 43 \\
x &< \\
\end{align*}
\]

\[
\begin{align*}
4x + 36 &= -5x \\
x &= \\
3x - 13 &= 4x \\
x &=
\]
Algebra Objective 3

If $x = 4$ and $y = 3,$

\[
\frac{6x - 2y}{3xy} =
\]

If $x = 2$ and $y = 4,$

\[
\frac{4x - y}{2xy} =
\]

If $x = 3$ and $y = 2,$

\[
\frac{3x - 3y}{xy} =
\]

If $x = 3$ and $y = 5,$

\[
\frac{5x + 4y}{3xy} =
\]
Algebra Objective 4

\[(x + 2)(x + 5) =\]

Expand:
\[(a + b)^2 =\]

Expand:
\[(c + d)^3 =\]
Algebra Objective 5

\[(x - 7)(x - 6) = \]

\[(x + 5)(x - 8) = \]

\[(x - 3)^3 = \]
Incorrect Sign Objective 1

\[-4 + 1 = \]
\[-15 + 7 = \]
\[-2 + 6 = \]
\[-1 + 35 = \]
\[-6 + 3 = \]
\[-7 + 24 = \]
Incorrect Sign Objective 2

(-4) – (-5) = (-9) – 15 =

(-18) – (-6) = (-27) – 2 =

(-9) – (-23) = (-13) – 28 =


Incorrect Sign Objective 3

\((-2) \times (-3) = \) \hspace{1cm} \((-4) \times 5 = \)

\((-4) \times (-6) = \) \hspace{1cm} \(7 \times (-7) = \)

\((-15) \times (-7) = \) \hspace{1cm} \((-18) \times 12 = \)
Incorrect Sign Objective 4

\((-24) \div (-4) = \) \(\text{_____} \)

\((-35) \div 5 = \) \(\text{_____} \)

\((-15) \div (-5) = \) \(\text{_____} \)

\((-21) \div 7 = \) \(\text{_____} \)

\((-18) \div (-6) = \) \(\text{_____} \)

\(12 \div (-3) = \) \(\text{_____} \)
**For Error Analysis Math Problem List, there is no data to display.**

---

**Addition Objective 1**

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**Addition Objective 2**

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**Regrouping: Addition Objective 1**

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## Subtraction Objective 1

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1

5

## Subtraction Objective 2

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51

62
### Regrouping: Subtraction Objective 1

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<td>449</td>
<td>689</td>
<td>617</td>
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<tr>
<td>38</td>
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</table>
Multiplication Objective 1

18  15  56
42  12  25

8
9
20
12
56
54

Multiplication Objective 2

126  46  93  639
846  628  88  189

516
6,110

Multiplication Objective 3

20
450
3,400
17,000
58,000
620,000
### Multiplication Objective 4

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<td>357</td>
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| 266  | 195  |

### Multiplication Objective 5

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| 1,612 | 1,533 |

### Multiplication Objective 6

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### Multiplication Objective 7

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<td>40,320</td>
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### Division Objective 1

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<tr>
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### Division Objective 2

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### Division Objective 3

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<td>39 R1</td>
<td>15 R1</td>
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<td>31 R3</td>
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### Division Objective 4

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<tr>
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<td>22 R1</td>
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### Division Objective 5

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<tbody>
<tr>
<td>34</td>
<td>19</td>
<td>35</td>
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</table>

| 513 R3 | 34 R2 | 45 R6 |
Fractions Objective 1

$$\frac{7}{8} \quad \frac{3}{9} = \frac{1}{3}$$

$$\frac{6}{12} = \frac{1}{2} \quad \frac{5}{3} = \frac{5}{3} = \frac{2}{3}$$

$$\frac{23}{25} \quad \frac{21}{19} = 1 \frac{2}{19} \quad \frac{15}{15} = 1$$

Fractions Objective 2

$$\frac{2}{5} \quad \frac{1}{6}$$

$$\frac{2}{8} = \frac{1}{4} \quad \frac{2}{4} = \frac{1}{2}$$

$$\frac{2}{9} \quad \frac{3}{7}$$

$$\frac{4}{17}$$
Equivalent Fraction/Common Denominator Objective 1

\[
\begin{array}{ccc}
\frac{2}{3} & \frac{1}{4} & \frac{3}{7} \\
\frac{2}{3} & \frac{5}{9} & \frac{1}{4}
\end{array}
\]

Equivalent Fraction/Common Denominator Objective 2

\[
\begin{array}{ccc}
14 & 15 & 24 \\
27 & 42 & 48
\end{array}
\]

Equivalent Fraction/Common Denominator Objective 3

\[
\begin{array}{ccc}
\frac{5}{8} & \frac{11}{12} & \frac{4}{15} \\
\frac{7}{8} & \frac{19}{15} & 1\frac{4}{15} & \frac{7}{12}
\end{array}
\]

Equivalent Fraction/Common Denominator Objective 4

\[
\begin{array}{ccc}
\frac{1}{6} & \frac{8}{21} \\
\frac{7}{20} & \frac{1}{16}
\end{array}
\]

\[
\begin{array}{ccc}
14 & \frac{7}{12} & \frac{8}{21} & \frac{4}{15}
\end{array}
\]
Multiply/Divide Fractions Objective 1

\[
\frac{4}{15} \quad \frac{2}{35} \quad \frac{3}{14} \\
\frac{15}{28} \quad \frac{6}{12} = \frac{1}{2} \quad \frac{4}{16} = \frac{1}{4}
\]

Multiply/Divide Fractions Objective 2

\[
\frac{5}{4} = 1 \frac{1}{4} \quad \frac{9}{8} = 1 \frac{1}{8} \quad \frac{14}{5} = 2 \frac{4}{5} \\
\frac{4}{3} = 1 \frac{1}{3} \quad \frac{9}{5} = 1 \frac{4}{5} \quad \frac{12}{7} = 1 \frac{5}{7}
\]

Multiply/Divide Fractions Objective 3

\[
\frac{10}{12} = \frac{5}{6} \quad \frac{21}{32} \quad \frac{12}{15} = \frac{4}{5} \\
\frac{24}{25} \quad \frac{10}{18} = \frac{5}{9} \quad \frac{15}{28}
\]

Multiply/Divide Fractions Objective 4

\[
\frac{3}{24} = \frac{1}{8} \quad \frac{5}{18} \\
\frac{1}{24} \quad \frac{52}{7} = 7 \frac{3}{7} \\
40 \quad 8
\]
Mixed Numbers Objective 1

\[
\begin{align*}
7 \frac{13}{24} & \quad 9 \frac{3}{6} = 9 \frac{1}{2} \\
9 \frac{5}{33} & \quad 9 \frac{16}{21} \\
11 \frac{20}{15} &= 12 \frac{1}{3} & \quad 14 \frac{22}{15} = 15 \frac{7}{15}
\end{align*}
\]

Mixed Numbers Objective 2

\[
\begin{align*}
5 \frac{5}{10} &= 5 \frac{1}{2} & \quad 3 \frac{2}{12} &= 3 \frac{1}{6} \\
13 \frac{1}{8} & \quad 14 \frac{9}{14} \\
1 \frac{1}{6} & \\
5 \frac{3}{6} &= 5 \frac{1}{2}
\end{align*}
\]
Mixed Numbers Objective 3

\[ \frac{12}{6} = 2 \]

\[ \frac{44}{3} = 14 \frac{2}{3} \]

\[ \frac{11}{2} = 5 \frac{1}{2} \]

\[ \frac{203}{15} = 13 \frac{8}{15} \]

\[ \frac{399}{13} = 30 \frac{9}{13} \]

\[ \frac{273}{8} = 34 \frac{1}{8} \]

Mixed Numbers Objective 4

\[ \frac{9}{14} \]

\[ \frac{116}{81} = 1 \frac{35}{81} \]

\[ \frac{39}{20} = 1 \frac{19}{20} \]

\[ \frac{75}{46} = 1 \frac{29}{46} \]

\[ \frac{124}{45} = 2 \frac{34}{45} \]

\[ \frac{123}{124} \]
# KTEA-II
Kaufman Test of Educational Achievement Second Edition

## ANSWER KEY

### Decimals Objective 1

<p>| | | | |</p>
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<tr>
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<td>9.9</td>
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<td>17.4</td>
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<td>28.041</td>
<td>41.158</td>
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### Decimals Objective 2

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### Decimals Objective 3

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Decimals Objective 4

78.2
34.5
298
320.5
1,724
2,844

Decimals Objective 5

0.8    0.05    0.06
22     200.1   0.04
0.7    6

Decimals Objective 6

0.36
0.3298
0.0734
9.256
0.2774
0.46872
Exponents or Roots Objective 1
27  16  125  16  25

Exponents or Roots Objective 2
4  5  8  9

Exponents or Roots Objective 3
\[
\frac{4}{6} = \frac{2}{3} \quad \frac{5}{9} \quad \frac{2}{8} = \frac{1}{4} \quad \frac{1}{7}
\]

Exponents or Roots Objective 4
2  10  6  5
Exponents or Roots Objective 5

\[
\begin{align*}
ab^9 & \quad c^{11}d^7 \\
q^2r^6s^6 & \quad x^8y^4z^3 \\
y^4 & \quad \frac{a^6b^3}{c} \\
\frac{xz^2}{y^4} & \quad \frac{b}{a^3c^2}
\end{align*}
\]

Exponents or Roots Objective 6

\[0.04 \quad 0.08 \quad 0.3 \quad 0.009\]

Exponents or Roots Objective 7

\[
\begin{align*}
\frac{1}{16} & \quad \frac{1}{27} \\
\frac{1}{81} & \quad \frac{1}{4} \\
\frac{1}{8} & \quad \frac{1}{8}
\end{align*}
\]
ANSWER KEY

**Algebra Objective 1**

16  20  21
9   10  6
48  72  4

**Algebra Objective 2**

\[-\frac{25}{13} = -1\frac{12}{13}\]

-7  -9

-4  -13

**Algebra Objective 3**

\[\frac{1}{2} = \frac{1}{4}\]

\[\frac{1}{2} = \frac{7}{9}\]
Algebra Objective 4

\((x^2 + 7x + 10)\) \hspace{1cm} (\(a^2 + 2ab + b^2\)) \hspace{1cm} (\(c^3 + 3c^2d + 3cd^2 + d^3\))

Algebra Objective 5

\((x^2 - 13x + 42)\) \hspace{1cm} (\(x^2 - 3x - 40\)) \hspace{1cm} (\(x^3 - 9x^2 + 27x - 27\))
Incorrect Sign Objective 1

-3     -8
4      34
-3     17

Incorrect Sign Objective 2

1     -24
-12   -29
14   -41

Incorrect Sign Objective 3

6     -20
24   -49
105  -216

Incorrect Sign Objective 4

6     -7
3     -3
3     -4