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CAMS Plus

Comprehensive Assessment of Mathematics Strategies

STAMS Plus

Strategies to Achieve Mathematics Success

PLACEMENT BOOK

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The **CAMS®** and **STAMS® Plus Series** are a comprehensive program that addresses all of the major strategies required to achieve mastery of fundamental mathematics concepts and skills. It is graded in difficulty from A to H and allows for differentiated learning within the traditional horizontal classroom structure.

The purpose of this book is to assist teachers in the selection of appropriate levels for individual students.

The booklet includes:

- Eight placement tests
(Selected from the **CAMS® Plus** levels A–H pretests)
- Answer sheets for each Mastery Assessment

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Ordering Information – see back cover

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Republished in Australia in 2023 by Hawker Brownlow Publishing

hawker brownlow.
publishing

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Website: www.hawkerbrownlow.com
Email: orders@hawkerbrownlow.com

Code: CAT085
1123
HBP edition

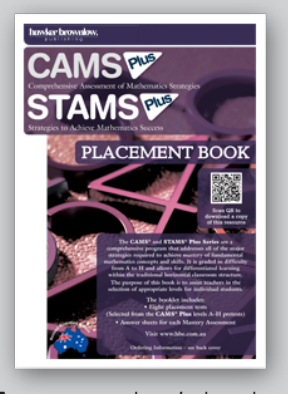
How to use the placement booklet

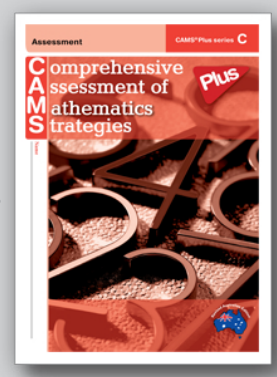
The CAMS® & STAMS® Plus program

1 Placement book

2 CAMS® Plus Series

3 STAMS® Plus Series





Assess student's level of maths understanding

Place student in correct CAMS® Plus and STAMS® Plus level

Diagnose needs of the students by administering 16 pretests

Benchmark during STAMS® Plus instruction to monitor progress

Assess mastery by administering 16 post tests

Instruct the class in 6–12 strategies based on students needs.

Differentiate instruction using books A–H

How to use the placement book

1. Choose test appropriate to the year level of the student.

2. Have students take all placement tests up to and including the chosen level for those students.

3. Placement. If the student gets: less than 8 correct, **Go down a level,** between 8-12 correct, **Correct level,** 14 or more correct, **Go up a level.** If struggling in CAMS˘ , go down a level.

A Note on Placement: Once you have placed the student in their designated CAMS˘ Plus level, they should remain on that level the whole year. If you wish to provide additional practice for a particular lesson, assign the corresponding Solve˘ level. However, if the student is really struggling and it becomes clear after the CAMS˘ Plus pretests that they are on the wrong level, move them back and keep them there for the rest of the year.

Why complete so many placement tests?

By instructing the student to complete all placement tests up to and including the appropriate test for their year level, the teacher creates a map of understanding.

If a student does not understand a concept at their current level, that gap in their knowledge can be traced back to a specific lesson in a previous level. This allows the teacher to differentiate that student's instruction using CAMS˘ & STAMS˘ Plus by reinforcing a concept that was addressed at an earlier level, helping to ensure mastery of that skill in later lessons.

Why Use the Placement Book?

CAMS˘ & STAMS˘ Plus is based on mathematics understanding, as well as year level. However, students in the same year level may have differing levels of understanding, and therefore require different CAMS˘ & STAMS˘ Plus instruction in the same class. The Placement Book evaluation is a tool to help teachers assess the strengths and weaknesses of their students.

The **Placement booklet** is the first part of the three part CAMS˘ & STAMS˘ Plus series. It is used to **assess** the students understanding of fundamental maths concepts and skills, and then **place** them in the correct CAMS˘ Plus Level.

The placement booklet includes 8 placement tests, one for every level from A–H. Each placement test has 16 questions (one for each lesson in that level).

FOR THE TEACHER: About CAMS® & STAMS® Plus

What is *Comprehensive Assessment of Mathematics Strategies (CAMS® Plus Series)*?

Comprehensive Assessment of Mathematics Strategies is a diagnostic maths series that allows you to identify and assess a student's level of mastery for each of 16 maths concepts and skills.

This eight-level program is designed for students in years P to 9. ***Comprehensive Assessment of Mathematics Strategies*** helps teachers place students in ***Strategies to Achieve Mathematics Success (STAMS® Plus Series)*** for maths instruction and remediation.

What is in a standard *CAMS® Plus* student book?

- **Pretests, benchmarks, post tests**
  Each of the 16 pre- and post tests provide 5 multiple-choice questions in Books A–H. Each pretest and post test focus on one lesson from the CAMS® & STAMS® level, with each question representing a way that concept can be presented as a problem. The 4 benchmark tests each assess the 16 strategies introduced in that level, with one question for each lesson. All of these tests assess the 16 concepts.
- **Self-assessment forms**
  Students complete Self-assessment 1 after completing all 16 pretests and Self-assessment 2 after completing all 16 post tests.
- **Answer forms**
  Students use the answer forms to record their answers.

What is in a standard *CAMS® Plus* teacher guide?

- **Information for the teacher**
  Suggestions and instructions for using ***Comprehensive Assessment of Mathematics Strategies*** effectively in the classroom.
- **Using the pretest/benchmark/post test**
  These sections outline the best way to employ the pretests, benckmarks and post tests in the classroom.
- **The Australian Curriculum**
  A table listing the Australian Curriculum content descriptions that each lesson in the ***CAMS® Plus Series*** aligns to is included in the teacher guide.
- **Individual record sheet**
  Teachers record the number of correct responses and the percentage of correct responses for each topic.
- **Individual performance graph**
  The teacher uses the results of the pretest or post test to make a column graph of the number of correct responses for each topic.
- **Class record sheet (pretest/post test)**
  The teacher records the number of correct responses for each topic next to each student's name, then finds the total number of correct responses for each student.
- **Class record sheet (benchmarks)**
  The teacher records the date each benchmark was given, and the by number of correct responses for the test next to the student's name.
- **Completed answer forms**
  Teachers use the completed Answer Forms to easily correct the tests.

What is the difference between the pretests, the post tests and the benchmarks?

The 16 pretests and the 16 post tests are designed to assess mastery. The number of questions are the same in each of these ten tests. The pretests and post tests each have 5 questions for each strategy. Since each test address only one strategy, it is important to administer all of the 16 pretests in order to assess a student's overall performance and all of the 16 post tests to determine a student's overall progress. Administering multiple tests, and compiling the results, provides reliable information about each strategy.

This book, the ***Placement Book***, contains placement tests compiled of one question from each of the 16 strategies from levels A–H of the program, so you can ascertain your students' level before purchasing ***CAMS®*** and ***STAMS® Plus*** materials.

The benchmark tests allow you to assess how well the students are progressing in their instruction. The benchmarks are meant to be used as individual progress-monitoring tools to evaluate the application of multiple mathematics concepts.

When should I use the *CAMS® Plus Series* in the classroom?

Students complete the tests in the ***CAMS® Plus Series*** in the following manner:

- **Pretests:** To get accurate results, administer all 16 Pretests within a five-day period at the beginning of the school year.
- **Benchmarks:** The 4 benchmarks are progress-monitoring tools and may be completed at any time after the pretests and before the post tests. They are best administered after you have completed instruction of every four ***STAMS® Plus*** lessons.
- **Post tests:** To get accurate results, administer all 16 post tests within a five-day period.

How do I use the *CAMS® Plus Series* with the *STAMS® Plus Series*?

Because ***Comprehensive Assessment of Mathematics Strategies*** is a diagnostic tool, you can determine areas where an individual student needs improvement.

- **Pretests:** Use the results of the pretests to identify areas of strength and weakness and to place students in ***Strategies to Achieve Mathematics Success***, the instructional companion of the ***CAMS® Plus Series***.
- **Benchmarks:** Use the benchmarks to evaluate students' needs and monitor progress in applying multiple reading strategies to a passage.
- **Post tests:** Use the post tests to assess mastery of the strategies taught in the ***STAMS® Plus Series.***

How much time is required to complete *Comprehensive Assessment of Mathematics Strategies*?

- Each of the 16 pretests and each of the 16 post tests require 45 minutes for completion, correction and discussion.
- Self-assessments each require about 20 minutes for completion. Students should complete self-assessments no more than one or two days after completion of pretests 1–16, each benchmark and post tests 1–16.
- Each of the 4 Benchmarks requires 30–45 minutes for completion, correction and discussion.

You can adjust these suggested times as needed to accommodate your daily schedule of instruction.

Where do students record their answers?

Students must record their answers on the appropriate answer form that appears in the student book.

Next to each item number on the answer form is an abbreviation that identifies the strategy. Once you have a student's completed answer form, total the number of correct responses for each strategy. Then transfer these totals to the appropriate teacher assessment to begin the assessment process.

What is the correction procedure?

For the pretests and post tests, correct the tests after students have completed all 16 tests. For the benchmarks, correct each test immediately following its completion. For the best results, correct each test orally with students. Explain concepts that students may not fully understand. Discuss why correct answer choices are correct and why the remaining choices are not correct.

If possible, elicit from students their reasoning for choosing an incorrect answer. Incorrect answer choices often include a variety of misunderstandings about the question. Discussing why choices are correct and incorrect will help students review and clarify how they approached a particular strategy.

What forms of student assessment are featured in the *CAMS® Plus Series* and how do I use them?

In addition to the strategy-based questions, ***Comprehensive Assessment of Mathematics Strategies*** contains two student self-assessments.

Student assessments

Students become more successful in reading when they assess their own performance against known standards. Student self-assessment also helps teachers gain insight into a student's measure of performance. Difficulties that a student experiences are often revealed through self-assessment. Self-assessment focuses students on the process of *performance* rather than the *end result.*

For example, in the ***CAMS® Plus*** self-assessments, students see how well they recognise and apply reading strategies, rather than focus on how many responses are correct or incorrect. Therefore, the self-assessments become a valuable tool for both student and teacher.

There are 3 self-assessments in the student book. One student self-assessment is completed after all 16 pretests, the second after each benchmark has been completed and the third student self-assessment is completed after all 16 post tests.

Self-assessment *(student book)*

Students complete the first self-assessment after pretests 1–16 have been corrected and discussed. Arrange one-on-one conferencing to discuss students' responses to their self-assessment before continuing with the benchmarks. Help students identify their strengths and weaknesses and provide instruction for a specific strategy, if needed. The second self-assessment is split into four coloumns, which should be filled out after each of the benchmarks is completed. Students complete the final self-assessment after post tests 1–16 have been corrected and discussed.

Answers to the questions on the self-assessment require thoughtful, written responses. The questions are carefully constructed to help students

- analyse their performance.
- determine areas in which they are experiencing difficulty.
- describe any difficulties they are having.
- rate their performance for completing the tests.

What forms of teacher assessment are featured in the *CAMS® Plus Series* and how do I use them?

Teacher assessments

There are 4 teacher assessments. These 4 assessments are completed for each student and the class after they have completed pretests 1–16, each of the benckmarks and post tests 1–16.

Teacher assessments help facilitate individualised instruction in the classroom. For example, by using the results of student assessments and your teacher assessments, reading groups are easily established for instruction with the ***STAMS® Plus Series.*** You will be able to determine how to organise student groups based on year level and mastery over specific maths concepts.

The purposes of the teacher assessments are to

- identify an individual student's areas of strength and weakness when applying a reading strategy.
- determine in which specific areas, if any, remediation is needed.

Individual record sheet *(teacher guide)*

This assessment can be used for both the pretests and post tests, and is completed using the student's answer form. This assessment reveals a student's performance for each of the topics.

Individual performance graph *(teacher guide)*

This assessment can be used for both the pretests and post tests, and is completed using the individual record sheet. Using the data from the individual record sheet, you create a column graph that provides a visual comparison of a student's level of mastery for each of the topics.

Class record sheet *(teacher guide)*

This assessment can be used for both the pretests and post tests, and is completed using the individual record sheet and performance graph. Using the data from these assessments, you are able to record the number of correct responses for each topic and find the total number of correct responses for each student.

Class record sheet *(teacher guide)*

This assessment is used for recording the results of each benckmark as they are completed. The teach can record the date each benchmark was given, and the number of correct responses next to each student's name.

What should I do with the completed student self-assessments, teacher assessments and the answer forms?

The completed student self-assessments, teacher assessments and the answer forms may be placed in the student's portfolio for review by parents, administrators or another teacher. As a student works through ***Comprehensive Assessment of Mathematics Strategies***, the portfolio allows teachers and parents to see the student's growth and performance over time.

What should I do if students are having difficulty understanding specific concept questions?

You may want to pause and focus on the question and concept before students move on to the next lesson. By looking at the placment tests that the student completed in this book, you may be able to establish where the gap in the student's knowledge originates from.

Take the students, as a class, through the lesson which addresses the problem concept. Discuss each question and the answer choices. As student volunteers answer each question, explain why an answer choice is correct, as well as why the remaining choices are not correct.

What is the *CAMS® Plus*, *STAMS® Plus & Solve* Collection?

Step 1. Assessment

Comprehensive Assessment of Mathematics Strategies allows you to identify and assess a student's level of mastery for each of the 16 maths concepts in Books A–H.

Step 2. Instruction

Strategies to Achieve Mathematics Success provides scaffolded instruction – modelled instruction, guided practice and independent practice – that supports student success with the strategies assessed in ***Comprehensive Assessment of Mathematics Strategies***.

Each lesson in the ***STAMS® Plus Series*** is also available as an Interactive Whiteboard lesson.

Step 3. Practice

Solve® reinforces, extends and applies concepts developed in ***Strategies to Achieve Mathematics Success*** with more practice.

What are the Interactive Whiteboard lessons?

The ***STAMS® Plus Series*** Interactive Whiteboard (IWB) lessons form a supplementary component to the instruction in the series, and provide teachers with an alternate way to teach the maths concepts and skills.

Each IWB lesson presents part one (modelled instruction) and part two (guided instruction) of a ***STAMS® Plus*** lesson. The Interactive Whiteboard lessons are ideal for reinforcing concepts that were learnt earlier in the year, or to help tactile learners and struggling students.

The Interactive Whiteboard lessons and a trial version of ActiveInspire can be downloaded at: http://iwb.camsandstams.com.au

LEVEL A PLACEMENT TEST

1. Which number sentence is true?

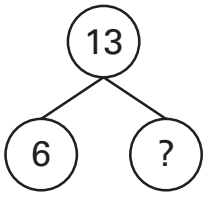
Ⓐ $3 + 4 = 7$

Ⓑ $6 + 2 = 9$

Ⓒ $10 - 3 = 6$

Ⓓ $9 - 5 = 5$

2. $13 - 6 = \blacksquare$



Ⓐ 19 Ⓒ 7

Ⓑ 13 Ⓓ 6

3. $6 + 7 + 4 = \blacksquare$

Ⓐ 18 Ⓒ 16

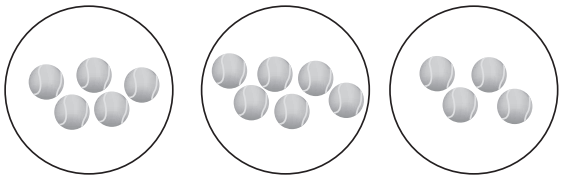
Ⓑ 17 Ⓓ 13

4. There are 14 birds on a roof. Some birds fly away. Now there are 6 birds on the roof. How many birds flew away?

Ⓐ 5 Ⓒ 7

Ⓑ 6 Ⓓ 8

5. How many balls are there in all?



$5 + 6 + 4 = \blacksquare$

Ⓐ 14 Ⓒ 16

Ⓑ 15 Ⓓ 17

6. Count to 120. What numbers are missing?

114, 115, ___, ___, ___, ___, 120

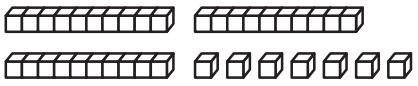
Ⓐ 116, 117, 118, 119

Ⓑ 166, 177, 188, 199

Ⓒ 115, 117, 119, 120

Ⓓ 113, 114, 115, 116

7. Each rod is made of 10 units. What number is shown here?



Ⓐ 37 Ⓒ 40

Ⓑ 39 Ⓓ 73

8. Which words make this number sentence true?

29 ■ 34

Ⓐ is the same as

Ⓑ is greater than

Ⓒ is less than

Ⓓ is equal to

9. Mae ate 15 cherries.
Then she ate 10 more.
How many cherries did Mae eat in all?

Ⓐ 5
Ⓑ 10
Ⓒ 15
Ⓓ 25

10. 12 + 11 = ☐

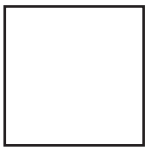
Ⓐ 23
Ⓑ 21
Ⓒ 13
Ⓓ 1

11. Subtract.

50 − 50

Ⓐ 0
Ⓑ 10
Ⓒ 20
Ⓓ 50

12. How many sides does the shape have?



Ⓐ 0
Ⓑ 2
Ⓒ 3
Ⓓ 4

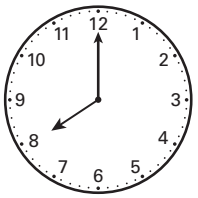
13. What does the rectangle show?

Ⓐ fifths
Ⓑ thirds
Ⓒ halves
Ⓓ quarters

14. Which shows three nails in order from shortest to longest?

Ⓐ 
Ⓑ 
Ⓒ 
Ⓓ 

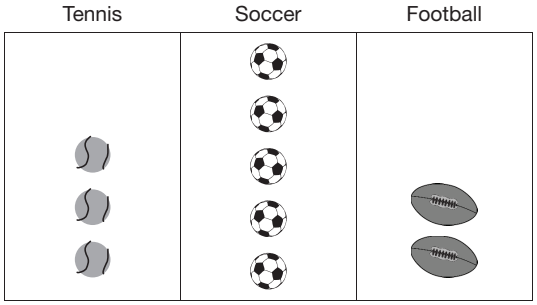
15. What time is it?



Ⓐ 7.00
Ⓑ 8.00
Ⓒ 9.00
Ⓓ 12.00

16. How many children said their favourite sport?

Favourite sports



Ⓐ 2
Ⓑ 3
Ⓒ 5
Ⓓ 10

LEVEL B PLACEMENT TEST

1. Nick skip counts by 5s. What numbers does he say next?

35, 40, 45, ___, ___, ___

Ⓐ 50, 60, 70

Ⓑ 50, 60, 65

Ⓒ 50, 55, 60

Ⓓ 50, 55, 65

2. Which number has 3 ones?

Ⓐ 356

Ⓑ 365

Ⓒ 653

Ⓓ 655

3. Compare the numbers.
Choose the correct symbol.

504 ▢ 405

Ⓐ $<$ Ⓑ $=$ Ⓒ $+$ Ⓓ $>$

4. Count back by 100s. What number is missing?

779, 679, 579, ▢, 379

Ⓐ 580

Ⓑ 589

Ⓒ 479

Ⓓ 497

5. Which of these is another way to find the sum of 36 + 23?

Ⓐ 36 + 2 + 3

Ⓑ 36 + 20

Ⓒ 40 + 20

Ⓓ 36 + 10 + 10 + 3

6. There are 68 students in year 2. There are 83 students in year 1. How many more students are in year 1?

Ⓐ 15

Ⓑ 25

Ⓒ 31

Ⓓ 35

7. There are 17 students on a bus. At the first stop, 11 students get off. At the second stop, 5 students get on. How many students are on the bus now?

Ⓐ 6

Ⓑ 16

Ⓒ 11

Ⓓ 33

8. Find 426 + 345 = ▢.

Ⓐ 81

Ⓑ 761

Ⓒ 771

Ⓓ 871

9. A house has 2 rows of windows. Each row has 3 windows. How many windows are there in all?

Ⓐ 5 Ⓒ 10

Ⓑ 6 Ⓓ 12

10. Three girls paint a whole wall blue. They each paint an equal part. What part of the wall does one girl paint?

Ⓐ $\frac{1}{3}$ Ⓒ $\frac{3}{3}$

Ⓑ $\frac{2}{3}$ Ⓓ $\frac{4}{3}$

11. Choose the shortest length.

Ⓐ 56 centimetres

Ⓑ 54 centimetres

Ⓒ 55 centimetres

Ⓓ 57 centimetres

12. Mabe's dress is 26 cm long. Teri's dress is 5 cm longer. How long is Teri's dress?

Ⓐ 21 cm Ⓒ 26 cm

Ⓑ 31 cm Ⓓ 35 cm

13. The time is 1.57. Where is the minute hand?

Ⓐ between the 1 and the 2

Ⓑ between the 5 and the 6

Ⓒ between the 7 and the 8

Ⓓ between the 11 and the 12

14. Joan buys some pencils for 85¢. She pays the exact amount. What coins could Joan have used?

Ⓐ 50¢, 20¢, 20¢, 5¢

Ⓑ 50¢, 20¢, 10¢, 5¢

Ⓒ 50¢, 20¢, 10¢, 10¢

Ⓓ 50¢, 20¢, 20¢, 10¢

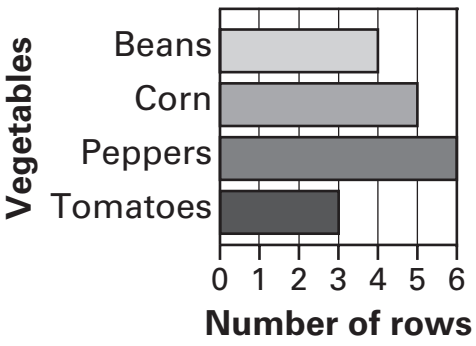
15. Which square has the shortest side length?

Square	Length (in centimetres)
1	3
2	4
3	2
4	3

Ⓐ square 1 Ⓒ square 3

Ⓑ square 2 Ⓓ square 4

16 The graph shows the number of rows of some vegetables in a garden.



Which does **not** have at least 4 rows?

Ⓐ beans Ⓒ peppers

Ⓑ corn Ⓓ tomatoes

LEVEL C PLACEMENT TEST

1. What is another way to write 4172?

Ⓐ 3 thousands + 11 hundreds + 7 tens + 2 ones

Ⓑ 3 thousands + 1 hundred + 17 tens + 2 ones

Ⓒ 4 thousands + 11 hundreds + 7 tens + 2 ones

Ⓓ 4 thousands + 1 hundred + 17 tens + 2 ones

2. There were 352 people at a play on Saturday. There were 218 people at the play on Friday. How many more people were at the play on Saturday?

Ⓐ 134 Ⓒ 146

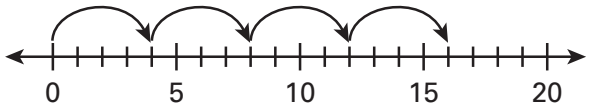
Ⓑ 144 Ⓓ 154

3. Carrie uses 2 cups of flour for each loaf of banana bread. She makes 4 loaves of banana bread. How many cups of flour does Carrie use in all?

Ⓐ 2 Ⓒ 8

Ⓑ 6 Ⓓ 12

4. Which problem is shown on the number line?



Ⓐ 4×3 Ⓒ 5×4

Ⓑ 4×4 Ⓓ $4 + 4$

5. What is 7×7?

Ⓐ 56 Ⓒ 42

Ⓑ 49 Ⓓ 36

6. Jack has 10 geckos. He can put 5 geckos in each tank. How many tanks does Jack need?

Ⓐ 2 Ⓒ 5

Ⓑ 3 D 15

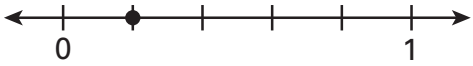
7. What is the missing number?

$49 \div \blacksquare = 7$

Ⓐ 42 Ⓒ 7

Ⓑ 14 Ⓓ 6

8. Which number line shows the fraction $\frac{4}{5}$?

Ⓐ 

Ⓑ 

Ⓒ 

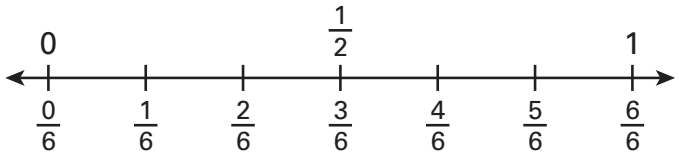
Ⓓ 

9. Which two fractions are **not** equivalent?

Ⓐ $\frac{0}{4}$ and $\frac{0}{8}$ Ⓒ $\frac{2}{4}$ and $\frac{3}{8}$

Ⓑ $\frac{1}{4}$ and $\frac{2}{8}$ Ⓓ $\frac{4}{4}$ and $\frac{8}{8}$

10. Which is true?



Ⓐ $\frac{2}{6} > \frac{1}{2}$

Ⓑ $\frac{4}{6} = \frac{1}{2}$

Ⓒ $\frac{3}{6} < \frac{1}{2}$

Ⓓ $\frac{5}{6} > \frac{1}{2}$

11. Which is true?

1 whole					
1/6	1/6	1/6	1/6	1/6	1/6
1/6	1/6	1/6	1/6	1/6	1/6

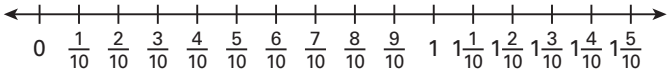
Ⓐ $\frac{3}{6} > \frac{5}{6}$

Ⓑ $\frac{3}{6} < \frac{5}{6}$

Ⓒ $\frac{5}{6} = \frac{3}{6}$

Ⓓ $\frac{5}{6} < \frac{3}{6}$

12. Callie jogged $1\frac{3}{10}$ kilometres. What is this number written as an improper fraction?



Ⓐ $\frac{3}{10}$

Ⓑ $\frac{4}{10}$

Ⓒ $\frac{13}{10}$

Ⓓ $\frac{14}{10}$

13. Which letter does **not** have a line of symmetry?

Ⓐ C

Ⓑ I

Ⓒ M

Ⓓ L

14. How long is the nail, measured to the nearest millimetre?

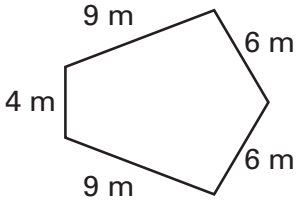
Ⓐ 30 millimetres

Ⓑ 25 millimetres

Ⓒ 20 millimetres

Ⓓ 5 millimetres

15. Which addition sentence shows how to find the perimeter of the polygon?



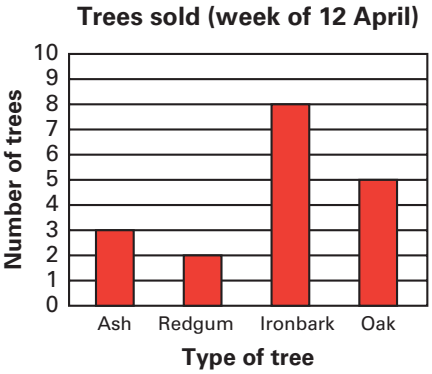
Ⓐ $6 + 9 + 4 + 9 = 28$

Ⓑ $9 + 6 + 6 + 9 = 30$

Ⓒ $4 + 9 + 6 + 6 + 9 = 34$

Ⓓ $6 + 6 + 9 + 4 + 9 + 4 = 38$

16. The column graph shows the types of trees that Jay sold last week.



How many fewer ash trees than ironbark trees were sold?

Ⓐ 3

Ⓑ 5

Ⓒ 8

Ⓓ 11

LEVEL D PLACEMENT TEST

1. What number is missing?

$$(2 \times 7) \times 4 = 2 \times (7 \times \blacksquare)$$

Ⓐ 2 Ⓒ 14

Ⓑ 4 Ⓓ 28

2. Jill sells her paintings for $40 each. She sells 4 paintings at the fair. How much money does Jill earn?

Ⓐ $16 Ⓒ $160

Ⓑ $44 Ⓓ $404

3.
$$\begin{array}{r} 18 \\ \times\ 3 \\ \hline \end{array}$$

Ⓐ 34 Ⓒ 48

Ⓑ 41 Ⓓ 54

4. $37 \times 59 = \blacksquare$

Ⓐ 2192

Ⓑ 2183

Ⓒ 1933

Ⓓ 1183

5. Kathy collected 74 plastic bottles to recycle. She divided the bottles evenly into 8 bags. How many bottles are left over?

Ⓐ 0 Ⓒ 4

Ⓑ 2 Ⓓ 6

6. Vic rode his bicycle the same distance each hour for 3 hours. If he rode 39 kilometres in all, how far did he ride each hour?

Ⓐ 12 kilometres

Ⓑ 13 kilometres

Ⓒ 14 kilometres

Ⓓ 16 kilometres

7. Kerry has 85 plastic bracelets to put in bags for 7 friends. She puts the same number of bracelets in each bag. She puts as many into each bag as she can. How many bracelets will be left over?

Ⓐ 1 Ⓒ 8

Ⓑ 4 Ⓓ 11

8. What is the missing number?

$$\frac{3}{4} = \frac{9}{\blacksquare}$$

Ⓐ 7 Ⓒ 12

Ⓑ 10 Ⓓ 16

9. Which fraction is **not** in simplest form?

Ⓐ $\frac{1}{4}$ Ⓒ $\frac{3}{9}$

Ⓑ $\frac{2}{3}$ Ⓓ $\frac{4}{5}$

10. Which number has a 3 in the hundredths place?

Ⓐ 3.57 Ⓒ 9.32

Ⓑ 8.13 Ⓓ 374

11. Which of the following is true?

Ⓐ $58.67 > 59.13$

Ⓑ $16.77 < 16.59$

Ⓒ $73.24 > 73.42$

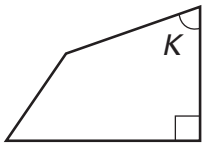
Ⓓ $34.06 > 33.98$

12. Which fraction is equivalent to 0.25?

Ⓐ $\frac{1}{4}$ Ⓒ $\frac{2}{12}$

Ⓑ $\frac{1}{5}$ Ⓓ $\frac{1}{25}$

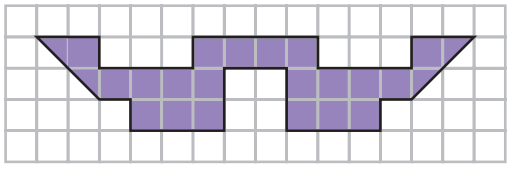
13. What kind of angle is angle *K*?



Ⓐ acute angle Ⓒ right angle

Ⓑ obtuse angle Ⓓ none of these

14. Delia is making a design with tiles. Each tile is 1 square centimetre. What is the area of the design?



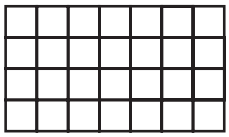
Ⓐ 20 square centimetres

Ⓑ 22 square centimetres

Ⓒ 24 square centimetres

Ⓓ 36 square centimetres

15. What is the area of the figure?



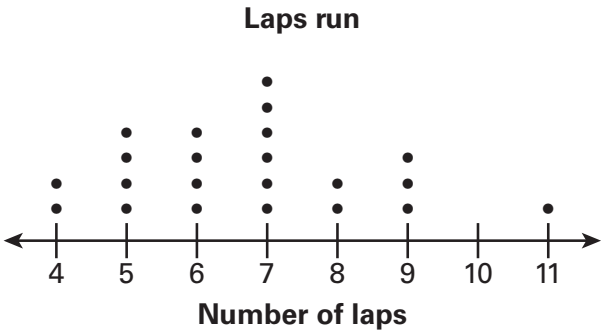
Ⓐ 11 square units

Ⓑ 22 square units

Ⓒ 24 square units

Ⓓ 28 square units

16. The students counted how many laps they ran during PE class. The data are shown on the dot plot.



How many more students ran 6 laps than ran 11 laps?

Ⓐ 1 Ⓒ 3

Ⓑ 2 Ⓓ 4

LEVEL E PLACEMENT TEST

1. Colin picked 217 blueberries in 1 hour. At this rate, how many blueberries could he pick in 6 hours?

Ⓐ 223 Ⓒ 1262

Ⓑ 1202 Ⓓ 1302

2. Deb works at the carnival ticket booth. She sold 500 tickets each day and a total of 4500 tickets. Which number sentence shows the number of days Deb worked?

Ⓐ $4500 \div 500 = 9$

Ⓑ $4500 \div 50 = 90$

Ⓒ $450 \div 5 = 90$

Ⓓ $4500 - 500 = 4000$

3. Ray used these compatible numbers to estimate a quotient:

$$350 \div 70 = 5$$

Which division problem might he have been trying to estimate?

Ⓐ $351 \div 7$

Ⓑ $338 \div 78$

Ⓒ $352 \div 69$

Ⓓ $35 \div 5$

4. Sean uses base-ten blocks to show dividing 813 into 6 equal groups. How many tens blocks will be in each group?

Ⓐ 1 Ⓒ 5

Ⓑ 3 Ⓓ 6

5. What is the remainder when 724 is divided by 7?

Ⓐ 2 Ⓒ 4

Ⓑ 3 Ⓓ 5

6. What is $725 \div 28$?

Ⓐ 25 Ⓒ 25 R 25

Ⓑ 25 R 5 Ⓓ 29

7. The spring concert lasted $2\frac{1}{4}$ hours. Which number names the same amount of hours?

Ⓐ $\frac{7}{4}$ Ⓒ $\frac{9}{4}$

Ⓑ $\frac{8}{4}$ Ⓓ $\frac{10}{4}$

8. Joanne ate $\frac{5}{8}$ of the chocolate cake and George ate $\frac{7}{8}$ of the banana cake. How much cake did they eat in all?

Ⓐ $\frac{1}{4}$

Ⓑ $1\frac{1}{8}$

Ⓒ $1\frac{1}{4}$

Ⓓ $1\frac{1}{2}$

9. Which fraction is less than $\frac{5}{8}$?

Ⓐ $\frac{6}{8}$ Ⓒ $\frac{1}{2}$

Ⓑ $\frac{3}{4}$ Ⓓ $\frac{10}{16}$

10. What number belongs in the box?

$$\frac{5}{9} - \frac{1}{3} = \square$$

Ⓐ $\frac{4}{9}$ Ⓒ $\frac{4}{6}$

Ⓑ $\frac{2}{9}$ Ⓓ $\frac{6}{12}$

11. Which expression has a sum of $4\frac{2}{5}$?

Ⓐ $2\frac{7}{10} + 1\frac{7}{10}$

Ⓑ $2\frac{1}{3} + 2\frac{1}{2}$

Ⓒ $3\frac{3}{10} + 1\frac{1}{5}$

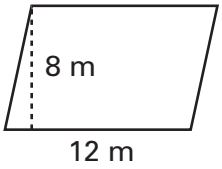
Ⓓ $1\frac{3}{5} + 2\frac{9}{10}$

12. What is the sum of 3.724 and 8.5?

Ⓐ 11.224 Ⓒ 12.224

Ⓑ 11.729 Ⓓ 12.274

13. Angela made a garden in the shape of a parallelogram. The picture shows her garden.

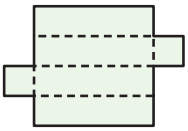


What is the area of the garden?

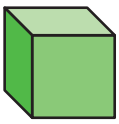
Ⓐ 20 sq m Ⓒ 48 sq m

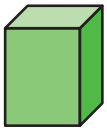
Ⓑ 24 sq m Ⓓ 96 sq m

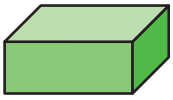
14. Connie has this pattern for a box.



Which box can Connie make?

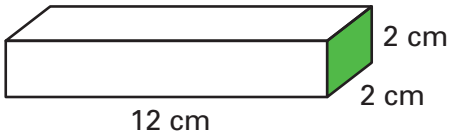
Ⓐ 

Ⓒ 

Ⓑ 

Ⓓ 

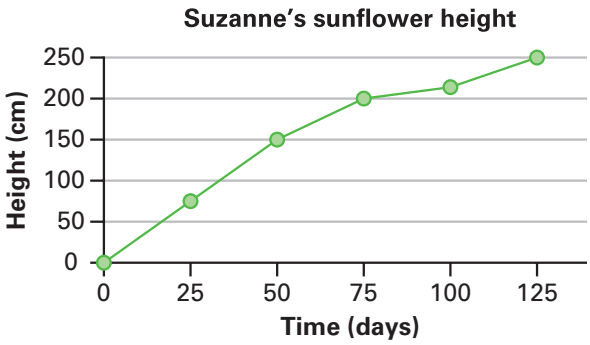
15. What is the volume of the prism?



Ⓐ 14 cm^3 Ⓒ 24 cm^3

Ⓑ 16 cm^3 Ⓓ 48 cm^3

16. What is the final height of Suzanne's sunflower?



Ⓐ 125 cm Ⓒ 220 cm

Ⓑ 205 cm Ⓓ 250 cm

LEVEL F PLACEMENT TEST

1. Which expression is the same as $4 \times \frac{2}{3}$?

Ⓐ $\frac{4}{1} + \frac{4}{1}$

Ⓑ $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

Ⓒ $\frac{4}{2} + \frac{4}{2} + \frac{4}{2}$

Ⓓ $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3}$

2. Caryn poured $\frac{9}{10}$ of a bucket of water into an empty fish tank. She then drained $\frac{2}{5}$ of the water from the tank. How much of the bucket did she drain from the fish tank?

Ⓐ $\frac{11}{50}$

Ⓑ $\frac{9}{25}$

Ⓒ $\frac{13}{20}$

Ⓓ $\frac{11}{15}$

3. How many $\frac{1}{3}$ minutes are in 4 minutes?

Ⓐ 3

Ⓑ 7

Ⓒ 12

Ⓓ 64

4. What is the quotient of $\frac{3}{4} \div \frac{7}{8}$?

Ⓐ $\frac{21}{32}$

Ⓑ $\frac{6}{7}$

Ⓒ $1\frac{1}{6}$

Ⓓ $1\frac{5}{8}$

5. 1 inch equals 2.54 centimetres. How many centimetres are there in 1000 inches?

Ⓐ 0.00254

Ⓑ 254

Ⓒ 2540

Ⓓ 25400

6. Natasha bought 10.75 metres of fabric. Each metre costs $3.60. How much did she spend on fabric?

Ⓐ $3.87

Ⓑ $4.40

Ⓒ $38.70

Ⓓ $44.00

7. A bag of oranges costs $4.56. There are 8 oranges in the bag. What is the cost per orange?

Ⓐ $0.06

Ⓑ $0.50

Ⓒ $0.56

Ⓓ $0.57

8. Leslie wants to multiply 6.2 and 0.04 by a power of ten so that she will have a whole-number divisor. What number should she multiply by?

$$6.2 \div 0.04$$

Ⓐ 1

Ⓑ 10

Ⓒ 100

Ⓓ 1000

9. For a large batch of smoothies, Denise uses 4 cups of raspberries and 6 cups of peaches. What is the ratio of peaches to raspberries?

Ⓐ 4:6

Ⓑ 6:4

Ⓒ 6:10

Ⓓ 10:6

10. Which of the following is greater than 100%?

Ⓐ $\frac{7}{8}$ Ⓒ $\frac{10}{10}$

Ⓑ 1.05 Ⓓ 0.975

11. Sandi set up the following proportion to find the time it takes her to weed one row of her garden.

$$\frac{15 \text{ rows}}{9 \text{ hours}} = \frac{1 \text{ row}}{x \text{ hours}}$$

How much time does it take to weed each row?

Ⓐ $\frac{3}{5}$ of an hour

Ⓑ $\frac{2}{3}$ of an hour

Ⓒ $1\frac{2}{3}$ hours

Ⓓ 6 hours

12. Which table shows the relationship $c = d \times 6$?

Ⓐ

c	*d*
1	6
2	12
4	24
10	60

Ⓒ

c	*d*
9	3
10	4
12	6
15	9

Ⓑ

c	*d*
12	2
24	4
30	5
42	7

Ⓓ

c	*d*
6	2
9	3
15	5
24	8

13. What value of y makes the equation true?

$$y \times 4 = 28$$

Ⓐ 7 Ⓒ 32

Ⓑ 24 Ⓓ 112

14. The product of a number and 7 is 42. What is the number?

Ⓐ 6 Ⓒ 49

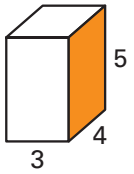
Ⓑ 35 Ⓓ 294

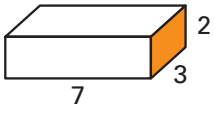
15. How many square metres are covered by a roll of carpet that measures 3 metres wide by 9 metres long?

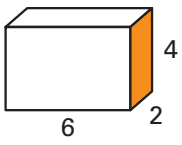
Ⓐ 3 m^2 Ⓒ 12 m^2

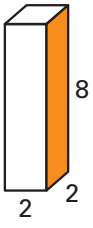
Ⓑ 6 m^2 Ⓓ 27 m^2

16. Which rectangular prism has a volume of 42 cubic units?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

LEVEL G PLACEMENT TEST

1. The outside low temperature on Wednesday is $^{-}3$°C. The weather station predicted that Thursday's low temperature would be 2°C less than Wednesday's low. If the prediction is true, what will be Thursday's low temperature?

Ⓐ $^{-}5$°C
Ⓑ $^{-}1$°C
Ⓒ 1°C
Ⓓ 5°C

2. What is $14 - (^{-}7)$?

Ⓐ $^{-}21$
Ⓑ $^{-}7$
Ⓒ 7
Ⓓ 21

3. Which quotient is positive?

Ⓐ $^{-}9 \div 3$
Ⓑ $8 \div (^{-}2)$
Ⓒ $^{-}10 \div (^{-}5)$
Ⓓ $^{-}12 \div 4$

4. Corinne saved $200 for a holiday trip. Her father gave her $50 for the trip. She spent $60 on a new suitcase and $50 on shoes. How much money does she have for her trip now?

Ⓐ $40
Ⓑ $140
Ⓒ $240
Ⓓ $360

5. What is the value of x when $\frac{x}{14} = 28$?

Ⓐ 2
Ⓑ 14
Ⓒ 42
Ⓓ 392

6. What value of k makes the equation true?

$$\frac{k}{8} = ^{-}24$$

Ⓐ $k = ^{-}192$
Ⓑ $k = ^{-}32$
Ⓒ $k = ^{-}16$
Ⓓ $k = ^{-}3$

7. What is the relationship between x and y?

x	y
1.2	0.48
2.4	0.96
3.6	1.44
4.8	1.92

Ⓐ $y = 0.4x$
Ⓑ $y = 0.48x$
Ⓒ $y = 1.2x$
Ⓓ $y = 4x$

8. Alan can mow 2 lawns in $1\frac{1}{2}$ hours. How many lawns can he mow in 9 hours at the same rate?

Ⓐ 6.75
Ⓑ 9.5
Ⓒ 12
Ⓓ 27

9. Dominique paid $17.94 for a tray of strawberries. A tray contains 6 punnets. What is the unit price for a punnet of strawberries?

Ⓐ $\frac{\$2.99}{1 \text{ punnet}}$ Ⓒ $\frac{\$17.94}{1 \text{ punnet}}$

Ⓑ $\frac{\$2.99}{6 \text{ punnets}}$ Ⓓ $\frac{\$1.79}{1 \text{ punnet}}$

10. A survey of 80 students showed that 55% prefer iced tea to lemonade. How many students said they prefer iced tea?

Ⓐ 36 Ⓒ 55

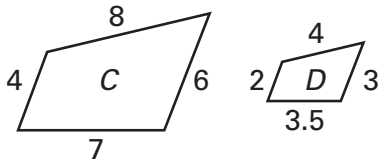
Ⓑ 44 Ⓓ 68

11. Jumpers are on sale for 25% off. Michael bought a jumper that normally costs $48. How much did he pay for the jumper?

Ⓐ $12 Ⓒ $36

Ⓑ $23 Ⓓ $60

12. These trapeziums are similar.



Which ratio represents the scale factor from *C* to *D*?

Ⓐ $\frac{3}{3.5}$ Ⓒ $\frac{3.5}{7}$

Ⓑ $\frac{4}{6}$ Ⓓ $\frac{2}{8}$

13. Ernie used a stake and a piece of string to draw a circular game area in the sand.The circumference of the game area is 15π m. What is the radius of the game area?

Ⓐ 7.5 m Ⓒ 30 m

Ⓑ 15 m Ⓓ 225 m

14. Elizabeth used the expression below to find the surface area of a cylindrical mailing tube.

$$2\pi \times 6^2 + 12\pi \times 60$$

What is the height of the mailing tube?

Ⓐ 2 Ⓒ 12

Ⓑ 6 Ⓓ 60

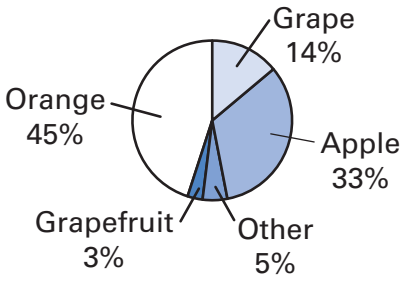
15. At the cinema, 8 children, 15 students, 12 adults and 5 seniors bought tickets. In a pie chart that shows these data, what is the degree measure for students?

Ⓐ 24° Ⓒ 135°

Ⓑ 67.5° Ⓓ 216°

16. Janice surveyed students about their juice preferences. Her results are shown in the pie chart.

Juice preference



If Janice randomly picks 40 students from the school, how many of them are likely to prefer orange juice?

Ⓐ 18 Ⓒ 40

Ⓑ 20 Ⓓ 45

LEVEL H PLACEMENT TEST

1. Suppose b is a number greater than 1. What is the greatest common factor of the terms of the expression?

$$3b^4 + 8b^3$$

Ⓐ b Ⓑ $3b$ Ⓒ b^2 Ⓓ b^3

2. Which integer is closest to the value of $\sqrt{84}$?

Ⓐ 8 Ⓑ 9

Ⓒ 10 Ⓓ 11

3. Liam used this equation to determine how much to charge a customer for farm work.

$$\frac{0.15f}{2} = 250$$

What is f, the area of the customer's paddock, to the nearest square metre?

Ⓐ 75 m^2 Ⓒ 300 m^2

Ⓑ 250 m^2 Ⓓ 3333 m^2

4. Mia and her two friends each bought the dinner buffet. They had a voucher for $10 off the total cost. If the cost after the discount was $32, which equation could Mia use to find the price of 1 dinner buffet, b, in dollars?

Ⓐ $\frac{3b}{10} = 32$ Ⓒ $3b - 10 = 32$

Ⓑ $\frac{10b}{3} = 32$ Ⓓ $3b + 10 = 32$

5. Which is a solution to the equation $y = 2x^2 - 1$?

Ⓐ (6, 23) Ⓒ (0, 1)

Ⓑ (4, 31) Ⓓ ($^-2$, $^-9$)

6. Tanya drew a graph of a line with a gradient of $^-2$. Which could be the table of points that describes Tanya's line?

Ⓐ

x	*y*
$^-4$	$^-1$
$^-2$	0
0	1
2	2

Ⓒ

x	*y*
$^-4$	$^-7$
$^-2$	$^-3$
0	1
2	5

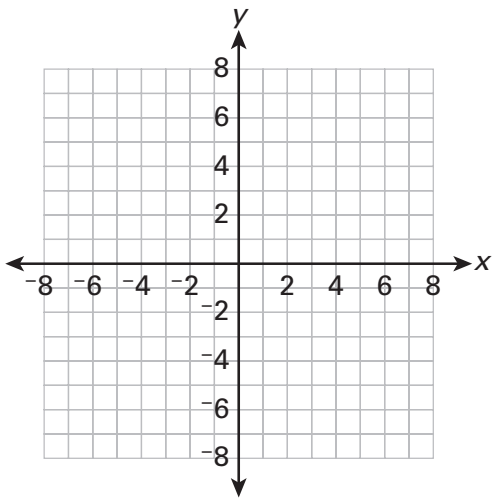
Ⓑ

x	*y*
$^-4$	9
$^-2$	5
0	1
2	$^-3$

Ⓓ

x	*y*
$^-4$	1
$^-2$	0
0	$^-1$
2	$^-2$

7. Graph $y = {}^-2x - 3$. Which pair of points is on the graph?



Ⓐ (0, $^-3$) and ($^-1$, $^-1$)

Ⓑ (0, $^-3$) and (2, 1)

Ⓒ ($^-3$, 0) and ($^-1$, $^-1$)

Ⓓ (0, $^-1$) and ($^-3$, $^-1$)

8. If a set of simultaneous equations has exactly one solution, which must be true?

Ⓐ The graphs of the equations are parallel.

Ⓑ The graphs of the equations intersect.

Ⓒ The graphs of the equations coincide.

Ⓓ The graphs of the equations must have the same y-intercept.

9. Maria needs to solve the set of simultaneous equations shown below.

① $2b + 8c = 4$

② $3b - 3c = {}^{-}9$

Which equation can she use to solve for the value of c?

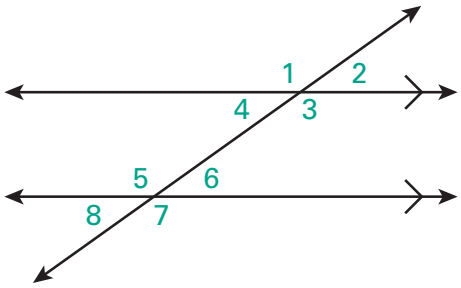
Ⓐ $2b + 8c = 3b - 3c$

Ⓑ $8c - 4 = {}^{-}3c + 9$

Ⓒ $8c + 4 = {}^{-}9$

Ⓓ ${}^{-}4c + 2 = c - 3$

10. If $\angle 3 = 138°$, what is $\angle 6$?



Ⓐ 22° Ⓒ 138°

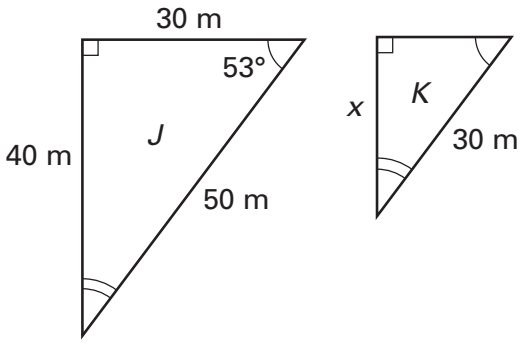
Ⓑ 42° Ⓓ 222°

11. A right-angled triangle has an angle that measures 12°. What is the measure of another angle of the triangle?

Ⓐ 78° Ⓒ 88°

Ⓑ 84° Ⓓ 168°

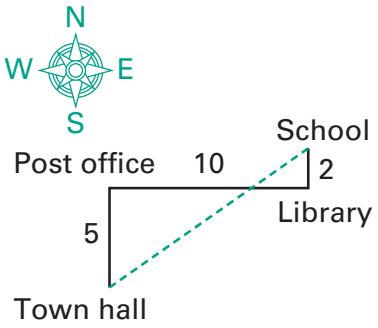
12. What is the value of x?



Ⓐ 24 m Ⓒ 50 m

Ⓑ 37.5 m Ⓓ 66.7 m

13. The post office is 10 blocks west of the library and 2 blocks south of the school. The town hall is 5 blocks south of the post office. What is the shortest distance between the school and the town hall?



Ⓐ $\sqrt{51}$ blocks Ⓒ $\sqrt{125}$ blocks

Ⓑ $\sqrt{109}$ blocks Ⓓ $\sqrt{149}$ blocks

(continued on page 22)

14. What is the distance between the points (4, 0) and (⁻2, 8) on a Cartesian plane?

Ⓐ $\sqrt{20}$ units

Ⓑ $\sqrt{28}$ units

Ⓒ 10 units

Ⓓ 12 units

15. Liz's quiz marks are shown below.

84, 90, 88, 94, 82, 90

What is the mean of the marks?

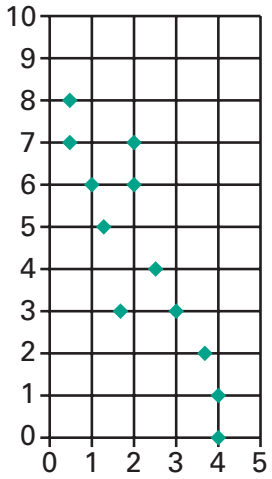
Ⓐ 12

Ⓑ 88

Ⓒ 89

Ⓓ 90

16. Franklin drew the scatter plot shown below but didn't include any labels.



Which describes the gradient of a trend line for this scatter plot?

Ⓐ positive

Ⓑ negative

Ⓒ both positive and negative

Ⓓ neither positive nor negative

CAMS® Plus , Placement Book Answer Form

Name _____ Teacher _____ Class _____

LEVEL A PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL B PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL C PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL D PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL E PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL F PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL G PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL H PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

CAMS® Plus , Placement Book Answer Form

Name _____ Teacher _____ Class _____

LEVEL A PLACEMENT TEST

1.	●	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	●	Ⓓ
3.	Ⓐ	●	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	●
5.	Ⓐ	●	Ⓒ	Ⓓ
6.	●	Ⓑ	Ⓒ	Ⓓ
7.	●	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	●	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	●
10.	●	Ⓑ	Ⓒ	Ⓓ
11.	●	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	●
13.	Ⓐ	Ⓑ	Ⓒ	●
14.	●	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	●	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	●

LEVEL B PLACEMENT TEST

1.	Ⓐ	Ⓑ	●	Ⓓ
2.	Ⓐ	Ⓑ	●	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	●
4.	Ⓐ	Ⓑ	●	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	●
6.	●	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	●	Ⓓ
8.	Ⓐ	Ⓑ	●	Ⓓ
9.	Ⓐ	●	Ⓒ	Ⓓ
10.	●	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	●	Ⓒ	Ⓓ
12.	Ⓐ	●	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	●
14.	Ⓐ	●	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	●	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	●

LEVEL C PLACEMENT TEST

1.	●	Ⓑ	Ⓒ	Ⓓ
2.	●	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	●	Ⓓ
4.	Ⓐ	●	Ⓒ	Ⓓ
5.	Ⓐ	●	Ⓒ	Ⓓ
6.	●	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	●	Ⓓ
8.	Ⓐ	Ⓑ	●	Ⓓ
9.	Ⓐ	Ⓑ	●	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	●
11.	Ⓐ	●	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	●	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	●
14.	●	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	●	Ⓓ
16.	Ⓐ	●	Ⓒ	Ⓓ

LEVEL D PLACEMENT TEST

1.	Ⓐ	●	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	●	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	●
4.	Ⓐ	●	Ⓒ	Ⓓ
5.	Ⓐ	●	Ⓒ	Ⓓ
6.	Ⓐ	●	Ⓒ	Ⓓ
7.	●	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	●	Ⓓ
9.	Ⓐ	Ⓑ	●	Ⓓ
10.	Ⓐ	●	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	●
12.	●	Ⓑ	Ⓒ	Ⓓ
13.	●	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	●	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	●
16.	Ⓐ	Ⓑ	●	Ⓓ

LEVEL E PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	●
2.	●	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	●	Ⓓ
4.	Ⓐ	●	Ⓒ	Ⓓ
5.	Ⓐ	●	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	●	Ⓓ
7.	Ⓐ	Ⓑ	●	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	●
9.	Ⓐ	Ⓑ	●	Ⓓ
10.	Ⓐ	●	Ⓒ	Ⓓ
11.	●	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	●	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	●
14.	Ⓐ	Ⓑ	Ⓒ	●
15.	Ⓐ	Ⓑ	Ⓒ	●
16.	Ⓐ	Ⓑ	Ⓒ	●

LEVEL F PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	●
2.	Ⓐ	●	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	●	Ⓓ
4.	Ⓐ	●	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	●	Ⓓ
6.	Ⓐ	Ⓑ	●	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	●
8.	Ⓐ	Ⓑ	●	Ⓓ
9.	Ⓐ	●	Ⓒ	Ⓓ
10.	Ⓐ	●	Ⓒ	Ⓓ
11.	●	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	●	Ⓒ	Ⓓ
13.	●	Ⓑ	Ⓒ	Ⓓ
14.	●	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	●
16.	Ⓐ	●	Ⓒ	Ⓓ

LEVEL G PLACEMENT TEST

1.	●	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	●
3.	Ⓐ	Ⓑ	●	Ⓓ
4.	Ⓐ	●	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	●
6.	●	Ⓑ	Ⓒ	Ⓓ
7.	●	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	●	Ⓓ
9.	●	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	●	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	●	Ⓓ
12.	Ⓐ	Ⓑ	●	Ⓓ
13.	●	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	●
15.	Ⓐ	Ⓑ	●	Ⓓ
16.	●	Ⓑ	Ⓒ	Ⓓ

LEVEL H PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	●
2.	Ⓐ	●	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	●
4.	Ⓐ	Ⓑ	●	Ⓓ
5.	Ⓐ	●	Ⓒ	Ⓓ
6.	Ⓐ	●	Ⓒ	Ⓓ
7.	●	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	●	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	●
10.	Ⓐ	●	Ⓒ	Ⓓ
11.	●	Ⓑ	Ⓒ	Ⓓ
12.	●	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	●
14.	Ⓐ	Ⓑ	●	Ⓓ
15.	Ⓐ	●	Ⓒ	Ⓓ
16.	Ⓐ	●	Ⓒ	Ⓓ

CAMS® Plus , Placement Book Answer Form

Name _____ Teacher _____ Class _____

LEVEL A PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL B PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL C PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL D PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL E PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL F PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL G PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

LEVEL H PLACEMENT TEST

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
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