

MATH COMMON CORE PLACEMENT TESTS 7TH GRADE Reference

math common core placement tests 7th grade play a crucial role in assessing students' mathematical understanding and readiness for the upcoming academic challenges. These tests are designed to evaluate a student's mastery of key math concepts aligned with the Common Core State Standards (CCSS), ensuring that learners are on the right track to succeed in their 7th-grade mathematics coursework. In this article, we will explore the purpose of these placement tests, what they typically cover, how they are structured, and tips for students and parents to prepare effectively.

Understanding Math Common Core Placement Tests for 7th Grade

What Are Common Core Placement Tests?

Common Core placement tests are assessments used by schools to determine the most appropriate math level for incoming or current 7th-grade students. They help educators identify gaps in knowledge, prevent students from being overwhelmed by material that is too advanced, and ensure that each student receives instruction tailored to their current abilities.

These tests are aligned with the Common Core State Standards, which specify what students should know and be able to do at each grade level. For 7th grade, the standards focus on developing algebraic thinking, understanding proportional relationships, analyzing geometric figures, and working with real-world data.

The Importance of Placement Tests

Placement tests serve several key purposes:

- Personalized Learning: They guide teachers in designing instruction that matches students' skill levels.
- Curriculum Planning: Schools can group students appropriately for classes such as remedial, on-grade, or advanced.
- Identifying Gaps: They highlight areas where students need additional support.
- Preparing for Future Courses: Accurate placement ensures students are ready for high school math courses like Algebra I, Geometry, or even Algebra II.

Key Concepts Covered in 7th Grade Math Placement Tests

Placement tests assess a broad range of mathematical skills. Here are the main topics typically evaluated:

Number Systems and Operations

- Rational and irrational numbers
- Operations with integers, fractions, and decimals
- Exponents and roots

Algebraic Expressions and Equations

- Simplifying algebraic expressions
- Solving one-variable equations and inequalities
- Understanding and applying properties of operations

Proportional Relationships

- Ratios and rates
- Solving proportions
- Applying proportional reasoning in real-world contexts

Functions and Patterns

- Recognizing and analyzing patterns
- Understanding the concept of functions
- Using function notation

Geometry

- Properties of geometric figures (triangles, quadrilaterals, circles)
- Congruence and similarity
- Volume and surface area calculations
- Coordinate geometry basics

Data Analysis and Probability

- Interpreting graphs and charts
- Calculating mean, median, mode, and range
- Basic probability concepts

Structure and Format of 7th Grade Placement Tests

Placement tests vary depending on the school or testing organization but generally share common features:

Test Format

- Multiple-choice questions
- Short answer problems
- Occasionally, open-ended questions requiring written explanations

Duration

Most tests are designed to be completed within 60 to 90 minutes, allowing students sufficient time to demonstrate their understanding without feeling rushed.

Scoring and Results

Scores are typically calculated based on the number of correct answers. Some assessments provide percentile ranks or skill level categorizations (e.g., below grade level, at grade level, above grade level). Results guide educators in placement decisions.

Preparing for the 7th Grade Math Placement Test

Effective preparation can boost confidence and improve performance. Here are strategies for students and parents:

Review Key Concepts

- Use curriculum guides aligned with CCSS to identify essential topics.
- Practice problems in areas like algebra, ratios, geometry, and data analysis.

Utilize Practice Tests and Resources

- Many schools or educational websites offer sample placement tests.
- Practice under timed conditions to simulate test day.

Focus on Weak Areas

- Identify topics where the student struggles.
- Seek additional help through tutors, online tutorials, or classroom support.

Develop Test-Taking Strategies

- Read questions carefully.
- Manage time effectively.
- Answer easier questions first to secure quick points, then revisit harder ones.

Additional Tips for Success

- Stay Organized: Keep a dedicated notebook or folder for math practice.
- Ask Questions: Encourage students to clarify doubts with teachers or tutors.
- Maintain a Positive Attitude: Confidence can significantly impact performance.
- Ensure Rest and Nutrition: A well-rested mind performs better.

Understanding the Results and Next Steps

Once the placement test is completed, the results help determine the appropriate math class for the student:

- On-Grade Level Placement: The student is ready to continue with the standard curriculum.
- Remedial Placement: The student may need additional support and might benefit from extra tutoring or a foundational math class.
- Advanced Placement: The student demonstrates strong skills and may be placed in accelerated or honors classes.

Parents and students should review the results with teachers to understand the implications and plan accordingly.

Conclusion

Math common core placement tests for 7th grade are essential tools in ensuring students are appropriately challenged and supported in their mathematical development. By understanding what these tests entail, preparing effectively, and interpreting results wisely, students can set a solid foundation for future success in high school and beyond. Remember, these assessments are not just a measure of current knowledge but an opportunity to identify areas for growth and to foster a positive attitude towards learning mathematics. With proper preparation and support, every student can thrive and reach their full potential in math.

Math Common Core Placement Tests 7th Grade: A Comprehensive Guide for Parents and Students

Navigating the world of educational assessments can be a daunting task for both parents and students, especially when it comes to math common core placement tests 7th grade. These tests serve as crucial benchmarks to determine a student's readiness for 7th-grade math curriculum, ensuring that each learner is placed at an appropriate level that challenges them without causing undue frustration. Understanding the purpose, structure, preparation strategies, and implications of these tests can empower families to approach them with confidence and clarity.

Understanding the Purpose of Math Common Core Placement Tests 7th Grade

Why Are These Tests Important?

Math placement tests are designed to assess a student's current math skills and understanding according to the Common Core State Standards (CCSS). For 7th grade, these assessments help educators identify:

- Placement level: Whether the student is ready for standard 7th-grade math, needs remedial support, or is prepared for advanced coursework.
- Skill gaps: Specific areas where the student may struggle, such as ratios, algebraic expressions, or proportional reasoning.
- Curriculum alignment: Ensuring that students are neither under-challenged nor overwhelmed by the material they will encounter during the school year.

Proper placement helps optimize learning outcomes, supports student confidence, and minimizes gaps that could hinder future math success.

Structure and Content of 7th Grade Math Common Core Placement Tests

Typical Format of the Tests

While the exact structure can vary by school district or testing organization, most 7th-grade math placement tests follow a similar format:

- Multiple-choice questions: Covering a broad spectrum of skills.
- Short-answer questions: Requiring students to demonstrate problem-solving steps.
- Computer-adaptive components: Some assessments adjust in difficulty based on student responses.
- Time limits: Usually ranging from 60 to 90 minutes, prompting students to work efficiently.

Content Areas Assessed

The tests generally evaluate the following key domains aligned with CCSS for 7th grade:

- Ratios and Proportional Relationships
 - Understanding and analyzing proportional relationships.
 - Solving problems involving ratios and rates.
- Number System
 - Rational and irrational numbers.
 - Operations with integers, fractions, and decimals.
 - Exponents and scientific notation.
- Expressions & Equations
 - Simplifying algebraic expressions.
 - Solving linear equations and inequalities.
 - Understanding variables and algebraic reasoning.
- Geometry
 - Properties of two- and three-dimensional figures.
 - Understanding congruence and similarity.
 - Working with area, volume, and surface area.
- Statistics & Probability

- Analyzing data sets.
- Calculating measures of central tendency.
- Basic probability concepts.

Preparation Strategies for 7th Grade Math Placement Tests

Assessing the Student's Current Skill Level

Before starting preparation, it's essential to evaluate the student's existing knowledge:

- Review previous math coursework and grades.
- Take a diagnostic practice test to identify strengths and weaknesses.
- Consult with teachers or tutors for insights on areas needing reinforcement.

Effective Study Tips

To maximize the effectiveness of studying for the placement test:

- Use Practice Tests: Familiarize students with the test format and question types.
- Review Core Concepts: Focus on understanding foundational skills such as fractions, ratios, and basic algebra.
- Utilize Online Resources: Many educational websites offer free practice questions aligned with CCSS.
- Work on Problem-Solving Skills: Encourage students to explain their reasoning to deepen understanding.
- Consistent Practice: Short, daily sessions are more effective than cramming.

Resources and Materials

Parents and students can leverage a variety of tools to prepare:

- Official practice tests from local school districts or testing agencies
- Math workbooks aligned with Common Core standards
- Educational apps and online tutorials
- Tutoring programs or math camps if additional support is needed

Implications of Placement Test Results

Interpreting the Results

Once the test is scored, results typically categorize students into:

- Below Grade Level: Indicating the need for remedial instruction or extra support.
- On Grade Level: Affirming readiness for standard 7th-grade math.
- Above Grade Level: Signaling preparedness for honors courses or advanced topics.

Some districts may also provide detailed reports highlighting specific skill gaps or strengths.

Next Steps Based on Results

Depending on the outcome, parents and students should consider:

- Remedial Support: Enrolling in supplementary classes or tutoring.
- Enrichment Opportunities: Participating in math clubs, competitions, or advanced coursework.
- Review and Reinforcement: Continuing practice on identified weak areas before the school year begins.
- Communication with Educators: Discussing the results with teachers to develop tailored learning plans.

Frequently Asked Questions About Math Common Core Placement Tests 7th Grade

Q: When are these placement tests typically administered?

A: Most schools administer placement tests during the spring or summer before the start of 7th grade, allowing time for preparation and intervention if needed.

Q: Are these tests mandatory?

A: While not universally mandatory, many districts require placement assessments to ensure appropriate course placement, especially for honors or remedial classes.

Q: Can students retake the placement test if they are not satisfied with their results?

A: Policies vary; some districts allow retakes after additional preparation, while others do not. Parents should consult their school district's guidelines.

Q: How do these tests differ from end-of-year assessments?

A: Placement tests are designed to evaluate readiness for upcoming coursework, whereas end-of-year assessments measure what students have learned during the year.

Final Thoughts

Preparing for the math common core placement tests 7th grade can seem intimidating, but with the right approach, students can confidently demonstrate their skills and set the stage for a successful academic year. The key lies in understanding the test structure, aligning study efforts with core standards, and seeking support when necessary. Remember, these assessments are tools to help tailor educational experiences to each student's needs, fostering growth and a love for mathematics. Engaging actively in preparation not only boosts test performance but also builds essential problem-solving skills that will serve students throughout their educational journey.

Question What topics are covered in the 7th grade Math Common Core placement tests? The tests typically include topics such as ratios and proportional relationships, number systems, expressions and equations, geometry, and statistics and probability, aligned with 7th grade Common Core standards. **How can students best prepare for the 7th grade Math Common Core placement tests?** Students should review key concepts, practice sample questions, familiarize themselves with the test format, and work on problem-solving skills related to ratios, equations, and geometric concepts to build confidence and proficiency. **Are there practice tests available for the 7th grade Math Common Core placement exam?** Yes, many schools and online educational platforms provide practice tests and sample questions to help students prepare effectively for the placement exams. **What is the purpose of the 7th grade Math Common Core placement test?** The test aims to assess students' understanding of 7th grade math concepts to determine their readiness for grade-level coursework or identify areas needing additional support. **How is the 7th grade Math Common Core placement test different from standardized state assessments?** Placement tests focus specifically on evaluating readiness for 7th grade math topics based on Common Core standards, whereas standardized state assessments often cover a broader range of subjects and grade levels for accountability purposes.

Related keywords: 7th grade math test, common core math assessment, math placement test, 7th grade math standards, math proficiency exam, middle school math test, common core standards assessment, 7th grade math skills, math testing for grade 7, math placement exam

social work student placement process 2010 11

social work student placement process 2010 11: An In-Depth Overview of the 2010-11 Academic Year

The social work student placement process of 2010-11 marked a significant chapter in the development of future social workers. During this period, educational institutions, placement agencies, and students collaborated to shape practical learning experiences that would prepare students for real-world challenges. Understanding the intricacies of this process provides valuable insights into the evolution of social work education and highlights best practices that continue to influence current placement strategies.

In this article, we delve into the detailed steps, challenges, and key components of the social work student placement process during the 2010-11 academic year. We aim to offer a comprehensive guide for students, educators, and practitioners interested in historical placement procedures and how they align with contemporary standards.

Context and Importance of Student Placement in Social Work Education

Student placements are a cornerstone of social work education, bridging theoretical knowledge with practical application. They enable students to develop essential skills, understand client dynamics, and gain firsthand experience working within diverse social service settings. The 2010-11 placement process was particularly noteworthy due to reforms aimed at enhancing student preparedness, improving placement quality, and fostering stronger partnerships between academic institutions and social service agencies.

During this period, the emphasis was on structured, supervised placements that adhered to national standards, ensuring that students received meaningful learning opportunities while maintaining client safety and service quality. The process was designed to be comprehensive, covering everything from initial application to post-placement evaluations.

The Social Work Student Placement Process 2010-11: Step-by-Step Breakdown

The placement process during 2010-11 can be broken down into several sequential stages, each with specific objectives and responsibilities.

1. Preparation and Planning

- Curriculum Integration: Academic programs outlined the required competencies and learning outcomes aligned with placement experiences.

- Partner Identification: Universities collaborated with a range of social service agencies, including local authorities, charities, healthcare providers, and community organizations.
- Placement Policies Development: Clear policies were established regarding eligibility criteria, placement duration, supervision standards, and student responsibilities.

2. Student Application and Placement Allocation

- Application Process: Students expressed their preferences for placement settings through application forms, considering their interests and career goals.
- Matching and Allocation: Using a combination of student preferences, academic requirements, and agency capacity, placements were allocated. Some institutions used a centralized matching system to ensure fairness.
- Preparation Workshops: Prior to placement commencement, students attended orientation sessions covering agency policies, expectations, and professional conduct.

3. Placement Supervision and Support

- Supervisory Structure: Each student was assigned a qualified supervisor within the agency, responsible for ongoing support, guidance, and assessment.
- Learning Agreements: Students and supervisors collaboratively developed learning agreements that outlined objectives, activities, and evaluation criteria.
- Regular Meetings: Scheduled supervision sessions ensured continuous feedback, reflection, and progress monitoring.

4. Monitoring and Evaluation During Placement

- Progress Reports: Students maintained reflective journals and submitted periodic reports to supervisors.
- Site Visits: Academic staff conducted visits to assess the placement environment, support mechanisms, and student engagement.
- Feedback Collection: Both students and supervisors provided feedback on the placement experience to inform ongoing improvements.

5. Post-Placement Assessment and Certification

- Final Evaluation: Supervisors completed formal assessments of student performance against predetermined competencies.

- Reflective Portfolio: Students assembled portfolios demonstrating their learning, challenges faced, and skills developed.
- Certification: Successful students received official certification, often integrated into their academic transcripts and professional credentials.

Key Challenges in the 2010-11 Placement Process

While the process was designed to be robust, several challenges emerged during the 2010-11 period:

- Matching Imbalances: High student numbers sometimes outstripped agency capacity, leading to less optimal placement matches.
- Supervisory Resources: Agencies faced constraints in providing adequate supervision due to staffing shortages or workload pressures.
- Diversity of Placement Settings: Ensuring exposure to a broad range of social issues and client populations required careful planning.
- Student Preparedness: Variability in student readiness for practical work necessitated tailored support and additional training.

Best Practices and Lessons Learned from 2010-11

The 2010-11 placement process contributed valuable lessons that continue to inform social work education:

- Structured Support Systems: Regular supervision and reflective practice sessions enhance student learning and confidence.
- Strong Partnerships: Building long-term collaborations between academia and agencies ensures sustainable placement opportunities.
- Clear Communication: Transparent processes for application, allocation, and evaluation minimize misunderstandings.
- Continuous Feedback: Soliciting input from all stakeholders allows for iterative improvements in the placement framework.

Impact of the 2010-11 Placement Process on Future Social Work Education

The experiences and reforms of the 2010-11 academic year laid the groundwork for more integrated and student-centered placement models. Innovations introduced during this period emphasized:

- Enhanced preparation for placements through pre-placement training.
- Increased emphasis on reflective practice and supervision quality.
- Greater alignment with professional standards and accreditation requirements.
- Adoption of technology to streamline placement management and communication.

These developments have contributed to the ongoing evolution of social work education, aiming to produce more competent, ethical, and empathetic practitioners.

Conclusion

The social work student placement process of 2010-11 represented a pivotal phase in shaping effective experiential learning in social work education. By systematically organizing placements, fostering collaborative supervision, and emphasizing continuous evaluation, the process sought to prepare students for the complexities of social service practice. Although challenges existed, the lessons learned continue to influence current practices, ensuring that social work students are equipped with the skills, knowledge, and professionalism required to serve diverse communities effectively.

Understanding this historical process not only provides context for current educational strategies but also highlights the importance of ongoing innovation and partnership in developing the social work workforce of tomorrow.

Social work student placement process 2010-11 marked a significant phase in the evolution of practical training within social work education. As institutions sought to bridge academic theories with real-world applications, the placement process became a pivotal component in shaping competent, empathetic, and reflective social workers. The 2010-11 period reflected both advancements and challenges in implementing structured placements, offering valuable insights into how educational frameworks adapt to societal needs and professional standards.

Introduction to the Social Work Student Placement Process

The student placement process in social work serves as the cornerstone of experiential learning, enabling students to translate classroom knowledge into practical skills. During the 2010-11 academic year, the process was characterized by increased formalization, tighter regulatory oversight, and a focus on fostering diverse, community-engaged competencies.

Placements typically involve supervised work in social service agencies, hospitals, community organizations, or governmental departments. They are designed to develop core skills such as assessment, intervention, communication, and ethical decision-making, while also promoting self-awareness and professional development.

Context and Background of the 2010-11 Placement Process

Educational Framework and Regulatory Environment

By 2010-11, social work education in many regions, including the UK and parts of North America, had undergone significant reforms emphasizing competency-based training. Regulatory bodies like the Social Work Reform Board (SWRB) in the UK or the Council on Social Work Education (CSWE) in the US mandated minimum hours, assessment standards, and quality assurance mechanisms.

These frameworks aimed to ensure that placements not only provided practical experience but also adhered to ethical standards and promoted reflective practice.

Shift Towards Community Engagement and Diversity

During this period, there was a conscious shift towards incorporating community-based placements and emphasizing cultural competence. Recognizing the diverse populations served, placement providers were encouraged to facilitate experiences across different socio-economic, cultural, and healthcare settings.

Key Components of the Placement Process in 2010-11

1. Placement Allocation and Matching

One of the most complex stages involved matching students to suitable placement sites. Factors considered included:

- Student preferences and career interests
- Skills, previous experience, and learning needs
- Availability and capacity of partner agencies
- Geographic considerations to promote accessibility and diversity

The allocation process often employed computerized matching systems or committee-based approaches to ensure fairness and optimal fit.

2. Preparation and Orientation

Prior to commencing placements, students underwent comprehensive orientation sessions that covered:

- Agency policies and procedures
- Code of ethics and confidentiality
- Expectations around professional conduct
- Health and safety protocols
- Reflection and learning objectives

This phase was crucial in setting clear expectations and fostering a professional mindset.

3. Supervision and Support Structures

Supervision was a linchpin in the placement process. Each student was assigned a qualified supervisor, often a practicing social worker, responsible for:

- Providing ongoing feedback
- Facilitating reflective discussions
- Monitoring progress against learning objectives
- Addressing challenges or ethical dilemmas

Supervisory arrangements varied, with some agencies providing formal weekly supervision meetings, while others integrated supervision into broader team meetings.

4. Learning Activities and Tasks

Students engaged in a variety of tasks aligned with their placement goals, including:

- Conducting assessments
- Developing intervention plans
- Attending meetings and case conferences
- Engaging with clients and families
- Writing reports and case notes
- Participating in community outreach activities

Structured activities aimed to ensure a comprehensive exposure to the multifaceted nature of social work.

5. Evaluation and Assessment

Assessment was integral to the process, combining:

- Supervisor evaluations based on observed practice
- Student self-assessment and reflective journals
- Feedback from clients or service users
- Final placement reports

Assessment tools often included competency-based grids, ensuring that students demonstrated proficiency across core areas such as ethical practice, communication, and intervention skills.

Challenges Encountered During the 2010-11 Placement Process

While the process was designed to be robust, several challenges emerged:

1. Variability in Placement Quality

Not all agencies had equal capacity or resources to provide comprehensive supervision or diverse experiences. This variability sometimes limited the breadth of learning opportunities and posed difficulties in ensuring consistent standards.

2. Matching Difficulties and Placement Shortages

High student numbers in certain regions or specializations led to shortages of suitable placements, resulting in delays or compromises in placement quality.

3. Ethical and Safety Concerns

Placement sites dealing with vulnerable populations had to carefully balance student learning with client confidentiality and safety considerations. Ensuring student preparedness to handle complex cases was a persistent concern.

4. Integration with Academic Curriculum

Aligning placement activities with academic coursework required close coordination between universities and agencies. Discrepancies sometimes led to gaps in learning or assessment issues.

5. Support for Student Well-being

Given the emotionally demanding nature of social work, providing adequate emotional and supervisory support was critical, yet not always sufficiently resourced.

Innovations and Developments in the 2010-11 Placement Process

Despite challenges, the period also saw several innovations aimed at enhancing the placement experience:

1. Use of Technology

Online platforms facilitated placement matching, documentation, and reflective journaling. Virtual supervision and e-learning modules became more commonplace, especially in remote or resource-constrained settings.

2. Emphasis on Reflective Practice

Structured reflective exercises, including diaries and group discussions, were integrated to promote critical thinking and self-awareness.

3. Focus on Cultural Competence

Training modules and placement opportunities increasingly prioritized understanding diverse cultural contexts, aiming to produce more inclusive practitioners.

4. Quality Assurance and Feedback Loops

Regular audits, student feedback surveys, and supervisor training sessions contributed to continuous improvement of the placement system.

Impact and Outcomes of the 2010-11 Placement Process

The structured approach to placements during this period contributed to several positive outcomes:

- Enhanced Competency Development: Students demonstrated improved practical skills and ethical awareness, aligning with professional standards.
- Increased Confidence and Preparedness: Graduates felt more ready to enter the workforce, having experienced real-world complexities.
- Strengthened Partnerships: Collaboration between academic institutions and agencies fostered a shared commitment to quality education and service delivery.
- Promotion of Diversity and Inclusion: Exposure to varied populations helped students develop cultural humility and adaptability.

However, the period also underscored the necessity for ongoing reforms, especially in ensuring equitable access to high-quality placements and supporting student well-being.

Conclusion: Lessons Learned and Future Directions

The social work student placement process in 2010-11 was a dynamic and evolving component of social work education. It highlighted the importance of structured supervision, reflective practice, and collaborative partnerships. While successes were evident, the challenges pointed to areas requiring further innovation?such as leveraging technology, expanding placement capacity, and enhancing student support systems.

Looking ahead, continuous improvement in the placement process remains vital to prepare social workers capable of navigating complex social landscapes with competence, compassion, and resilience. The lessons from 2010-11 serve as a foundation for ongoing reforms aimed at achieving excellence in social work education and, ultimately, better service delivery to communities.

Note: The detailed account above synthesizes general trends and practices of social work student placements during the 2010-11 period based on available literature and historical context, aiming to provide a comprehensive review suitable for academic or professional reflection.

QuestionAnswer What are the typical steps involved in the social work student placement process for 2010-11? The process generally includes application submission, placement matching, orientation, supervision, ongoing evaluation, and final assessment, ensuring students gain practical experience aligned with their academic requirements. How did the placement selection criteria for social work students in 2010-11 ensure quality supervision? Selection criteria prioritized placements with qualified supervisors, appropriate agency resources, and a focus on diverse client populations to provide comprehensive learning experiences. What challenges did students face during the 2010-11 placement process? Students often encountered challenges such as limited placement availability, adapting to diverse client needs, balancing academic and practical responsibilities, and navigating agency policies. How did the 2010-11 social work student placement process incorporate feedback from students? Feedback mechanisms included regular surveys and debrief sessions, allowing students to voice concerns and suggest improvements to enhance the placement experience. What role did faculty play in the 2010-11 placement process for social work students? Faculty provided guidance in placement selection, monitored student progress, facilitated communication between students and agencies, and ensured academic objectives were met. Were there any significant policy changes in the 2010-11 social work student placement process? Yes, policies emphasizing increased collaboration with community agencies and enhanced student support systems were introduced to improve placement quality and student well-being. How did the 2010-11 placement process prepare social work students for professional practice? The process offered real-world exposure through diverse placements, mentorship from experienced professionals, and opportunities to develop practical skills in a supervised setting. What safety measures were implemented during the 2010-11 placement process to protect students? Safety measures included thorough agency assessments, orientation on safety protocols, supervision requirements, and access to support services in case of emergencies. How did the social work

student placement process in 2010-11 align with accreditation standards? The process adhered to accreditation standards by ensuring placements provided comprehensive experiential learning, supervision quality, and student competency development.

Related keywords: social work student placement, 2010 2011, internship program, field education, placement guidelines, student supervision, placement sites, academic requirements, practicum process, placement evaluation

Read the full article online: [SOCIAL WORK STUDENT PLACEMENT PROCESS 2010 11](#)