

## About the Assessment

Each of the ACCUPLACER tests is adaptive. This means that the computer automatically determines which questions are presented to you based on your responses to prior questions. This technique selects just the right questions to ask without giving you questions that are too easy or too difficult. Because the ACCUPLACER tests are adaptive, you do not have to answer as many questions as you would on a traditional paper-and-pencil test.

Since ACCUPLACER tests are adaptive, and since the questions are chosen for you based on your answers to previous question, you must answer every question when it is first given. ***You cannot leave a question and come back to it later. You must answer a question in order to go to the next question.*** Once you go on to the next question, ***you cannot return to previous questions.***

If you do not know the answer to a question, you should try to eliminate one or more of the choices. Then pick from the remaining choices.

## Providing Your Background Information

You will be asked to enter some background information such as your student ID number, name and address, birth date, etc. The background information screen is illustrated below.

Fields with an asterisk (\*) must be completed. Carefully listen to the test administrator for instructions on how to complete this page.

The screenshot shows a web browser window titled "Accuplacer - New Examinee - Microsoft Internet Explorer". The page header includes the ACCUPLACER logo and the text "ACCUPLACER ONLINE". The main heading is "Background Information". The form contains the following fields:

- Student ID:  \* (Use your student designated ID)
- First Name:  \*
- Middle Initial:
- Last Name:  \*
- Address:
- City:
- State/Province/Country:
- Zip Code:
- Day Phone:
- Night Phone:
- Birth Date:    \*
- Sex:  \*
- Self Description:  \*

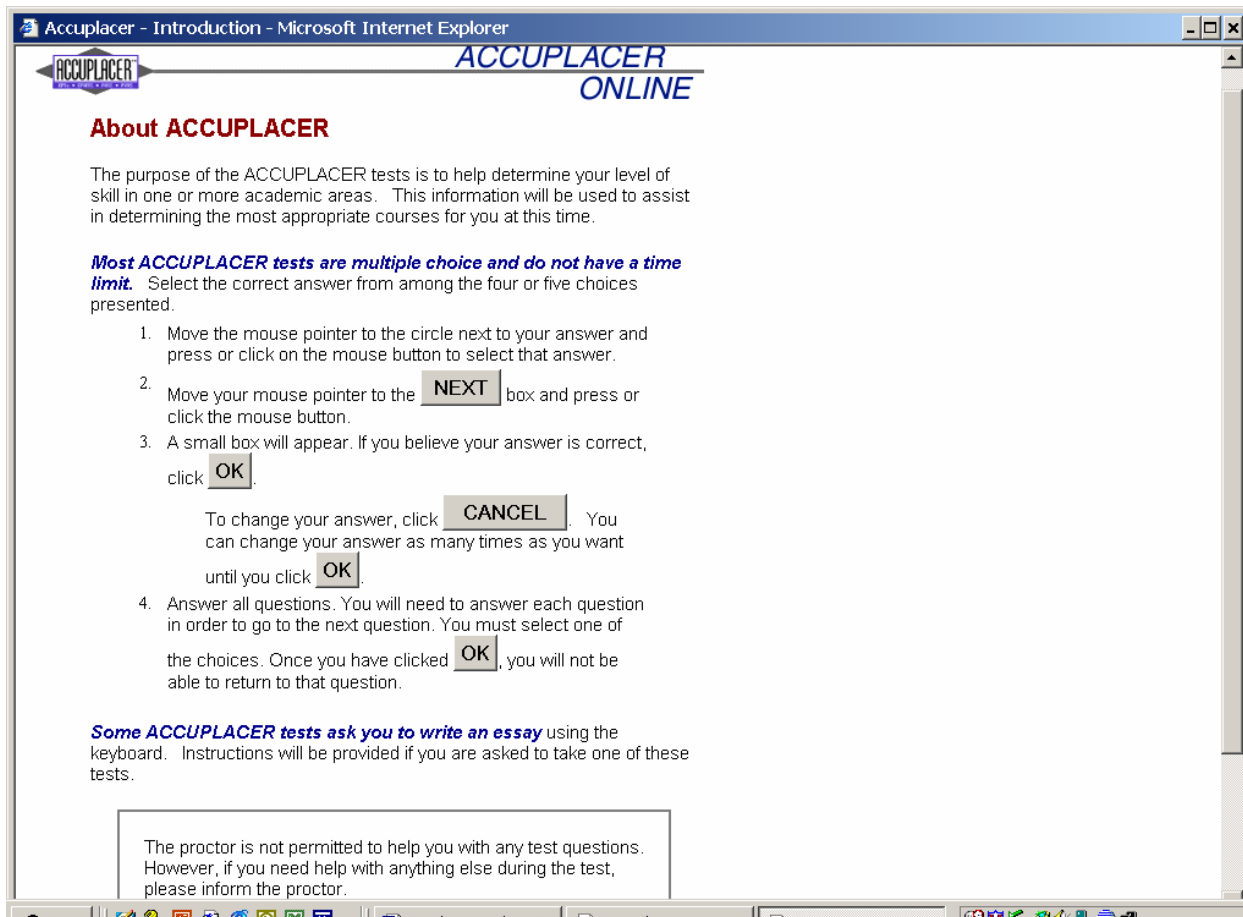
\* Required fields.

[Continue](#)

After completing the background information screen, click Continue.

## Testing

After you have answered the background questions the screen shown below will appear. This screen provides more information about how to answer questions. Read this screen carefully. If you have questions, ask the test administrator for help before continuing.



After you have reviewed these instructions, click the "Continue" button at the bottom of the screen, and the first screen of the first test will appear. This screen will give you information about the test and will provide a sample question. A sample page is shown below.

After you have read the directions and reviewed the sample question, click the "Continue" button and the first test question will appear.

## Descriptions of the Tests And Sample Questions

### Sentence Skills Test

You will receive 20 Sentence Skills questions of two types. The first type is **sentence correction** questions that require an understanding of sentence structure. These questions ask you to choose the most appropriate word or phrase to substitute for the underlined portion of the sentence.

The second type is **construction shift** questions. These questions ask that a sentence be rewritten according to the criteria shown while maintaining essentially the same meaning as the original sentence.

Within these two primary categories, the questions are also classified according to the skills being tested. Some questions deal with the logic of the sentence, others with whether or not the answer is a complete sentence, and still others with the relationship between coordination and subordination.

### Sample Questions Sentence Skills Test

**Directions for questions 1 – 6** *Select the best version of the underlined part of the sentence. The first choice is the same as the original sentence. If you think the original sentence is best, choose the first answer.*

1. The baby was obviously getting too hot, then Sam did what he could to cool her.
  - A. hot, then Sam did
  - B. hot. Sam did
  - C. hot; Sam, therefore, did
  - D. hot; Sam, trying to do
  
2. She hoped to find a new job. One that would let her earn money during the school year.
  - A. job. One that
  - B. job. The kind that
  - C. job, one that
  - D. job, so that it
  
3. Knocked sideways, the statue looked as if it would fall.
  - A. Knocked sideways, the statue looked
  - B. The statue was knocked sideways, looked
  - C. The statue looked knocked sideways
  - D. The statue, looking knocked sideways,

4. To walk, biking, and driving are Pat's favorite ways of getting around.
- A. To walk, biking, and driving
  - B. Walking, biking, and driving
  - C. To walk, biking, and to drive
  - D. To walk, to bike, and also driving
5. When you cross the street in the middle of the block, this is an example of jaywalking.
- A. When you cross the street in the middle of the block, this
  - B. You cross the street in the middle of the block, this
  - C. Crossing the street in the middle of the block
  - D. The fact that you cross the street in the middle of the block
6. Walking by the corner the other day, a child, I noticed, was watching for the light to change.
- A. a child, I noticed, was
  - B. I noticed a child watching
  - C. a child was watching, I noticed,
  - D. there was, I noticed, a child watching

**Directions for questions 7 – 12.** Rewrite the sentence in your head, following the directions given below. Keep in mind that your new sentence should be well written and should have essentially the same meaning as the sentence given you.

7. In his songs, Gordon Lightfoot makes melody and lyrics intricately intertwine.

Rewrite, beginning with

Melody and lyrics...

Your new sentence will include

- A. Gordon Lightfoot has
- B. make Gordon Lightfoot's
- C. in Gordon Lightfoot's
- D. does Gordon Lightfoot

8. It is easy to carry solid objects without spilling them, but the same cannot be said of liquids.

Rewrite, beginning with

Unlike liquids,

The next words will be

- A. it is easy to
- B. we can easily
- C. solid objects can easily be
- D. solid objects are easy to be

9. Excited children ran toward the loud music, and they told others about the ice cream truck outside.

Rewrite, beginning with

The excited children, who had run toward the loud...

The next words will be

- A. music, they told
- B. music told
- C. music, telling
- D. music and had told

10. If he had enough strength, Todd would move the boulder.

Rewrite, beginning with

Todd cannot move the boulder...

The next words will be

- A. when lacking
- B. because he
- C. although there
- D. without enough

11. The band began to play, and then the real party started.

Rewrite, beginning with

The real party started...

The next words will be

- A. after the band began
- B. and the band began
- C. although the band began
- D. the band beginning

12. Chris heard no unusual noises when he listened in the park.

Rewrite, beginning with

Listening in the park,...

The next words will be

- A. no unusual noises could be heard
- B. then Chris heard no unusual noises
- C. and hearing no unusual noises
- D. Chris heard no unusual noises

## Reading Comprehension

There are 20 questions of two primary types on the Reading Comprehension test. The first type consists of a reading passage followed by a question based on the text. Both short and long passages are provided. The reading passages can also be classified according to the kind of information processing required including explicit statements related to the main idea, explicit statements related to a secondary idea, application, and inference.

The second type of question, sentence relationships, presents two sentences followed by a question about the relationship between these two sentences. The question may ask, for example, if the statement in the second sentence supports that in the first, if it contradicts it, or if it repeats the same information.

### Reading Comprehension Sample Questions

*Read the statement or passage and then choose the best answer to the question. Answer the question based on what is stated or implied in the statement or passage.*

1. In the words of Thomas DeQuincey, “It is notorious that the memory strengthens as you lay burdens upon it.” If, like most people, you have trouble recalling the names of those you have just met, try this: the next time you are introduced, plan to remember the names. Say to yourself, “I’ll listen carefully; I’ll repeat each person’s name to be sure I’ve got it, and I will remember.” You’ll discover how effective this technique is and probably recall those names for the rest of your life.

The main idea of the paragraph maintains that the memory

- A. always operates at peak efficiency.
  - B. breaks down under great strain.
  - C. improves if it is used often.
  - D. becomes unreliable if it tires.
2. Unemployment was the overriding fact of life when Franklin D. Roosevelt became President of the United States on March 4, 1933. An anomaly of the time was that the government did not systematically collect statistics of joblessness; actually it did not start doing so until 1940. The Bureau of Labor Statistics later estimated that 12,830,000 persons were out of work in 1933, about one-fourth of a civilian labor force of over fifty-one million.

Roosevelt signed the Federal Emergency Relief Act on May 12, 1933. The President selected Harry L. Hopkins, who headed the New York relief program, to run FERA. A gifted administrator, Hopkins quickly put the program into high gear. He gathered a small staff in Washington and brought the state relief organizations in

to the FERA system. While the agency tried to provide all the necessities, food came first. City dwellers usually got an allowance for fuel, and rent for one month was provided in case of eviction.

This passage is primarily about

- A. unemployment in the 1930's.
- B. the effect of unemployment on United States families.
- C. President Franklin D. Roosevelt's presidency.
- D. President Roosevelt's FERA program.

3. It is said that a smile is universally understood. And nothing triggers a smile more universally than a taste of sugar. Nearly everyone loves sugar. Infant studies indicate that humans are born with an innate love of sweets. Based on statistics, a lot of people in Great Britain must be smiling, because on average, every man, woman and child in that country consumes ninety-five pounds of sugar each year.

From this passage it seems safe to conclude that the English

- A. do not know that too much sugar is unhealthy.
  - B. eat desserts at every meal.
  - C. are fonder of sweets than most people.
  - D. have more cavities than any other people.
4. With varying success, many women around the world today struggle for equal rights. Historically, women have achieved greater equality with men during periods of social adversity. Three of the following factors initiated the greatest number of improvements for women: violent revolution, world war, and the rigors of pioneering in an undeveloped land. In all three cases, the essential element that improved the status of women was a shortage of men, which required women to perform many of society's vital tasks.

We can conclude from the information in this passage that

- A. women today are highly successful in winning equal rights.
- B. only pioneer women have been considered equal to men.
- C. historically, women have only achieved equality through force.
- D. historically, the principle of equality alone has not been enough to secure women equal rights.

5. In 1848, Charles Burton of New York City made the first baby carriage, but people strongly objected to the vehicles because they said the carriage operators hit too many pedestrians. Still convinced that he had a good idea, Burton opened a factory in England. He obtained orders for the baby carriages from Queen Isabella II of Spain, Queen Victoria of England, and the Pasha of Egypt. The United States had to wait another ten years before it got a carriage factory, and the first year only 75 carriages were sold.

Even after the success of baby carriages in England,

- A. Charles Burton was a poor man.
  - B. Americans were still reluctant to buy baby carriages.
  - C. Americans purchased thousands of baby carriages.
  - D. the United States bought more carriages than any other country.
6. All water molecules form six-sided structures as they freeze and become snow crystals. The shape of the crystal is determined by temperature, vapor, and wind conditions in the upper atmosphere. Snow crystals are always symmetrical because these conditions affect all six sides simultaneously.

The purpose of the passage is to present

- A. a personal observation.
  - B. a solution to a problem.
  - C. actual information.
  - D. opposing scientific theories.
- 7 The Midwest is experiencing its worst drought in fifteen years.

Corn and soybean prices are expected to be very high this year.

What does the second sentence do?

- A. It restates the idea found in the first.
- B. It states an effect.
- C. It gives an example.
- D. It analyzes the statement made in the first.

8. Social Studies classes focus on the complexity of our social environment.

The subject combines the study of history and the social sciences and promotes skills in citizenship.

What does the second sentence do?

- A. It gives an example.
- B. It makes a contrast
- C. It proposes a solution.
- D. It states an effect.

9. Knowledge of another language fosters greater awareness of cultural diversity among the peoples of the world.

Individuals who have foreign language skills can appreciate more readily other peoples' values and ways of life.

How are the two sentences related?

- A. They contradict each other.
- B. The present problems and solutions.
- C. They establish a contrast.
- D. They repeat the same idea.

10. Serving on a jury is an important obligation of citizenship.

Many companies allow their employees paid leaves of absence to serve on juries.

What does the second sentences do?

- A. It reinforces what is stated in the first.
- B. It explains what is stated in the first.
- C. The second expands on the first.
- D. It draws a conclusion about what is stated in the first.

## Arithmetic Test

This test measures your ability to perform basic arithmetic operations and to solve problems that involve fundamental arithmetic concepts. There are 17 questions on the Arithmetic tests divided into three types.

- Operations with whole numbers and fractions: topics included in this category are addition, subtraction, multiplication, division, recognizing equivalent fractions and mixed numbers, and estimating.
- Operations with decimals and percents: topics include addition, subtraction, multiplication, and division with decimals. Percent problems, recognition of decimals, fraction and percent equivalencies, and problems involving estimation are also given.
- Applications and problem solving: topics include rate, percent, and measurement problems, simple geometry problems, and distribution of a quantity into its fractional parts.

### Arithmetic Sample Questions

*Solve the following problems and select your answer from the alternatives given. You may use the paper you have been given for scratch paper.*

1.  $2.75 + .003 + .158 =$

- A. 4.36
- B. 2.911
- C. 0.436
- D. 2.938

2.  $7.86 \times 4.6 =$

- A. 36.156
- B. 36.216
- C. 351.56
- D. 361.56

3.  $\frac{7}{20} =$

- A. 0.035
- B. 0.858
- C. 0.35
- D. 3.5

4. Which of the following is the least?

- A. 0.105
- B. 0.501
- C. 0.015
- D. 0.15

5. All of the following are ways to write 25 percent of N EXCEPT

- A. 0.25 N
- B.  $\frac{25N}{100}$
- C.  $\frac{1}{4}N$
- D. 25 N

6. Which of the following is closest to  $27.8 \times 9.6$

- A. 280
- B. 300
- C. 2,800
- D. 3,000

7. A soccer team played 160 games and won 65 per cent of them. How many games did to win?

- A. 94
- B. 104
- C. 114
- D. 124

8. Three people who work full time are to work together on a project, but their total time on the project is to be equivalent to that of only one person working full time. If one of the people is budgeted for  $\frac{1}{2}$  of his time to the project and a second person for  $\frac{1}{3}$  of her time, what part of the third worker's time should be budgeted to this project?

A.  $\frac{1}{3}$

B.  $\frac{3}{5}$

C.  $\frac{1}{6}$

D.  $\frac{1}{8}$

9. 32 is 40% of what number?

A. 12.8

B. 128

C. 80

D. 800

10.  $3\frac{1}{3} - 2\frac{2}{5} =$

A.  $1\frac{1}{2}$

B.  $\frac{1}{15}$

C.  $\frac{14}{15}$

D.  $1\frac{1}{15}$

A. Answers to Sample Questions

**Sentence Skills Test**

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

**Reading Comprehension Test**

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

**Arithmetic Test**

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