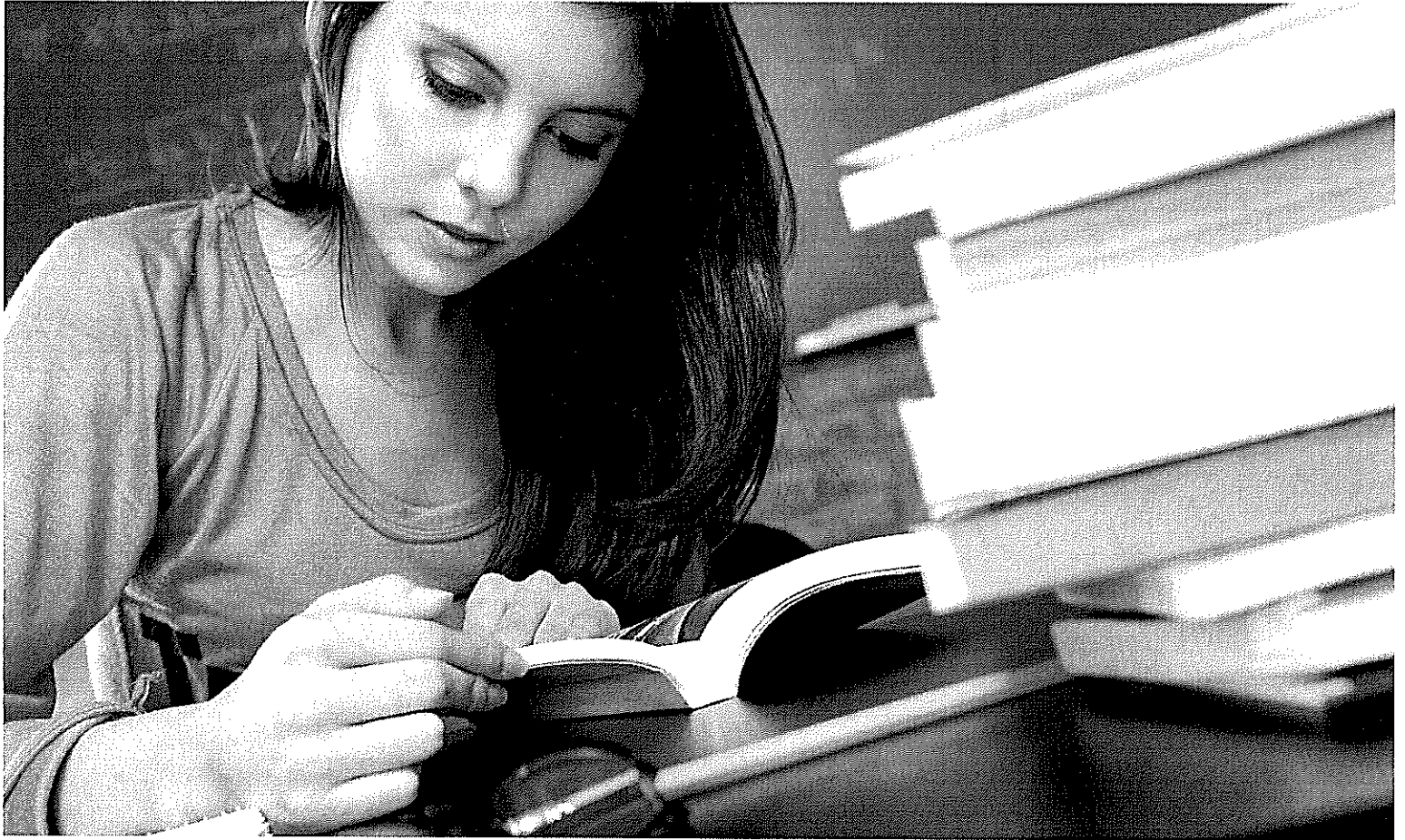


**MORGAN**  
COMMUNITY COLLEGE



**Community College Placement Test Prep**

**Math ~ Essay Writing ~ Reading Comprehension**

Morgan Community College would like to thank the Faculty & Staff at Community College of Aurora for generously sharing this Study Workbook with the students of Morgan Community College.



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## New Assessment Testing

- ⇒ The Accuplacer® assessment test has been replaced by the Community College Placement Test (CCPT) to determine a student's placement in most courses.
- ⇒ If you have already taken the Accuplacer, don't worry. Your scores are still good for five years for your course placement, but we no longer give the Accuplacer to determine placement into most courses.
- ⇒ If you are a new student, the Community Colleges of Colorado requires that you take the CCPT before you enroll in classes. However, you may qualify for an exemption, so talk with an advisor before scheduling your test. With these tools we will be able to place you in right courses when you start at Morgan Community College.

## What are we testing you on?

The CCPT is an untimed, multiple choice test that includes a 4-6 paragraph essay. The test includes:

- ⇒ Reading with Essay writing
- ⇒ Math; starting with basic Algebra then going to Linear Arithmetic, Pre-Algebra, or Intermediate Algebra depending on your score in basic Algebra
- ⇒ Trigonometry and Calculus are a separate test. This test is for students who get a score of at least 60 on Intermediate Algebra

## Getting Ready

- ⇒ Before you schedule testing you need to schedule an appointment with an academic advisor or center director
- ⇒ After you talk with an academic advisor or center director, you need to schedule your test. Look on page 6 for testing sites and hours. We recommend taking the English test and Math test on separate days. Each section could take 1 1/2 hours for a total of about 3 hours. So please plan to be at your testing location for that amount of time.
- ⇒ Study, Study, STUDY! Please use this work book and the Helpful Study Sites on page 4.
- ⇒ The day of your test bring a current Photo ID.
- ⇒ No outside materials are allowed during testing, including this booklet.



## Helpful Study Sites

<http://www.algebrahelp.com/>

<http://www.webmath.com/index.html>

<http://www.purplemath.com/index.htm>

<http://www.aaamath.com/>

<http://www.jamesbrennan.org/algebra/> Understanding Algebra (definitions, explanations, examples)

<http://mathforum.org/library/>

<http://www.xpmath.com/> Math video games

<http://www.studygs.net/index.htm>

<https://www.ixl.com/>

<http://www.mathwarehouse.com/>

<http://regentsprep.org/>

<http://www.algebra.com/algebra/homework/percentage/Percentage-problems.lesson>

<http://www.dummies.com/how-to/education-languages/math.html>

<http://www.khanacademy.org>

## Writing Help

<http://www.studygs.net/fiveparag.htm>

<http://www.studygs.net/writing/>

## NON-COGNITIVE QUESTIONS FOR THE CCPT

What was your cumulative grade point average (unweighted) when you graduated from high school?

- |                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="radio"/> A 4.0        | <input type="radio"/> C 2.0 to 2.9 |
| <input type="radio"/> B 3.0 to 3.9 | <input type="radio"/> D Below 2.0  |

As of today's date, did you graduate High School...

- |  |   |
|--|---|
| <input type="radio"/> A Less than a year ago | <input type="radio"/> F More than 5 years ago                             |
| <input type="radio"/> B 1-2 years ago        | <input type="radio"/> G Did not graduate from High School                 |
| <input type="radio"/> C 2-3 years ago        | <input type="radio"/> H Completed GED or other High School<br>Equivalency |
| <input type="radio"/> D 3-4 years ago        | <input type="radio"/> I I was home schooled                               |
| <input type="radio"/> E 4-5 years ago        |   |

Which Math class are you enrolling in?

- A MAT 103: Math for Clinical Calculations; or, MAT 107: Career Math; or, MAT 108: Technical Mathematics; or, MAT 109: Geometry; or, MAT 112: Financial Mathematics
- B MAT 120: Math for Liberal Arts; or, MAT 135 Intro to Statistics; or, MAT 155/156: Integrated Math
- C MAT 121: College Algebra
- D MAT 122: College Trigonometry; or, MAT 125: Survey of Calculus; or, MAT 166: Pre-Calculus
- E MAT 201: Calculus I

What was the last/highest math class that you took in high school?

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| <input type="radio"/> A Algebra I  | <input type="radio"/> D Trigonometry |
| <input type="radio"/> B Algebra II | <input type="radio"/> E Pre-Calculus |
| <input type="radio"/> C Geometry   | <input type="radio"/> F Calculus     |

When did you take that Math class?

- |  |   |
|--|---|
| <input type="radio"/> A Within the past calendar year      | <input type="radio"/> C More than 18 months ago |
| <input type="radio"/> B Between one year and 18 months ago |   |

What grade did you earn in that Math class?

- |                           |                                |
|---------------------------|--------------------------------|
| <input type="radio"/> A A | <input type="radio"/> C C      |
| <input type="radio"/> B B | <input type="radio"/> D D or F |

Did you obtain a Grade B or better in your Junior (11<sup>th</sup> grade) English class?

- |                             |                            |
|-----------------------------|----------------------------|
| <input type="radio"/> A Yes | <input type="radio"/> B No |
|-----------------------------|----------------------------|

When did you take that English class?

- |  |   |
|--|---|
| <input type="radio"/> A Less than one year ago             | <input type="radio"/> C More than two years ago |
| <input type="radio"/> B Between one year and two years ago |   |

**Retest Information:** Retesting is only available with approval from an advisor/center director. Retests cost \$10 per subject. CCPT retesting attempts are limited to one time per term. A same day retest is not allowed. Students are strongly encouraged to access resources before another attempt.

I hereby certify:

- I have read and understand the above Retest Information.
- To the best of my knowledge, the information furnished on this form is complete, without the intent of evasion or misrepresentation.

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
S#

(Office Use Only)

<b>Exams To Take</b> <input type="checkbox"/> BAAD <input type="checkbox"/> READ <input type="checkbox"/> WRES	<b>Placement</b> MAT:                      ENG/CCR:	Date:	Input by:
---	--	-------	-----------



## Testing Centers

Testing Center	Days	Hours
Main Campus 920 Barlow Rd Fort Morgan, CO 80701 970-542-3188		Walk ins are welcome but we suggest making an appointment to ensure that you can test when you need to.
Bennett Center 280 Colfax Unit 3 Bennett, CO 80102 303-644-4034		By Appointment Only
Burlington Center 340 S. 14th St Burlington, CO 80807 719-346-9300		By Appointment Only
Limon Center 940 2nd St Limon, CO 80828 719-775-8873		By Appointment Only
Wray Center 32415 Hwy 34 Wray, CO 80758 970-332-5755		By Appointment Only

56. Which of the following sentences is written correctly?

- a. Each employee of the hospital is permitted to talk about individual patients, but it must do so only in the company of the other employees.
- b. Each member of the hospital is permitted to talk about individual patients, but they must do so only in the company of the other employees.
- c. Each employee of the hospital is permitted to talk about individual patients, but we must do so only in the company of the other employees.
- d. Each employee of the hospital is permitted to talk about individual patients, but he or she must do so only in the company of the other employees.

57. Which of the following sentences is written correctly?

- a. It is not easy for teachers to keep their lectures and classroom presentations interesting; you have to spice them up with colorful visuals, and having a sense of humor doesn't hurt either.
- b. It is not easy for teachers to keep their lectures and classroom presentations interesting; he or she has to spice them up with colorful visuals, and having a sense of humor doesn't hurt either.
- c. It is not easy for teachers to keep their lectures and classroom presentations interesting; they have to spice them up with colorful visuals, and having a sense of humor doesn't hurt either.
- d. It is not easy for teachers to keep their lectures and classroom presentations interesting; we have to spice them up with colorful visuals, and having a sense of humor doesn't hurt either.

58. Which of the following sentences is written correctly?

- a. Students often suffer when professors force them to write in class. For example, you get the sweats, and then your mind goes blank.
- b. Students often suffer when professors force them to write in class. For example, they get the sweats, and then your mind goes blank.
- c. Students often suffer when professors force them to write in class. For example, they get the sweats, and then their mind goes blank.
- d. Students often suffer when professors force them to write in class. For example, he or she get the sweats, and then their mind goes blank.

### Adjectives and Adverbs

Choose the word or words that best complete the sentence.

59. Due to hospital policy, visitors must set cell phones to vibrate and speak \_\_\_\_\_ in conversation.
- a. quieter
  - b. more quiet
  - c. quietly
  - d. more quieter
60. The trail was \_\_\_\_\_ that we expected.
- a. rockier
  - b. more rockier
  - c. more rocky
  - d. rocky
61. This baby makes the \_\_\_\_\_ gurgling noises we have ever heard.
- a. most odd
  - b. more odd
  - c. oddest
  - d. most oddest

# Worksheet



	<b>Focus &amp; Meaning</b>	<b>Content &amp; Development</b>	<b>Organization</b>	<b>Language Use, Voice &amp; Style</b>	<b>Mechanics &amp; Conventions</b>
	The extent to which the response establishes and maintains a controlling idea (or central idea), an understanding of purpose and audience, and completion of the task.	The extent to which the response develops ideas fully and artfully using extensive, specific, accurate, and relevant details. ( <i>facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations</i> )	The extent to which the response demonstrates a unified structure, direction, and unity, paragraphing and transitional devices.	The extent to which the response demonstrates an awareness of audience and purpose through effective sentence structure, sentence variety, word choice that create tone and voice.	The extent the response demonstrates control of conventions, including paragraphing, grammar, punctuation, and spelling.
<b>6</b>	<b>Very effective Focus &amp; Meaning</b> Establishes and maintains an insightful controlling idea; demonstrates a thorough understanding of the purpose and audience; completes all parts of the task and may go beyond the limits of the task.	<b>Very Effective Content &amp; Development.</b> Develops ideas <i>fully</i> and <i>artfully</i> , using a <i>wide</i> variety of <u>appropriate details</u> to support <u>ideas</u> .	<b>Very Effective Organization.</b> Demonstrates a <i>cohesive and unified</i> <u>structure</u> with an <u>engaging introduction</u> and a <u>strong conclusion</u> ; <u>effective</u> use of <u>paragraphing</u> and <u>transitional devices</u> throughout.	<b>Very Effective Language Use, Voice &amp; Style.</b> Demonstrates <i>precise</i> language and <u>word choice</u> , a <i>defined</i> voice, and a <i>clear</i> sense of <u>audience</u> ; uses <i>well-structured and varied</i> <u>sentences</u> .	<b>Very effective control of Conventions &amp; Mechanics.</b> <i>Few or no</i> errors in grammar, <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> .
<b>5</b>	<b>Good Focus &amp; Meaning.</b> Establishes and maintains a clear controlling idea and demonstrates a general understanding of the purpose and audience; completes most parts of the task.	<b>Good Content &amp; Development.</b> Develops ideas <i>clearly</i> , using <i>sufficient and appropriate</i> <u>details</u> to support <u>ideas</u> .	<b>Good Organization.</b> Demonstrates a <i>mostly unified</i> <u>structure</u> with a <u>good introduction and conclusion</u> ; <i>consistent</i> use of <u>paragraphing</u> and <u>transitional</u> devices.	<b>Good Language Use, Voice &amp; Style.</b> Demonstrates <i>appropriate</i> <u>language</u> and <u>word choice</u> , with <i>some evidence</i> of <u>voice</u> and a <i>clear</i> sense of <u>audience</u> ; uses <i>well-structured</i> sentences with <i>some</i> <u>variety</u> .	<b>Good control of Conventions &amp; Mechanics.</b> <i>Few errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not</i> <u>interfere</u> with the <u>message</u> .
<b>4</b>	<b>Adequate Focus &amp; Meaning.</b> Establishes a controlling idea and demonstrates a basic understanding of the purpose and audience; completes many parts of the task.	<b>Adequate Content &amp; Development.</b> Develops <u>ideas</u> <i>adequately</i> , using <i>sufficient</i> <u>details</u> to support ideas.	<b>Adequate Organization.</b> Demonstrates a <i>generally unified</i> <u>structure</u> with a <u>noticeable introduction and conclusion</u> ; <i>inconsistent</i> use of <u>paragraphing</u> and <u>transitional</u> devices	<b>Adequate Language Use, Voice &amp; Style.</b> Demonstrates <i>appropriate</i> <u>language</u> and <u>word choice</u> , with an <i>awareness</i> of <u>audience</u> and control of <u>voice</u> ; generally uses correct <u>sentence structure</u> with <i>some</i> <u>variety</u> .	<b>Adequate control of Conventions &amp; Mechanics.</b> <i>Some errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not</i> <u>significantly interfere</u> with the communication of the message.
<b>3</b>	<b>Limited Focus &amp; Meaning.</b> Establishes a controlling idea but demonstrates little understanding of the purpose and audience; completes some parts of the task.	<b>Limited Content &amp; Development.</b> Develops <u>ideas</u> <i>briefly</i> and <i>inconsistently</i> , using <i>insufficient</i> <u>details</u> to support ideas.	<b>Limited Organization.</b> Demonstrates <i>evidence</i> of <u>structure</u> with an <i>uncertain</i> <u>introduction and conclusion</u> ; <i>lacks</i> <u>paragraphing</u> and <i>some</i> <u>transitional</u> devices.	<b>Limited Language Use, Voice &amp; Style.</b> Demonstrates <i>simple</i> <u>language</u> and <u>word choice</u> , <i>some</i> <i>awareness</i> of <u>audience</u> and control of <u>voice</u> ; relies on <i>simple</i> sentences with <i>insufficient</i> <u>sentence variety</u> and <u>word choice</u> .	<b>Limited control of Conventions &amp; Mechanics.</b> <i>Several noticeable</i> errors in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>may</i> <u>interfere</u> with the communication of the message.
<b>2</b>	<b>Minimal Focus &amp; Meaning.</b> Suggests a controlling idea but demonstrates minimal understanding of the purpose and audience; completes few parts of the task.	<b>Minimal Content &amp; Development.</b> Develops <u>ideas</u> <i>incompletely</i> and <i>inadequately</i> , using <i>few</i> <u>details</u> to support <u>ideas</u> .	<b>Minimal Organization.</b> Demonstrates <i>little</i> <i>evidence</i> of <u>structure</u> with a <i>poor</i> <u>introduction and conclusion</u> ; <i>little</i> <i>evidence</i> of <u>paragraphing</u> and <u>transitional</u> devices.	<b>Minimal Language Use, Voice &amp; Style.</b> Demonstrates <i>poor</i> <u>language</u> and <u>word choice</u> , with <i>little</i> <i>awareness</i> of <u>audience</u> ; makes <i>basic</i> <u>errors in sentence structure and usage</u> .	<b>Minimal control of Conventions &amp; Mechanics.</b> <i>Patterns of errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>substantially</i> <u>interfere</u> with the communication of the message.
<b>1</b>	<b>Inadequate or no Focus &amp; Meaning.</b> Fails to establish a controlling idea and demonstrates no understanding of purpose and audience; completes no parts of the task.	<b>Inadequate or no Content &amp; Development.</b> <i>Fails</i> to develop <u>ideas</u> , using <i>no</i> <u>details</u> to support ideas.	<b>Inadequate or no Organization.</b> Demonstrates <i>no</i> <i>evidence</i> of <u>structure</u> with <i>no</i> <u>introduction or conclusion</u> ; <i>no</i> <i>evidence</i> of <u>paragraphing</u> and <u>transitional</u> devices.	<b>Inadequate Language Use, Voice &amp; Style.</b> Demonstrates <i>unclear or incoherent</i> <u>language</u> and <u>word choice</u> , <i>no</i> <i>awareness</i> of <u>audience</u> , and <i>major</i> <u>errors in sentence structure and usage</u> .	<b>Inadequate or no control of Conventions &amp; Mechanics.</b> <i>Errors so severe</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that they <i>significantly</i> <u>interfere</u> with the communication of the message.

The Reading and Writing portion of the test offers a variety of questions in differing formats. The focus of these sections will cover content in the following areas:

- ✓ Recognize main ideas, themes, tone, writing styles, and author’s purpose
- ✓ Correctly summarizing information provided through inference or explicitly
- ✓ Analyze the organization of a text’s structure, the meaning of the text (argument, narrative, informative), and word choice
- ✓ Identify sentence relationships, the meaning of words (vocabulary), and the use of figurative language
- ✓ Communicating difficult information with clarity and logic
- ✓ Isolating misused and/or frequently confused words
- ✓ Sentence level writing skills
- ✓ Writing Mechanics such as grammar, punctuation, and spelling

1. Read the sentence and choose the word that best fits into the sentence.

The team might \_\_\_\_\_ the football game.

- a. loose
- b. lost
- c. lose
- d. loops

2. Read the sentence and choose the word that best fits into the sentence.

My grandfather was \_\_\_\_\_ handsome when he was a young man.

- a. quit
- b. quiet
- c. quote
- d. quite

3. Which of these could be a main heading that includes the other three terms as example?

- a. soccer
- b. football
- c. sports
- d. tennis


4. Which of these could be a main heading that includes the other three terms as example?

- a. dolphin
- b. mammals
- c. elephant
- d. mongoose

5. Which of these could be a main heading that includes the other three terms as example?

- a. tea
- b. juice
- c. beverages
- d. milk

Using the model provided, answer the question.

<u>Definition</u> <i>to spread out</i>	<u>Characteristics</u> <i>laying down with the body and limbs spread out awkwardly</i>
	
<u>Examples</u> <i>taking up the entire bed during a nap; using the entire tabletop while doing homework</i>	<u>Non-Examples</u> <i>keeping papers stacked and neatly organized on a desk; leaving room for others to sit on the couch</i>

6. Which of the following words best belongs in the center of the model shown?

- a. Recondition
- b. Barrier
- c. Sprawl
- d. Prod

Using the model provided, answer the question.

<u>Definition</u> <i>used for help or support</i>	<u>Characteristics</u> <i>often times, free assistance in achieving an objective</i>
<u>Examples</u> <i>going to the library to research a paper</i>	<u>Non-Examples</u> <i>failing a math class, but refusing to use a tutor</i>

7. Which of the following words best belongs in the center of the model shown?
- Dwindle
  - Administrator
  - Articulate
  - Resource

Using the model provided, answer the question.

<u>Definition</u> <i>direct carefully and safely</i>	<u>Characteristics</u> <i>Moving carefully, and calculated, through directions and a planned course.</i>
<u>Examples</u> <i>using a map travel</i>	<u>Non-Examples</u> <i>getting lost</i>

8. Which of the following words best belongs in the center of the model shown?
- Challenge
  - Barrage
  - Navigate
  - Reliance

Fill in the blank with the correct word.

9. I have \_\_\_\_\_ new pairs of shoes
- too
  - to
  - two
  - toe
10. I \_\_\_\_\_ the glass in the trash because it is broken.
- through
  - trough
  - though
  - threw
11. \_\_\_\_\_ going to travel out of town for the weekend.
- They're
  - There
  - Their
  - Theyre

Read the following selection and answer the question.

(1) Carpentry is rewarding in many ways. (2) Working with wood can be relaxing and creative. (3) Carpenters enjoy working with their hands. (4) My father, a carpenter, opened a wood-working shop.

12. Which sentence does NOT belong in the selection?
- Sentence 1
  - Sentence 2
  - Sentence 3
  - Sentence 4

Read the following selection and answer the question.

(1) Your attitude about your job may affect your chances of becoming sick. (2) A cold and a viral infection are common illnesses. (3) A university study indicated that employees with good attitudes were sick less often. (4) On the other hand, those that were unhappy used their sick days more frequently.

13. Which sentence does NOT belong in the selection?
- a. Sentence 1
  - b. Sentence 2
  - c. Sentence 3
  - d. Sentence 4

Read the following selection and answer the question.

(1) Lighting in a hospital room is important. (2) Each room usually has two kinds of light: overhead and a bed lamp. (3) The lighting should be adjusted so each patient in the room has sufficient light. (4) Hospital beds are usually adjustable too.

14. Which sentence does NOT belong in the selection?
- a. Sentence 1
  - b. Sentence 2
  - c. Sentence 3
  - d. Sentence 4

Read the following selection and answer the question.

15. Suppose you want to find information about recent laws passed by the United States Congress. What source might be the best to use for finding information on the subject?
- a. An encyclopedia
  - b. The college's online library database
  - c. The internet
  - d. An American history book

16. You are interested in finding information on Hitler's rise to power prior to WWII? What source might be the best to use for finding information on the subject?

- a. The internet
- b. An history book
- c. The local newspaper
- d. A Teen magazine

Read the following selection and answer the question.

Researchers studying anorexia in twins conclude that more than half a person's risk for developing the sometimes fatal eating disorder is determined by genes. Most experts already believe there is a strong genetic component to the disorder, which mostly affects girls and women. The new study "hammers home the fact that these are biologically based disorders," said Cintia Bulik, lead author of the study, who is a psychiatrist at the School of Medicine at University of North Carolina-Chapel Hill. We need to stop viewing them as a choice...The patients feel guilty; the providers tell them things like they should just eat; parents are blamed; the insurance companies won't fund treatment because they think it's a choice. It has held us back for decades.

17. The above paragraph would most likely be published in which of the following?
- a. Teen magazine
  - b. History textbook
  - c. World politics
  - d. Journal of American Medical Association

18. Read the sentence and choose the word that best fits into the sentence.

The dog tried to \_\_\_\_\_ the bone in the flower garden.

- a. berry
- b. bury
- c. bully
- d. belly

Read the passage and answer the questions that follow.

People loved to come to the Grogrande Bakery. When one opened the door an exquisite fragrance of newly baked bread and cakes greeted the nostrils; and, if you were not hungry when you entered, you were sure to become so when you examined and smelled the delicious pies and doughnuts and gingerbread and buns with which the shelves and show-cases were stocked. There were trays of French candies, too; and because all the goods were fresh and wholesome the bakery was well patronized and did a thriving business.

19. What is the main idea of this passage?
  - a. People love to eat bread.
  - b. People loved to come to the Grogrande Bakery.
  - c. Gingerbread is delicious.
  - d. The Grogrande bakery made a ton of money.
20. How is the information organized?
  - a. In chronological order
  - b. As a descriptive list
  - c. A series of questions and answers
  - d. From most important to least important
21. Which word best defines the function of the passage?
  - a. interrogative
  - b. exclamatory
  - c. descriptive
  - d. persuasive
22. What kind of text would this passage likely appear in?
  - a. magazine article
  - b. story
  - c. editorial
  - d. letter

23. Who is the likely audience for this passage?
  - a. bakers
  - b. children
  - c. gingerbread men
  - d. retired citizens
24. The author's main purpose in writing this selection was to:
  - a. Persuade people to buy delicious treats from the bakery
  - b. Inform the audience about what the bakery looked like
  - c. Inform the audience about the options available for purchase
  - d. Entertain people with a story about a bakery
25. What does the author mean by 'well-patronized'?
  - a. The bakery got its water from a well.
  - b. Very few people shopped there.
  - c. A large number of people shopped there.
  - d. The bathroom sink was always clean.

Read the passage and answer the questions that follow.

"I am sorry you have lost the watch, Luke," said the teacher, after Randolph's departure. "You will have to be satisfied with deserving it."

"I am reconciled to the disappointment, sir," answered Luke. "I can get along for the present without a watch."

Nevertheless, Luke did feel disappointed. He had fully expected to have the watch to carry home and display to his mother. As it was, he was in no hurry to go home, but remained for two hours ice skating with the other boys. He used his friend Linton's skates, Linton having an engagement which prevented his remaining.

It was five o'clock when Luke entered the little cottage which he called home. His mother, a pleasant woman of middle age, was spreading the cloth for supper. She looked up as he entered.

“Well, Luke?” she said inquiringly.

“I haven't brought home the watch, mother,” he said. “Randolph Duncan won it by accident. I will tell you about it.”

26. According to this passage, Luke is disappointed because -
- a. He has to go home without skating.
  - b. He did not win the watch.
  - c. His teacher does not like him.
  - d. He has won a watch.

27. Why does Luke mean when he claims that Randolph won the watch by accident?
- a. Randolph was trying to win the watch, it just happened he was the victor.
  - b. Randolph cheated and won the watch.
  - c. Luke let Randolph win because he felt bad for him.
  - d. Luke didn't really want to win.

28. Why is the teacher sorry that Luke has lost the watch?
- a. He feels that Luke deserves the watch.
  - b. He likes Luke better than the other students.
  - c. He knew Luke needed a watch.
  - d. He dislikes the boy who has won the watch.

29. During what time of year does this passage take place?
- a. winter
  - b. Christmas
  - c. summer
  - d. spring

30. How old might Luke be?
- a. 3
  - b. 12
  - c. 25
  - d. 40

31. What does the word present mean in the passage?
- a. to introduce formally
  - b. a gift
  - c. the current moment or period of time
  - d. to bring before a group of people

Read the passage and answer the questions that follow.

According to a report of the National Campaign to Prevent Teen Pregnancy, 20 percent of adolescents have had sex before their fifteenth birthday. The report also revealed that only a third of these adolescents' parents know that their children are sexually active. Such alarming statistics should cause us to wonder what in the world is wrong with these parents. Why don't two-thirds of them know what their own children are doing? Are the parents simply too lazy or self-absorbed to concern themselves with how their own kids are spending their free time? Whatever the reason for parent' apathy and ignorance, it's the kids who will ultimately pay the price. Thanks to parents who won't get their heads out of the sand and watch their own kids, America's young people are growing up much too fast.

32. The tone in the above passage could best be described as -
- a. angry
  - b. solemn
  - c. sorrowful
  - d. objective

33. It is clear the author is –
- Trying to persuade parent to watch their children
  - Trying to inform people that young people lack moral values
  - Trying to persuade people that sex education should indeed be taught in the schools
  - Trying to inform parents that peer pressure has increase.

Read the passage and answer the questions that follow.

### **Grandson and the Fish Chief**

A tale from Native Americans of the Great Lakes region

Grandmother was irritated when she ran out of fish oil so she called upon her grandson for help. "Grandson," she said, "travel to the Great Lake in the North and bring me the biggest fish in the world so I never again run out of fish oil."

Grandson felt beholden to his grandmother who had raised him from early childhood. Now a giant of a man, he was not a bit daunted by the gigantic size of the fish that his grandmother desired. So Grandson constructed a special canoe, threw in his paddles, poles, lines, nets, and bait along with his drum, and headed upriver.

The river ran into the Great Lake, but Grandson kept paddling until he felt certain that he had reached his destination. Then he baited his line, put it into the water, and called out to Fish Chief, "Come up and get my bait."

Fish Chief ignored Grandson, but Grandson was determined. He bellowed, "Fish Chief must be a coward if he refuses to face me."

Upon hearing these words, Fish Chief got annoyed, so he sent Big Trout up to the surface to terrify Grandson. Grandson, who was not the least

bit intimidated, threw a paddle at Big Trout that left him bruised and defeated.

Upon seeing Big Trout's swollen jaw, Fish Chief got even more irritated, and this time he sent Giant Pike. Grandson was still unimpressed as he threw a second paddle at Giant Pike, nearly killing him.

By now, Fish Chief was exasperated, so this time he raced to the surface of the lake himself and gulped down Grandson, the big canoe, and all of Grandson's equipment in one mighty gulp.

The inside of Fish Chief's belly was as dark as a cave at midnight. Grandson thought he was certainly a goner, especially when he heard Fish Chief's giant heart hammering louder than all of the drums of his village.

The earsplitting beat terrified Grandson until he got used to it, and then it gave him an idea. He recalled his own drum that Fish Chief had swallowed along with the canoe and everything else, and so he found the drum and began banging it as loudly as he could. The water of the lake amplified his drumbeat, and the thunderous noise scared Fish Chief to death.

When Fish Chief stopped moving, Grandson managed to make his way with his canoe and dragged it through Fish Chief's belly and out of his mouth. Then he attached a long rope to the enormous fish and dragged it behind him up the lake, down the river, and back to his village. Grandmother, along with a large crowd, welcomed Grandson when he arrived, and there was enough oil for all the people of the village until the end of time.

34. The narrative point of view in this story is best described as —
- first-person, through the eyes of Fish Chief.
  - first-person, through the eyes of Grandson.
  - third-person, through the eyes of Grandson.
  - third-person, through the eyes of Grandmother.

### Commas Splices

Read the following sentences and select the best version

35. Herb talks too much nobody seems to mind.
- No correction – the sentence is written correctly.
  - Herb talks too much, yet nobody seems to mind.
  - Herb talks too much; and nobody seems to mind.
  - Herb talks too much, nobody seems to mind.
36. Although millions of Americans are affected, when someone returns from substance abuse, his or her triumph can encourage others to seek help.
- No correction – the sentence is written correctly.
  - Although millions of Americans are affected when someone returns, from substance abuse, his or her triumph can encourage others to seek help.
  - Although millions of Americans are affected when someone returns from substance abuse; his or her triumph can encourage others to seek help.
  - Although millions of Americans are affected when someone returns from substance abuse his or her triumph can encourage others to seek help.

37. Researchers tested 63 students, they wanted to study the effects of insomnia.
- No correction – the sentence is written correctly.
  - Researchers, tested 63 students, they wanted to study the effects of insomnia.
  - Researchers tested 63 students because they wanted to study the effects of insomnia.
  - Researchers tested 63 students, they wanted to study, the effects of insomnia.

### Semicolons

Read the following sentences and select the best version

38. Romeo and Juliet loved one another deeply, nevertheless, their families hated one another.
- No correction – the sentence is written correctly.
  - Romeo, and Juliet, loved one another deeply nevertheless; their families hated one another.
  - Romeo and Juliet loved one another deeply nevertheless; their families hated one another.
  - Romeo and Juliet loved one another deeply; nevertheless, their families hated one another.



39. Channel 20 televised a special about gorillas, I did not get home in time to see it.
- No correction – the sentence is written correctly.
  - Channel 20 televised a special about gorillas; however, I did not get home in time to see it.
  - Channel 20 televised a special about gorillas; however I did not get home in time to see it.
  - Channel 20 televised a special about gorillas, however, I did not get home in time to see it.
40. If I climbed mountains, I would hike in the Rockies. I don't climb mountains, however.
- No correction – the sentence is written correctly.
  - If I climbed mountains, I would hike in the Rockies. I don't climb mountains; however.
  - If I climbed mountains; I would hike in the Rockies, I don't climb mountains, however.
  - If I climbed mountains I would hike in the Rockies. I don't climb mountains; however.

### Subordination

Read the following sentences and select the correct word to fill in the blank.

41. \_\_\_\_\_ the ring is a very old symbol, the elaborate wedding cake is even older.
- Whenever
  - Although
  - Whether
  - Unless
42. Specifically describe what you did you reveal an understanding of your offense and its impact.
- since
  - wherever
  - so that
  - as though

43. \_\_\_\_\_ you write that article, you should get all the facts.
- While
  - Because
  - Since
  - Before

### Subject-Verb Agreement

Choose the word or words that best complete the sentence.

44. The players and their coach \_\_\_\_\_ to meet an hour before the game.
- plans
  - will plan
  - has made plan
  - plan
45. Juan, the youngest of my brothers, for the award.
- has been chosen
  - have been chosen
  - was choosed
  - were chosen
46. Everyone in the audience, including the children, \_\_\_\_\_ sitting quietly.
- was
  - were
  - are
  - have been

### Verb Tense

47. Until it was actually mapped, only a few people \_\_\_\_\_ the true location of the tunnel.
- knew
  - had known
  - have known
  - will know

48. Moments after the clock struck midnight, the boy \_\_\_\_\_ downstairs as quietly as possible.

- a. creeps
- b. creeping
- c. crept
- d. creep

49. In New York City, the Mohawk Indians proudly \_\_\_\_\_ their place in history, working on the Chrysler Building, the Empire State Building, and the George Washington Bridge.

- a. taked
- b. takes
- c. are taking
- d. took

### Modifiers

Select the best version of the sentence.

50. Eagerly awaiting her birthday, Mary's presents were all picked up and admired by her many times throughout the course of the day.

- a. No change – the sentence is correct.
- b. Eagerly awaiting her birthday throughout the day, Mary's presents were picked up and admired by her.
- c. Eagerly awaiting her birthday, Mary picked up and admired her presents many times throughout the day.
- d. Mary's presents were picked up and admired all day, eagerly awaiting her birthday throughout the day.

51. Exploding noisily, I saw the fireworks in the sky.

- a. No change – the sentence is correct.
- b. Exploding noisily in the sky, I saw fireworks.
- c. I saw the fireworks exploding noisily in the sky.
- d. I saw the fireworks in the sky, exploding noisily.

52. She served sandwiches to the children on paper plates.

- a. No change – the sentence is correct.
- b. She served the children sandwiches on paper plates.
- c. To the children on paper plates she served sandwiches.
- d. She served, on paper plates, sandwiches to the children.
- e.

### Pronoun and Antecedent/Pronoun Shifts

Choose the word that best completes the sentence.

53. Theresa alleges that Michael and \_\_\_\_\_ saw \_\_\_\_\_ witnessed a robbery in the city last night.

- a. she
- b. he
- c. her
- d. him

54. Neither Mary nor Laura has turned in \_\_\_\_\_ report.

- a. their
- b. she
- c. her
- d. they

55. The team can't play (its, their) best when it's \_\_\_\_\_ too hot.

- a. their
- b. our
- c. they're
- d. its

56. Which of the following sentences is written correctly?

- a. Each employee of the hospital is permitted to talk about individual patients, but it must do so only in the company of the other employees.
- b. Each member of the hospital is permitted to talk about individual patients, but they must do so only in the company of the other employees.
- c. Each employee of the hospital is permitted to talk about individual patients, but we must do so only in the company of the other employees.
- d. Each employee of the hospital is permitted to talk about individual patients, but he or she must do so only in the company of the other employees.

57. Which of the following sentences is written correctly?

- a. It is not easy for teachers to keep their lectures and classroom presentations interesting; you have to spice them up with colorful visuals, and having a sense of humor doesn't hurt either.
- b. It is not easy for teachers to keep their lectures and classroom presentations interesting; he or she has to spice them up with colorful visuals, and having a sense of humor doesn't hurt either.
- c. It is not easy for teachers to keep their lectures and classroom presentations interesting; they have to spice them up with colorful visuals, and having a sense of humor doesn't hurt either.
- d. It is not easy for teachers to keep their lectures and classroom presentations interesting; we have to spice them up with colorful visuals, and having a sense of humor doesn't hurt either.

58. Which of the following sentences is written correctly?

- a. Students often suffer when professors force them to write in class. For example, you get the sweats, and then your mind goes blank.
- b. Students often suffer when professors force them to write in class. For example, they get the sweats, and then your mind goes blank.
- c. Students often suffer when professors force them to write in class. For example, they get the sweats, and then their mind goes blank.
- d. Students often suffer when professors force them to write in class. For example, he or she get the sweats, and then their mind goes blank.

### Adjectives and Adverbs

Choose the word or words that best complete the sentence.

59. Due to hospital policy, visitors must set cell phones to vibrate and speak \_\_\_\_\_ in conversation.
- a. quieter
  - b. more quiet
  - c. quietly
  - d. more quieter
60. The trail was \_\_\_\_\_ that we expected.
- a. rockier
  - b. more rockier
  - c. more rocky
  - d. rocky
61. This baby makes the \_\_\_\_\_ gurgling noises we have ever heard.
- a. most odd
  - b. more odd
  - c. oddest
  - d. most oddest

## Writing Sample

Students will be required to respond, in writing, to pre-determined prompt. This writing will take the form of a properly structured essay. The score is determined by how well-organized and developed the student response is to the prompt. The following characteristics of writing will be considered:

- ✓ **Focus and Meaning**  
How clear is the main idea or point of view?
- ✓ **Content and Development**  
How well do you expand on your ideas? Have you offered proper support in the form of details, arguments, and/or examples?
- ✓ **Organization**  
Have you used well-structured sentences? Are you using academic language? Is the vocabulary use appropriate?
- ✓ **Language Use and Style**  
Do you use the correct convention of the English language? Is the essay free of typographical, grammar, and punctuation errors?

Use the following prompts to practice writing an essay. These prompts **do not** reflect the actual question found on the test.

- ✦ If you founded your own college or university, what topic of study would you make mandatory for all students to study and why? What would be the values and priorities of your institution and why?
- ✦ Write an essay in which you argue for legislation that would change the driving age from sixteen to eighteen.
- ✦ Think about the person you admire the most. You have been chosen to introduce this person to an audience. Who will that person be, and what will you say about that person?

When composing an essay, remember to:

- Include an introduction with a proper hook, bridge, and thesis.
- Write 4-6 paragraphs of appropriate length
- Wrap up your writing with a conclusion that restates the thesis and summarizes the content of the essay.
- Proofread the draft for any potential errors such as typographical mistakes, misspelled words, and improper punctuation

# Worksheet

## **IntelliMetric® 6-Point Holistic Informative Rubric Characteristics of Writing**

Responses are evaluated on the basis of the following five characteristics of writing: Focus & Meaning, Content & Development, Organization, Language Use, Voice & Style, Mechanics & Conventions

### **Summary**

#### **6-The "6" response very effectively communicates the writer's message-**

- Establishes and maintains an insightful controlling or central idea and demonstrates a thorough understanding of the purpose and audience.
- Develops ideas fully and artfully with a wide variety of details.
- Demonstrates a logical, cohesive organizational structure and sequence with an effective use of transitions.
- Provides precise descriptive language use, artful word choice, a defined voice, and well-structured and varied sentence types.
- Contains little or no errors in grammar and punctuation, spelling, and mechanics.

#### **5-The "5" response strongly communicates the writer's message-**

- Establishes and maintains a clear controlling or central idea and demonstrates a basic understanding of the purpose and audience.
- Develops ideas fully and clearly with extensive detail.
- Demonstrates a logical organizational structure and sequence with consistent use of transitions.
- Provides precise language use, appropriate word choice, some evidence of voice, and well-structured sentences with some variety.
- Contains few errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics.

#### **4-The "4" response adequately communicates the writer's message-**

- Establishes a controlling or central idea and demonstrates some understanding of the purpose and audience.
- Develops ideas adequately using sufficient appropriate details.
- Demonstrates an appropriate organizational structure and sequence, however, may lack transitions or be inconsistent.
- Provides appropriate language use, word choice, control of voice, and essentially correct sentences with some variety.
- Contains occasional errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics, but the errors do not make comprehension difficult.

#### **3-The "3" response partially communicates the writer's message-**

- Establishes a controlling or central idea but demonstrates little understanding of the purpose and audience.
- Develops ideas briefly and inconsistently.
- Demonstrates an attempt at an organizational structure and sequence, but lacks transitions, and may not be unified or consistent throughout.
- Contains simple language use, word choice, an awareness of voice, relies on simple sentences.
- Contains errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics.

#### **2-The "2" response is limited in communication of the writer's message-**

- Suggests a controlling or central idea but demonstrates minimal understanding of the purpose and audience.
- Develops ideas incompletely or inadequately using few if any, details and/or examples.
- Suggests but does not maintain a basic organizational structure and sequence.
- Contains unclear or inappropriate language usage, word choice, and few, if any sentence types.
- Contains serious errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics (errors may make comprehension difficult).

#### **1-The "1" response inadequately communicates the writer's message-**

- Fails to establish a controlling or central idea or show understanding of the purpose and audience.
- Fails to support ideas with details and/or examples.
- Shows no evidence of a unified structure, no evidence of transitional devices.
- Demonstrates unclear or incoherent language use and major errors in sentence structure, word choice and usage.
- Major errors in paragraphing, grammar and usage, punctuation, spelling, and mechanics significantly interfere with the communication of the message.

	<b>Focus &amp; Meaning</b>	<b>Content &amp; Development</b>	<b>Organization</b>	<b>Language Use, Voice &amp; Style</b>	<b>Mechanics &amp; Conventions</b>
	The extent to which the response establishes and maintains a controlling idea (or central idea), an understanding of purpose and audience, and completion of the task.	The extent to which the response develops ideas fully and artfully using extensive, specific, accurate, and relevant details. ( <i>facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations</i> )	The extent to which the response demonstrates a unified structure, direction, and unity, paragraphing and transitional devices.	The extent to which the response demonstrates an awareness of audience and purpose through effective sentence structure, sentence variety, word choice that create tone and voice.	The extent the response demonstrates control of conventions, including paragraphing, grammar, punctuation, and spelling.
<b>6</b>	<b>Very effective Focus &amp; Meaning</b> Establishes and maintains an insightful controlling idea; demonstrates a thorough understanding of the purpose and audience; completes all parts of the task and may go beyond the limits of the task.	<b>Very Effective Content &amp; Development.</b> Develops ideas <i>fully</i> and <i>artfully</i> , using a <i>wide</i> variety of <u>appropriate details</u> to support <u>ideas</u> .	<b>Very Effective Organization.</b> Demonstrates a <i>cohesive and unified structure</i> with an <u>engaging introduction</u> and a <u>strong conclusion</u> ; <u>effective</u> use of <u>paragraphing</u> and <u>transitional devices</u> throughout.	<b>Very Effective Language Use, Voice &amp; Style.</b> Demonstrates <i>precise</i> language and <u>word choice</u> , a <i>defined voice</i> , and a <i>clear</i> sense of audience; uses <i>well-structured and varied</i> sentences.	<b>Very effective control of Conventions &amp; Mechanics.</b> <i>Few or no</i> errors in grammar, <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> .
<b>5</b>	<b>Good Focus &amp; Meaning.</b> Establishes and maintains a clear controlling idea and demonstrates a general understanding of the purpose and audience; completes most parts of the task.	<b>Good Content &amp; Development.</b> Develops ideas <i>clearly</i> , using <i>sufficient and appropriate details</i> to support <u>ideas</u> .	<b>Good Organization.</b> Demonstrates a <i>mostly unified structure</i> with a <u>good introduction and conclusion</u> ; <i>consistent</i> use of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Good Language Use, Voice &amp; Style.</b> Demonstrates <i>appropriate</i> language and <u>word choice</u> , with <i>some evidence</i> of <u>voice</u> and a <i>clear</i> sense of audience; uses <i>well-structured</i> sentences with <i>some variety</i> .	<b>Good control of Conventions &amp; Mechanics.</b> <i>Few</i> errors in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not interfere</i> with the message.
<b>4</b>	<b>Adequate Focus &amp; Meaning.</b> Establishes a controlling idea and demonstrates a basic understanding of the purpose and audience; completes many parts of the task.	<b>Adequate Content &amp; Development.</b> Develops <u>ideas adequately</u> , using <i>sufficient details</i> to support ideas.	<b>Adequate Organization.</b> Demonstrates a <i>generally unified structure</i> with a <u>noticeable introduction and conclusion</u> ; <i>inconsistent</i> use of <u>paragraphing</u> and <u>transitional devices</u>	<b>Adequate Language Use, Voice &amp; Style.</b> Demonstrates <i>appropriate</i> language and <u>word choice</u> , with an <i>awareness</i> of <u>audience</u> and control of <u>voice</u> ; generally uses correct <u>sentence structure</u> with <i>some variety</i> .	<b>Adequate control of Conventions &amp; Mechanics.</b> <i>Some</i> errors in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not significantly interfere</i> with the communication of the message.
<b>3</b>	<b>Limited Focus &amp; Meaning.</b> Establishes a controlling idea but demonstrates little understanding of the purpose and audience; completes some parts of the task.	<b>Limited Content &amp; Development.</b> Develops <u>ideas briefly</u> and <i>inconsistently</i> , using <i>insufficient details</i> to support ideas.	<b>Limited Organization.</b> Demonstrates <i>evidence</i> of structure with an <u>uncertain introduction and conclusion</u> ; <i>lacks</i> paragraphing and <i>some</i> <u>transitional devices</u> .	<b>Limited Language Use, Voice &amp; Style.</b> Demonstrates <i>simple language</i> and <u>word choice</u> , <i>some awareness</i> of audience and control of <u>voice</u> ; relies on <i>simple</i> sentences with <i>insufficient sentence variety</i> and <u>word choice</u> .	<b>Limited control of Conventions &amp; Mechanics.</b> <i>Several noticeable</i> errors in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that may <i>interfere</i> with the communication of the message.
<b>2</b>	<b>Minimal Focus &amp; Meaning.</b> Suggests a controlling idea but demonstrates minimal understanding of the purpose and audience; completes few parts of the task.	<b>Minimal Content &amp; Development.</b> Develops <u>ideas incompletely</u> and <i>inadequately</i> , using <i>few details</i> to support ideas.	<b>Minimal Organization.</b> Demonstrates <i>little evidence</i> of structure with a <u>poor introduction and conclusion</u> ; <i>little</i> evidence of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Minimal Language Use, Voice &amp; Style.</b> Demonstrates <i>poor language</i> and <u>word choice</u> , with <i>little awareness</i> of audience; makes <i>basic errors</i> in <u>sentence structure and usage</u> .	<b>Minimal control of Conventions &amp; Mechanics.</b> <i>Patterns of errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>substantially interfere</i> with the communication of the message.
<b>1</b>	<b>Inadequate or no Focus &amp; Meaning.</b> Fails to establish a controlling idea and demonstrates no understanding of purpose and audience; completes no parts of the task.	<b>Inadequate or no Content &amp; Development.</b> <i>Fails</i> to develop <u>ideas</u> , using <i>no details</i> to support ideas.	<b>Inadequate or no Organization.</b> Demonstrates <i>no evidence</i> of structure with <i>no introduction or conclusion</i> ; <i>no</i> evidence of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Inadequate Language Use, Voice &amp; Style.</b> Demonstrates <i>unclear or incoherent language</i> and <u>word choice</u> , <i>no</i> awareness of <u>audience</u> , and <i>major errors</i> in <u>sentence structure and usage</u> .	<b>Inadequate or no control of Conventions &amp; Mechanics.</b> <i>Errors so severe</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that they <i>significantly interfere</i> with the communication of the message.

## Reading & Writing Answers

1. c	16. b	31. c	46. a
2. d	17. d	32. a	47. b
3. c	18. b	33. a	48. c
4. b	19. b	34. c	49. d
5. c	20. b	35. b	50. c
6. c	21. c	36. a	51. c
7. d	22. b	37. c	52. b
8. c	23. b	38. d	53. a
9. c	24. b	39. b	54. c
10. d	25. c	40. a	55. d
11. a	26. b	41. b	56. d
12. d	27. b	42. c	57. c
13. b	28. a	43. d	58. c
14. d	29. a	44. d	59. c
15. b	30. b	45. a	60. a 61. c