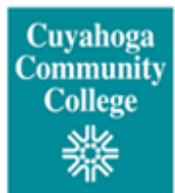


# PLACEMENT TEST PREPARATION GUIDE ENGLISH



## Taking Your Placement Tests Are you prepared?

Placement testing is mandatory for all new students. Taking time to work through this *Placement Test Preparation Guide* will help you

- **be ready to take your English placement test and**
- **be accurately assessed**

resulting in **proper placement in courses that match your skill level.**

For additional placement testing information, please contact the Testing Center of your choice.

Brunswick University Center	BUC 214	216.987.3877
Corporate College West	CCW 221	216.987.5888
Eastern Campus	ESS 1108	216.987.2256
Metropolitan Campus	MSS 103	216.987.4311
Western Campus	WTLC GT 115	216.987.5256
Westshore Campus	SHCS 130A	216.987.3887 or 216.987.3888

# The College Board ACCUPLACER® WritePlacer English Placement Test

The College Board is committed to ensuring that students with disabilities receive appropriate accommodations on all of its tests. All College Board tests are designed and administered to ensure that students with disabilities have the opportunity to demonstrate their abilities within the parameters of each test. If you feel you need a special accommodation while testing, you will need to schedule an appointment with an Access advisor. The Access advisor will need documentation, such as a high school IEP, confirming your need for testing accommodations.

The ACCUPLACER® WritePlacer test will determine your English course placement at Cuyahoga Community College, Tri-C. The WritePlacer test measures your ability to write effectively, which is critical to academic success. Your writing sample will be scored on the basis of how successfully it communicates a whole message to the readers for the stated purpose. Your score is based on your ability to express, organize and support your opinions and ideas, not the position you take on the essay topic. The test is **not timed**.

The essay gives you an opportunity to show how well you can develop and express your ideas in writing. You will first read a short passage and an assignment question that are focused on an important issue. You will then write an essay in which you develop your own point of view on the issue. You should support your position with appropriate reasoning and examples. The position you take will not influence your score.

Your essay will be given a holistic score that represents how clearly and effectively you expressed your position. The following six characteristics of writing will be considered:

- **Purpose and Focus:** The clarity with which you maintain your main idea or point of view
- **Organization:** The clarity with which you order and connect your ideas
- **Development and Support:** The extent to which you develop and support your ideas
- **Sentence Variety and Style:** The effectiveness of your sentence structure
- **Mechanical Conventions:** The extent to which your writing is free of errors in usage and mechanics
- **Critical Thinking:** The extent to which you communicate a point of view and demonstrate reasoned relationships among ideas

Scores on WritePlacer range from 1 to 8. An essay that is too short to be evaluated, written on a topic other than the one presented, or written in a language other than English will be given a score of zero.

These are the WritePlacer scores and the corresponding Tri-C English course placements.

WritePlacer Score	TRI-C Course Placement
0 or 1 Reading Comprehension 0-27	English Boost Program
0 or 1 Reading Comprehension 28+	ENG 0980
2	ENG 0980
3	ENG 0990
4	ENG 0900 <b>and</b> ENG 1010 <b>OR</b> ENG 1001 <b>and</b> ENG 1010
5 or 6 and Reading Comprehension 0-89	ENG 1010
6 and Reading Comprehension 90+	ENG 101H Honors College Composition I
7 – 8	ENG 101H Honors College Composition I

A WritePlacer prompt (essay question) consists of a short passage adapted from some longer text. Following the passage is an assignment that requires you to focus on the issue addressed in the passage.

On the pages that follow, you will find descriptions of WritePlacer score points and sample essays written for the prompt below that were assigned those particular scores.

## Sample Prompt

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### Passage

*An actor, when his cue came, was unable to move onto the stage. He said, "I can't get in, the chair is in the way." And the producer said, "Use the difficulty. If it's drama, pick the chair up and smash it. If it's comedy, fall over it." From this experience the actor concluded that in any situation in life that is negative, there is something positive you can do with it.*

Adapted from Lawrence Eisenberg, "Caine Scrutiny"

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### Assignment

Can any obstacle or disadvantage be turned into something good?

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## Score of 1

### Tri-C Course Placement – English Boost

#### Description of Score of 1

A response in this category demonstrates *no mastery* of on-demand essay writing; the response is severely flawed by *many or most* of the following weaknesses:

- Lacks a viable point of view on the issue
- Demonstrates no awareness of audience
- Fails to present a main idea
- Demonstrates flawed reasoning
- Demonstrates no complexity of thought
- Is disorganized and/or disjointed
- Displays fundamental errors in word choice, usage and sentence structure
- Contains pervasive spelling, grammar, punctuation and mechanical errors

### Sample Essay – Score of 1

The question is can any obstacle or disadvantage be turned into something good? Yes it can, because even in the story he couldn't get in because of the chair and the guy tells him if it's a drama, "Smash it and if it's a comedy fall over it. But when you think about it, if a girl was guilty and was pleading to say on how she was innocent and they catch her in a lie its practically the same thing. But that's not the point but you can change a negative into a positive someday.

### **Score of 3**

#### **Tri-C Course Placement – ENG 0990**

#### **Description of Score of 3**

A response in this category demonstrates little mastery of on-demand essay writing; the response is flawed by one or more of the following weaknesses:

- Presents a vague or limited point of view on the issue
- Demonstrates little awareness of audience
- Attempts to develop the main idea, although that attempt is inadequate
- Demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
- Provides inappropriate or insufficient examples, reasons, or other evidence to support its position
- Is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas
- Displays limited word choice and little sentence variety
- Contains many errors in mechanical conventions of usage, sentence structure, grammar, spelling and punctuation

#### **Sample Essay – Score of 3**

I do believe that any obstacle or disadvantage can be turned into something good. I believe this is because people learn many things from their mistakes and that's the only way. In the example that is provided, the actor is obviously confused. The director makes a good point on how to work around it, and in a case where they make use of the chair that's in the way, which helps make it funny, exciting, or depressing. In a play or musical of any type, it adds meaning. Not only does an obstacle or disadvantage get turned into something good, but it can discover new things. Whenever any situation happens, such as in this case, I'd laugh if it's funny, cry if it's dramatic, make a joke out of it, or act like it didn't happen. Just keep in mind that the purpose of life is to learn from mistakes, which can turn into something good.

## **Score of 5**

### **Description of Score of 5**

#### **Tri-C Course Placement – ENG 1010**

An essay in this category demonstrates adequate mastery of on-demand essay writing although it will have lapses in quality. A typical essay:

- Develops a viable point of view on the issue
- May stray from the audience and purpose but is able to refocus
- Demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
- Is generally organized and focused but could lack coherence and logical progression of ideas
- Exhibits adequate but inconsistent control of language
- Demonstrates some variety in sentence structure
- Contains some minor errors in sentence structure, grammar, spelling and punctuation

#### **Sample Essay – Score of 5**

In my lifetime, I have seen many ways an obstacle or disadvantage can be turned into a good thing. Sometimes when something bad happens, it can prepare you for the future obstacles to come. For example, if a person gets a serious burn they would panic and not know what to do. If the same thing happened again, the person would be more prepared and have knowledge from the previous experience.

If someone is on crutches, about to open the door, would you open the door for them? If you are the person on crutches you would be at a disadvantage to others. But this can be turned into a good thing. You now have someone to open the door for you, and this is a good way to meet people and make friends.

Sometimes when things aren't going your way, you have to improvise a little. For example, before a basketball game you see that the other team is much taller than your team. The coach might have only made up plays for a short team. The other team is tall, but slow. You use your speed to win the game. In the blink of an eye, you've change a disadvantage into a good thing.

The best comedians always turn an obstacle or disadvantage into a good thing. If the audience is not laughing at this performance, then he has to change what he's doing. This obstacle about the audience not laughing he could make a joke about, then making the obstacle into a good thing.

# Writing On Demand: Doing Your Best Work Under Pressure!

*As part of your ACCUPLACER testing, you are required to write an essay. You will be given a prompt (essay question) and expected to write your paper – immediately. As your brain begins to scream and your hands freeze up, take a deep breath and use the following strategies to conquer this essay!*

## Prewriting your Essay in 3 Steps

Prewriting is an important part of the writing process. When you prewrite, you can be sure you know what you want to say and plan how you are going to say it. To many students, this seems like an extra step, but in reality it makes the writing process easier, faster, and better.

### Step 1: Understand the Essay Prompt:

Read the prompt carefully. Figure out what the subject of your writing should be, based on the prompt.

### Step 2: Develop your Thesis:

On a sheet of scrap paper, write a one-sentence thesis statement. This is the sentence that contains the subject of your essay and your point of view/opinion/ attitude toward the subject. **THIS IS NOT THE FIRST SENTENCE OF YOUR FIRST PARAGRAPH!** This is your map for writing your essay; it directs what the entire piece will be about. A strong thesis statement:

- contains the subject
- uses key words/points from the essay prompt
- responds to the prompt with a specific point of view

### Step 3: Outline (optional)

If you have found it useful in the past, you might write a simple outline of your essay. Your outline will help you stay focused on your thesis, which is the point you are making.

Here's an example of a simple outline:



# Writing On Demand: Doing Your Best Work Under Pressure!

## Writing your Essay in 3 Steps

You can now use your prewriting to begin writing your essay. Follow your outline, if you wrote one. Take your time. Don't stress out.

### **Step 1: Write your Introduction:**

Start typing at the computer. A short (3-5 sentences) introductory paragraph is the first order of business; type the thesis statement from your prewriting at the end of this first paragraph. Important: everything that follows must support the idea in your thesis.

### **Step 2: Write the body paragraphs of your essay:**

Now compose the body paragraphs, starting each paragraph of the body with a topic sentence. Make sure that your topic sentences express the main ideas of the body paragraphs. Important: every detail in a body paragraph must support the topic sentence for that paragraph.

Your body paragraphs should include two or three major details and be supported by two or three minor ones. The evidence for your ideas will come from your personal experiences, current and past events, and content from your previous school courses. Remember to vary the types of evidence that you present, and use several types of evidence to prove your point (thesis statement).

### **Step 3: Write your conclusion:**

Write a short conclusion to your essay. Again, make it 3-5 sentences, one of which will be your restated-but-slightly-reworded thesis statement. **ADD NO NEW IDEAS HERE!** You are almost done, remember? Get out gracefully.

## Completing your Essay

**Proofread:** Review your essay and make some quick fixes by correcting any spelling, punctuation, or grammar errors you spot. Check your paper's body against your thesis statement: Did you prove what you said you would? If not, consider changing your thesis statement to better reflect what you had to say.

Finally, submit your essay. When you've done your revisions and editing, it is time to click on "Submit."

Good luck!

# ACCUPLACER® Reading Comprehension Test

In addition to the **WritePlacer** test for English placement, you will also take the ACCUPLACER® **Reading Comprehension** test. The **Reading Comprehension** test measures your ability to understand what you read, to identify main ideas and to make inferences.

In the ACCUPLACER® Reading Comprehension test, there are 20 questions of two primary types.

- The first type of question 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.

**You will turn in your answers to these sample questions at a Tri-C Testing Center before you take the English placement test to show that you have prepared. You can also check your answers to these questions at one of the Testing Centers before testing.**

## Reading Comprehension Sample Questions

*Read the statement or passage and then circle 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 more than 51 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 into 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 1930s.
- 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 95 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. 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.

### **Directions for questions 5–8**

*For the questions that follow, two sentences are followed by a question or statement. Read the sentences, then circle the best answer to the question or the best completion of the statement.*

5. The Midwest is experiencing its worst drought in 15 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.

6. 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 expands on the first sentence.
- B. It makes a contrast.
- C. It proposes a solution.
- D. It states an effect.

7. 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. They present problems and solutions.
- C. They establish a contrast.
- D. They repeat the same idea.

8. 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 sentence do?

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

9. The **WritePlacer** test measures your ability to

- A. write effectively
- B. comprehend written material
- C. edit a document

10. A **WritePlacer** essay that is too short to be evaluated will be

- A. returned to you via email.
- B. given a score of zero.
- C. be given a high score.

11. Your **WritePlacer** essay must be written

- A. in English.
- B. in first person.
- C. in past tense.

12. The **WritePlacer** test is a timed test.

- A. True
- B. False

You will find additional information about the **ACCUPLACER**<sup>®</sup> tests and additional sample questions at <https://accuplacer.collegeboard.org/students> .

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