Assessment Preparation Packet
Student Guide

Porterville College

The steps to register for Assessment

Submit admissions or update form for the semester you will be taking the Assessment. You may go online at www.portervillecollege.edu

Sign-up for an Assessment date by calling (559) 791-2329.

Porterville College

Office of Matriculation

(559) 791-2446

(559) 791-2337

Pre Assessment Student Guide

Porterville College

This student guide will provide you with information of what types of questions will be asked of you when you go through our assessment process. It will assist you in preparing for the two exams that will be administered during Assessment. Assessment is a process that gathers information about your educational background, skills and knowledge in your writing and reading abilities. It is not an intelligence exam it only indicates what level you are best suited for when you begin your first writing and/or reading course at Porterville College. The answers are located on the last page.

The name of the assessment instrument the college is administering is known as COMPANION which provides a paper-and-pencil format for institutions like us using ACCUPLACER. Two types of assessment: **1) Sentence Skills (35 questions, 35 minutes timed exam) and 2) Reading Comprehension (35 questions, 40 minutes timed exam).** The third Assessment is a Mathematics Self-Placement approved by the Porterville College Mathematic Department.

About the Assessment

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. If you do not possess a high school diploma or GED please inform us on the day of Assessment.

Providing Your Background Information

You will be asked to enter some background information such as your student ID number, name and address, birth date, and educational background, etc.

Mathematics Self-Placement

You will be asked a number of questions in determining your first mathematics course at Porterville College. Questions will pertain to your last mathematics course, grade received, and survey questioning hours employed and hours you can devote, etc. This self placement will be administered toward the end of Assessment. You may use a calculator for this portion of the Assessment. Students who do not possess a high school diploma or GED must take 25-minutes timed mathematics examination offered by ACCUPLACER and must have a passing score of 34.

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 <u>hot, then Sam did</u> 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 <u>job. One that</u> would let her earn money during the school year.

   A. job. One that

   B. job. The kind that

   C. job, one that

   job, so that it

3. <u>Knocked sideways, the statue looked</u> 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

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

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

   always operates at peak efficiency.

   breaks down under great strain.

   improves if it is used often.

   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

do not know that too much sugar is unhealthy.

eat desserts at every meal.

are fonder of sweets than most people.

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

women today are highly successful in winning equal rights.

only pioneer women have been considered equal to men.

historically, women have only achieved equality through force.

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,

Charles Burton was a poor man.

Americans were still reluctant to buy baby carriages.

Americans purchased thousands of baby carriages.

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 personal observation.

a solution to a problem.

actual information.

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?

It restates the idea found in the first.

It states an effect.

It gives an example.

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?

It gives an example.

It makes a contrast

It proposes a solution.

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?

They contradict each other.

The present problems and solutions.

They establish a contrast.

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?

It reinforces what is stated in the first.

It explains what is stated in the first.

The second expands on the first.

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 =

   4.36
   2.911
   0.436
   2.938

2. 7.86 X 4.6 =

   36.156

   36.216

   351.56

   361.56

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

0.035

0.858

0.35

3.5

4. Which of the following is the least?

0.105

0.501

0.015

0.15

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

0.25 N

$\frac{25N}{100}$

$\frac{1}{4}$ N

25 N

6. Which of the following is closest to 27.8 X 9.6

   280

   300

   2,800

   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 1/2 of his time to the project and a second person for 1/3 of her time, what part of the third worker's time should be budgeted to this project?

   $\frac{1}{3}$

   $\frac{3}{5}$

$\frac{1}{6}$

$\frac{1}{8}$

9. 32 is 40% of what number?

12.8

128

80

800

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

$1\frac{1}{2}$

$\frac{1}{15}$

$\frac{14}{15}$

$1\frac{1}{15}$

Elementary Algebra Test

A total of 12 questions of types are administered in this test.

The first type involves operations with integers and rational numbers, and includes computation with integers and negative rationals, the use of absolute values, and ordering.

A second type involves operations with algebraic expressions using evaluation of simple formulas and expressions, and adding and subtracting monomials and polynomials. Questions involve multiplying and dividing monomials and polynomials, the evaluation of positive rational roots and exponents, simplifying algebraic fractions, and factoring.

The third type of question involves the solution of equations, inequalities, word problems. solving linear equations and inequalities, the solution of quadratic equations by factoring, solving verbal problems presented in an algebraic context, including geometric reasoning and graphing, and the translation of written phrases into algebraic expressions.

Elementary Algebra Test Sample Questions

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

1. If A represents the number of apples purchased at 15 cents each and B represents the number of bananas purchased at 10 cents each, which of the following represents the total value of the purchases?

   A. A + B

   B. 25(A + B)

   C. 10A + 15B

   D. 15A + 10B

2. $\sqrt{2} \cdot \sqrt{15}$ = ?

A. 17

B. 30

C. $\sqrt{30}$

D. $\sqrt{17}$

3. What is the value of the expression $2x^2 + 3xy - 4y^2$ when x = 2 and y = - 4?

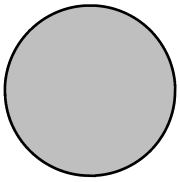
-80

80

-32

32

4. In the figure below, both circles have the same center, and the radius of the larger circle is R. If the radius of the smaller circle is 3 units less than R, which of the following represents the area of the shaded region?



ΠR^2

$\Pi (R - 3)^2$

$\Pi R^2 - \Pi \cdot 3^2$

$\Pi R^2 - \Pi (R - 3)^2$

5. $(3x - 2y)^2 =$

A. $9x^2 - 4y^2$

B. $9x^2 + 4y^2$

C. $9x^2 + 4y^2 - 6xy$

D. $9x^2 + 4y^2 - 12xy$

6. $\frac{x^2 - x - 6}{x^2 - 4} =$

$\frac{x - 3}{2}$

$\frac{x - 3}{x - 2}$

$\frac{x - 3}{x + 2}$

$\frac{3}{2}$

7. $\frac{4 - (-6)}{-5} =$

$\frac{2}{5}$

$-\frac{2}{5}$

2

– 2

8. If $2x – 3(x + 4) = - 5$, then x =

7

- 7

17

-17

9. $-3(5 - 6) - 4(2 - 3) =$

-7

7

-1

1

If $20 - \frac{4}{5}x \geq 16$, then

$X \leq 5$

$X \geq 5$

$X \geq 32½$

$X \leq 32½$

Answers to Sample Questions

Sentence Skills Test

B

C

A

B

C

B

C

C

B

B

A

D

Reading Comprehension Test

C

D

C

D

B

C

B

A

D

A

Arithmetic Test

B

A

C

C

D

A

B

C

C

C

Elementary Algebra Test

D

C

A

D

D

B

D

B

B

A