



PLACEMENT TESTING SERVICES

INFORMATION BOOKLET AND STUDY GUIDE



MCC
MONROE COMMUNITY COLLEGE

PLACEMENT TESTING CENTERS

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www.monroecc.edu/go/testing





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PLACEMENT TESTING SERVICES

Introduction

Placement Testing Services is one of six programs within the Counseling and Advising Center at Monroe Community College (MCC). The Placement Testing Center is located on MCC's two campuses: Brighton and Damon City Campus, allowing for flexibility for the individual learner.

Mission Statement

The mission of Placement Testing Services (PTS) is to promote student success by assessing language and mathematical abilities at the beginning of the educational process. Through advisement, we maximize each student's potential to achieve his or her academic and career goals.

Philosophy

Placement Testing staff strive to promote an environment where testing occurs in a safe and confidential setting in order to maximize each student's potential to succeed. Staff assist each prospective learner on a one-to-one basis by discussing how his or her placement results relate to one's academic and career aspirations.





PLACEMENT TESTING INFORMATION

Rationale

The placement test (ACCUPLACER) is a computer-based program delivered via the Internet. Testing aids academic success by revealing each prospective student's skill level in English and Mathematics by using the recommended placements. Students will begin classes at a level where they are most likely to succeed.

Requirements

All new matriculated students are required to complete placement testing prior to course registration, unless the Admissions Office grants a test waiver. Non-matriculated students are encouraged to test. Before testing can begin, students will be assigned an identification number (M number). (Social Security numbers are no longer used to identify students at MCC). Students need to bring this M number with them when they test and a **photo ID (driver's license, student ID, work ID, etc.) at the time of check-in in order to test.**

Testing Schedule

Testing is done on a walk-in basis only. The testing schedule brochure is available at www.monroecc.edu/go/testing or call the Brighton Campus (585.292.2290) or the Damon City Campus (585.262.1619). For students with documented disabilities, please see "Accommodations for Students with Disabilities."

Testing Instructions & Guidelines

To ensure ideal testing conditions for all students, students will be asked to do the following:

- Minimize noise in the center at all times
- Turn off cell phones
- Do not bring dictionaries or calculators into the testing center, unless documentation from a qualified health care provider states that they can be used during the test
- Do not bring study guides or other review information into the testing center
- Do not bring food or drink into the testing center.



Computer Delivered Testing

No previous computer skills are needed to complete the test. All information is entered by using the mouse and/or the keyboard and only a small amount of information is typed. A proctor will always be present to assist with concerns related to test format or computer usage. Proctors may not answer any academic-related questions associated with the test.

Adaptive Testing

The placement test is an adaptive test. This means that the computer uses student's answers to determine the level of difficulty of each successive question. Using this technique, appropriate skill level can be determined on each section of the test by asking relatively few questions.

Waiver Criteria and Eligibility

Placement testing waivers will be considered based on specific academic criteria. However, **waivers are not automatically granted** to students.

Waiver Eligibility Criteria for High School Graduates

- A minimum of score of 500 on the verbal/critical reading or quantitative math sections of the SAT
- A minimum of 21 on the English and/or Math sections of the ACT
- A grade of "B" or better on the following exams within the past three years
 - Regents English 11
 - Third-year college preparatory English
 - Math B Regents
- Completion of
 - An MCC-equivalent college-level English composition course
 - An MCC-equivalent college-level Mathematics course
 - A college level Algebra course or higher with a grade of C or better

If college-level math courses were completed more than three years ago, placement testing is strongly recommended to obtain estimates of current skill levels for advisement purposes.

English for Speakers of Other Languages (ESOL) Placement Testing

Students whose primary language is not English should take the "English for Speakers of Other Languages" (ESOL) Placement Test. For more information please refer to the "ESOL Placement Testing Brochure," or on-line at www.monroecc.edu/go/testing, or call the Brighton Campus (585.292.2290) or Damon City Campus (585.262.1619) Placement Testing Center.



Accommodations for Students with Disabilities

Students who are requesting reasonable and appropriate accommodations for Placement Testing must complete the following steps:

- Submit documentation at least three weeks prior to the date you wish to take the Placement Test.
- Appropriate documentation includes:
 - Individualized Educational Plan (IEP) or Section 504 Plan AND
 - Most recent Psychological Evaluation
- Please mail or fax documentation to:
Monroe Community College
Services for Students with Disabilities, Building 3, Room 105
1000 E. Henrietta Rd., Rochester, New York 14623
Fax: 585-292-3867, Phone: 585-292-3190
- Contact the Services for Students with Disabilities office (585-292-3190) to confirm receipt of your documentation.
- **NO APPOINTMENT NECESSARY.** Placement Testing with accommodations may be taken during the regular walk-in hours posted at <http://www.monroecc.edu/go/testing>.

Day of Placement Testing:

- Upon arrival you will check-in at the front desk in the Placement Testing Center
- You must present picture ID and your MCC student ID number
- At check-in:
 - Alert the person at the desk that documentation has been submitted to the Services for Students with Disabilities office
 - You will be informed of the approved accommodations for the Placement Test
 - Since the Placement Test is an untimed test the extended time accommodation is not applicable. Therefore, students requesting only extended time do not need to submit documentation for Placement Testing; however, documentation must be submitted to the Services for Students with Disabilities office for review and approval of classroom accommodations.
 - All reasonable and appropriate accommodations for testing will be provided based on the submitted documentation.
 - After completion of the Placement Test visit the Services for Students with Disabilities office in Building 3, Room 105 to complete the intake process for academic/classroom accommodations Call 585.292.3190 if you have questions related to Services for Students with Disabilities.



PREPARING FOR THE PLACEMENT TEST

Introduction

Preparation for any test or exam is important to increase one's chance of success. Students are encouraged to take the time to review, similar to the way one would approach any exam. Students should complete each of the steps outlined below to increase the possibility of improving results.

Test Taking Tips

Tips you can follow to prepare for the test:

- Review basic concepts in reading, grammar, arithmetic, and algebra
- Take practice tests
- Get at least 7 to 9 hours of rest the night before the test
- Be sure to eat a balanced meal
- Use positive self-talk (i.e., "I will do the best I can.")

Resources

Students may refer to the resources below to prepare.

Publications

- GED review book.
- SAT review books (publishers include: Arco, Kaplan, Nova and Barrons).
- New York State English Regents exam review book.
- *Essential Mathematics: Basic Math for Everyday Use*, Williams and Atkins, Barrons.
- *Contemporary's Building Basic Skills in Mathematics*, Contemporary Books.
- *Forgotten Algebra*, Bleau, Barrons.
- *Quick Algebra Review: A Self-Teaching Guide*, Selby and Slavin, Wiley.



Internet Web Sites:

www.testprepreview.com/accuplacer_practice.htm

Website produced by TestPrepReview.com. Encompasses all test sections of Accuplacer.

www.khanacademy.org

This site provides 1400+ videos covering everything from basic arithmetic and algebra to differential equations.

www.AAAmath.com

This site focuses on basic math skills, interactive practice, explanation of concepts, challenge games and random mathematics problems.

www.MyMathTest.com

This test, created by the Nassau Community College Math Department, is an excellent test that parallels the format of ACCUPLACER.

www.Math.com

This comprehensive site reviews principles from basic mathematics to calculus. We recommend the Pre-algebra and Algebra sections for review.

Additional Information

To learn more about the actual test, please go to the following URL address <http://www.monroecc.edu/go/testing>, or contact Placement Testing Services at 585.292.2290.

Sample Questions

The following section provides basic examples of the types of questions on the placement test. Reviewing these questions does not guarantee an improved score but a thorough understanding of how each correct answer was derived is an excellent starting point.



Reading Comprehension

The Reading Comprehension section contains 20-25 questions. Designed to measure how well you understand what you read, some questions will require reading passages of various lengths and answering a series of questions about the content in the passage. Other questions will require the tester to read two sentences and answer a question regarding the relationship of these two sentences.

Directions: *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. Myths are stories, the products of fertile imagination, sometimes simple, often containing profound truths. They are not meant to be taken too literally. Details may sometimes appear childish, but most myths express a culture's most serious beliefs about human beings, eternity and God.

The main idea of this passage is that myths

- A. are created primarily to entertain young children.
 - B. are purposely written for the reader who lacks imagination.
 - C. provide the reader with a means of escape from reality.
 - D. illustrate the values that are considered important to a society.
2. In the words of Thomas DeQuincy, "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.



3. The ultimate source of energy for all plants and animals is sunlight. But the sun's energy can be harnessed by plants, through photosynthesis, and stored in molecules of carbohydrates. When animals eat these enzymes, large amounts of energy become available. Animals immediately convert this energy into molecules of high-energy ATP (adenosine triphosphate) – the universal currency of energy in living things. Excluding only the very first stages in carbohydrate breakdown, which are called glycolysis, the entire complicated process of energy transfer to ATP takes place within the mitochondria.

Glycolysis refers to

- A. the initial stages of carbohydrate breakdown.
- B. the process of plants producing oxygen and carbohydrates.
- C. the production of ATP.
- D. the production of body heat which occurs in the mitochondria.


4. 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 51,000,000.

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. FERA paid for medicine; some doctor bills, but no hospital costs; work-relief; sewing rooms; and renovated hand-me-down clothing.

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.

5. 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.

6. 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.

7. Plastics are synthetic materials that are so common today that we barely notice them. The process of making plastics, called polymerization, is a little over a hundred years old. Vinyl chloride was polymerized in 1838, acrylics in 1843, and polyester in 1847. Oddly, those newly synthesized plastics languished in polymer laboratories for decades because no one had yet found a use for the new materials.

We can see from the information in this passage that

- A. commercial use of a material does not always rapidly follow its discovery.
- B. people had no need for plastics in the 1800s.
- C. the introduction of plastics in the 1800s would have upset the world economy.
- D. no practical types of plastics were invented until the 20th century.

- 
8. Primitive people tended to be highly superstitious. Anything out of the ordinary that happened was regarded with superstitious fear. Most people throughout history have been right-handed. For that reason, left-handedness was regarded as an evil omen. The Latin word for left is sinister. Since many people regarded left-handedness as bad, the word sinister entered the English language meaning “evil.”

From this passage we can conclude that fear and superstition usually grew from

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

Even after the success of baby carriages in England,

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

The purpose of the passage is to present

- A. a personal observation.
- B. a solution to a problem.
- C. actual information.
- D. opposing scientific theories.



Sentence Skills

The sentence skills section includes 20 - 25 questions. *Sentence Correction* questions ask you to choose a word or phrase to substitute for an underlined portion of a sentence. *Construction shift* questions ask that a sentence be rewritten in a specific way without changing the meaning.

Directions: Rewrite the underlined portions of each sentence. Keep in mind that your new sentence should be well written and should have essentially the same meaning as the sentence given to you. The first choice is the same as the original sentence. If you think the original sentence is best, choose the first answer.

1. She hoped to find a new job. One that would let her earn money during the school year.
 - A. job. One that
 - B. job. The kind that
 - C. job, one that
 - D. job, so that it
2. Knocked sideways, the statue looked as if it would fall.
 - A. Knocked sideways, the statue looked
 - B. The statue was knocked sideways, looked
 - C. The statue looked knocked sideways
 - D. The statue, looking knocked sideways,
3. 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



4. To walk, biking, and driving are Pat's favorite ways of getting around.
- A. To walk, biking, and driving
 - B. Walking, biking, and driving
 - C. To walk, biking, and to drive
 - D. To walk, to bike, and also driving
5. 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
6. In his songs, Gordon Lightfoot makes melody and lyrics intricately intertwine. Rewrite, beginning with Melody and lyrics... Your new sentence will include
- A. Gordon Lightfoot has
 - B. make Gordon Lightfoot's
 - C. in Gordon Lightfoot's
 - D. does Gordon Lightfoot
7. 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
8. 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



9. 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
10. 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
11. 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. when Chris heard no unusual noises
 - C. and hearing no unusual noises
 - D. Chris heard no unusual noises



Arithmetic

The Arithmetic Accuplacer test contains 17 questions and measures your skills in three primary categories:

- *Operations with whole numbers and fractions.* This includes addition, subtraction, multiplication, division, and recognizing equivalent fractions and mixed numbers.
- *Operations with decimals and percents.* This category includes addition, subtraction, multiplication, and division as well as percent problems, decimal recognition, fraction and percent equivalencies, and estimation problems.
- *Applications and problem-solving.* Questions include rate, percent, and measurement problems, geometry problems, and distribution of a quantity into its fractional parts.

NOTE: *If you score high on the Arithmetic test, you will automatically take the Elementary Algebra test.*

Directions: *Solve the following problems and select your answer from the alternatives given. You may use scrap paper. **No hand held calculators** are permitted without prior approval. You are, however, permitted to use the calculator icon that appears at the bottom of the screen for some questions.*

1. A soccer team played 160 games and won 65 percent of them. How many games did they win?
A. 95
B. 104
C. 114
D. 246

2.

The Number of Employees of Company K Who Were Involved in Accidents		
<i>Position at Company K</i>	<i>Plant X</i>	<i>Plant Y</i>
Mechanic	11	30
Power Machine Operators	9	12

The table above shows the results of an industrial health survey of 10,000 people employed at Company K for more than five years. If

2,500 employees were surveyed in each of the four categories, which group of employees had the highest accident rate?

- A. Mechanics in Plant X
- B. Mechanics in Plant Y
- C. Power Machine Operators in Plant X
- D. Power Machine Operators in Plant Y

3. $\frac{1}{2} + \frac{1}{3} =$ A. $\frac{5}{6}$ B. $\frac{1}{6}$ C. $\frac{1}{5}$ D. $\frac{2}{5}$

4. $\frac{7}{20} =$ A. .35% B. $\frac{28}{100}$ C. 0.35 D. 3.5

5. Which of the following is the least?

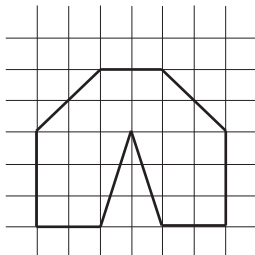
- A. 0.105
- B. 0.501
- C. 0.015
- D. 0.15

6. The average weight for a group of 20 women is 130 pounds. If the average weight for $\frac{3}{4}$ of these women was 140 pounds, what was the average weight, in pounds, for the rest of the women?

- A. 100
- B. 110
- C. 120
- D. 1357

7. If each of the small squares below represents one square unit, what is the area, in square units, of the figure?

- A. 23
- B. 28
- C. 22
- D. 18





8. $\frac{5}{7} \times \frac{5}{8} =$ A. $\frac{7}{8}$ B. $\frac{35}{40}$ C. $\frac{40}{35}$ D. $\frac{25}{56}$

NOTE: *If you score high on the Arithmetic test, you will automatically take the Elementary Algebra test.*



Elementary Algebra

There are 12 questions on the Elementary Algebra section. The questions relate to the following three areas:

1. Operations with integers and rational numbers, including computation with integers and negative rationals, the use of absolute values, and ordering.
2. Operations with algebraic expressions testing skills in evaluating simple formulas and expressions, and in adding and subtracting monomials and polynomials.

Both of the preceding categories include questions about multiplying and dividing monomials and polynomials, evaluating positive rational roots and exponents, simplifying algebraic fractions, and factoring.

3. The third category tests skill in solving equations, inequalities, and word problems. These questions include solving systems of linear equations, quadratic equations by factoring, verbal problems presented in algebraic context, geometric reasoning, the translation of written phrases into algebraic expressions, and graphing.

Directions: Solve the following problems and choose your answer from the alternatives given. You may use scrap paper. **No hand held calculators** are permitted without prior approval. You are, however, permitted to use the calculator icon that appears at the bottom of the screen for some questions.

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. $\sqrt{2} \times \sqrt{15} =$ A. 17 B. 30 C. $\sqrt{30}$ D. $\sqrt{17}$

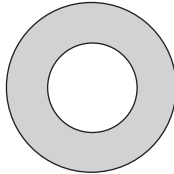


3. The Greens scored one less than twice as many points as the Yellows. If the Yellows scored “N” points, which expression represents the total number of points scored by the two teams?

- A. $2N - 1$
- B. $2N$
- C. $3N - 1$
- D. $2(N-1)$

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 three units less than R, which of the following represents the area of the shaded region?

- A. πR^2
- B. $\pi (R-3)^2$
- C. $\pi R^2 - \pi 3^2$
- D. $\pi R^2 - \pi (R-3)^2$



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

- A. $9x^2 - 4y^2$
- B. $9x^2 + 4y^2$
- C. $9x^2 + 4y^2 - 6xy$
- D. $9x^2 + 4y^2 - 12xy$



ANSWERS TO SAMPLE QUESTIONS

Reading Comprehension

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

Sentence Skills

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

Arithmetic

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



Elementary Algebra

1. D
2. C
3. C
4. D
5. D





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www.monroecc.edu

Study Guide created by
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