



THE COLLEGE OF
DAVIDSON AND DAVIE COUNTIES

Accuplacer Academic Skills Assessment

(for college placement)

ATTENTION! Before taking the Accuplacer, please complete the *Application for Admission* at <http://www.davidsonccc.edu/admissions/applications.htm>

For Use by Admissions Office: College Program: _____	
Accuplacer Sections Recommended:	<input type="checkbox"/> Reading <input type="checkbox"/> Sentence Skills <input type="checkbox"/> Arithmetic <input type="checkbox"/> Elementary Algebra <input type="checkbox"/> College Level Math
Appt. Date: _____	<input type="checkbox"/> Computer Skills Assessment (for those without a Computer technology class within the last 5 years.)
Time: _____	
Admissions Staff Initials: _____	*Be sure to bring a Photo ID to your appointment.

The Purpose

Accuplacer is used to match your academic readiness with the requirements of your courses and program of study. Based upon your academic assessment scores in reading, writing, math, and computer skills you will be placed in courses most appropriate for you to begin your studies. These requirements are in place so that students will be successful.

Placement Alternatives/Exemptions

SAT /ACT Scores - SAT or ACT scores, less than three years old AND at the levels below:
SAT: Reading-500, Writing-500, Math-500; ACT: Reading-21, Writing-21 Math-21, may be used for exemption for the corresponding subject. SAT/ACT score reports must be provided to the Admissions Office, or included as part of your high school transcript.
Prior College Credit -Prior college credits from a regionally accredited institution for first level English, math, or computer credits may exempt you from that portion of the assessment. An Admissions Counselor must review these credits for approval.

Preparing for the Assessment

This booklet is a good first step to review the types of questions that are included on the Accuplacer. For those needing additional review, DCCC's Basic Skills Office offers free preparation classes called ACE (Achieving College Entry) Program. For further information call (336) 249-8186, extension 4571 or 4572 or visit: <http://www.davidsonccc.edu/academics/fa-basicskillsreview.htm>

Assessment Appointments

Accuplacer is given several times each week by appointment at both the Davidson and Davie campuses. For questions concerning the academic skills assessment contact the Admissions Office at (336) 249-8186, Ext. 6731 or e-mail us at admissions@davidsonccc.edu.

To make your assessment appointment at the Davidson campus, go to www.davidsonccc.edu , click the Admissions, Aid and Records tab along the top of the page, click Placement Testing on the right side and follow the directions at the bottom of the page. To make your appointment at the Davie campus, please call 336-751-2885.

ACCUPLACER AND COMPUTER SKILLS APPOINTMENT TIMES

When is the assessments offered?

Accuplacer and computer skills assessments on the Davidson Campus of DCCC are offered by appointment

General appointment times:

DAY	DAVIDSON AVAILABLE APPOINTMENT TIMES*			
Monday	8:30am	11:00am	1:30pm	4:00pm
Tuesday	8:30am	11:00am	1:30pm	4:00pm
Wednesday	8:30am	11:00am	1:30pm	-----
Thursday	8:30am	11:00am	1:30pm	-----
Friday	8:30am	11:00am	-----	-----

**Subject to change as needed.*

DAY	DAVIE AVAILABLE APPOINTMENT TIMES*			
Tuesday	9:00am			
Wednesday			3:30pm	
Thursday	9:00 am			-----

**Subject to change as needed.*

NOTE: Individuals requesting special accommodations for testing should first contact our Disability Services Counselor 336-249-8186, x 6342 or at jwweavil@davidsonccc.edu .

Preparing for an Assessment Session

1. Make an appointment by contacting the Davidson Campus Admissions Office or the Davie Campus (see contact information above). Since both Accuplacer and Computer skills testing are untimed, be sure to schedule your appointment on a day when you have plenty of time to devote to the assessments. Most students will need about 3 hours to complete both assessments.
2. Arrive 15 minutes prior to your scheduled assessment time.
3. Bring a photo ID. (Food and drinks are not allowed in the testing area)

Useful Resources

Grammar & Usage

<http://owlet.letu.edu/grammar.html>

Math

www.math.com and www.coolmath.com

Reading and Comprehension

<http://www.testprepreview.com/modules/reading1.htm>

Major Advisement Plans

<http://www.davidsonccc.edu/advisement> (click on Student Maps)

The Assessment

Accuplacer is administered on a computer. You will read the instructions and questions on the screen, and mark your answers using the mouse. Scratch paper will be provided.

The reading comprehension assessment measures your ability to understand what you read. The sentence skills assessment measures your understanding of how sentences are put together and what makes a sentence complete. The three mathematics assessments are arithmetic, elementary algebra, and college-level math. All assessments consist of multiple-choice questions.

Each section is designed using adaptive technique, meaning the computer decides which questions are presented based upon your responses to prior questions. This technique “zeros-in” on the right questions to ask you without being too easy or too difficult. The greater your demonstrated skill level, the more challenging the questions that will be presented to you.

After completing all sections of Accuplacer, you will receive a printed report of your scores. Your scores and information provided when taking Accuplacer will be used by the College for advisement and placement purposes.

Accuplacer Tips

- **You will need approximately one and one half hours to take the full assessment.**
- **Most Important:** Accuplacer is untimed, so **don't rush!** Take all the time you need to answer the questions.
- You cannot go back to the previous questions, so make sure you're satisfied with the answers you choose.
- The sections you take are determined on your program of study. If you have questions, ask an admissions counselor.
- DCCC's Basic Skills Office offers free placement test preparation classes called ACE (Achieving College Entry) which is a great idea for those who have been out of school for many years or just need to brush up. For an ACE schedule or further information call (336) 249-8186, extension 4571 or 4572 or visit <http://www.davidsonccc.edu/academics/fa-basicskillreview.htm>
- Accuplacer sections consist of 20 reading comprehension questions, 20 sentence skills questions, 16 arithmetic questions, 12 elementary algebra questions, and 20 college-level math questions.
- Read each question very carefully to make sure you understand what it's asking and read all choices for answers before selecting one.
- When unsure, eliminate as many choices as possible.
- On the **reading comprehension** section, read the passage as many times as needed.
- On the **sentence skills** section, put your answers back into the whole sentence to see if the sentence then sounds smooth and logical.
- On the **arithmetic and elementary algebra** sections, try putting your answer back into the original problem.

- Although you may not use a calculator on the arithmetic sections, a basic function calculator will appear and may be used to assist you with selected algebra questions.

Special Arrangements for Students with Disabilities

If you have a disability (permanent or temporary) that will affect your taking Accuplacer under standard conditions, please contact the Disability Services Counselor at 249-8186, Ext. 6342 to arrange needed accommodations.

Rules

- Textbooks, notebooks, dictionaries, calculators, or other papers of any kind are not allowed in the assessment room.
- Use of the basic calculator provided by the Accuplacer software is allowed when it appears in the on-screen tool tray to assist you with selected algebra questions.
- The administrator will distribute paper and pencils for your use. Following the assessment period, all paper and pencils will be collected. Carry nothing away.
- Other students will be assessing at the same time, and you may not talk to one another for any reason. Talking with anyone other than the assessment administrator may result in cancellation of your scores. (Because each student will have a different assessment, it is unlikely that anyone can help anyone else.)

Repeats

- Applicants/Student may re-test one time during the three-year period following the first assessment.
- Retesting may occur no sooner than 30 days after initial placement test unless recommended by Basic Skills.
- Students currently enrolled in preparatory courses are not eligible to retest in that academic subject.
- Any exception to this policy must be obtained in advance from the Director, Admissions or her designee.
- Results of any placement not complying with this policy will not be considered.

Reading Comprehension

The reading comprehension section is designed to measure how well you are able to understand what you read. It contains 20 questions. Some questions involve sentence relationship in which you must choose how two sentences are related. Other questions refer to reading passages of various lengths. Some passages are 75 words or less, while others are longer.

Sentence Skills

Two kinds of questions are given in the sentence skills section. Sentence correction questions ask you to choose a word or a 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. A broad variety of topics is included here. You will be presented a total of 20 questions.

Arithmetic

The arithmetic section measures your abilities in three primary categories. The first is operations with whole numbers and fractions. The second category involves operations with decimals and percents. The last category involves applications and problem-solving. Seventeen questions are presented in this section.

Elementary Algebra

**** Applicants who have passed high school Algebra I or higher should take the Elementary Algebra section of Accuplacer if algebra scores are required for their program. Those who did not successfully complete a high school Algebra I class should not take the algebra portion of the assessment and should complete MAT 070 – Introductory Algebra as a part of their enrollment.**

There are also three categories in the elementary algebra section. First, operations with integers and rational numbers include computation with integers and negative rationals, the use of absolute values, and ordering. The second category is operations with algebraic expressions. This measures your abilities in the evaluation of simple formulas and expressions as well as adding and subtracting monomials and polynomials. Both categories include questions about multiplying and dividing monomials and polynomials, the evaluation of positive rational roots and exponents, simplifying algebraic fractions, and factoring. The third category measures abilities in equation solving, inequalities, and word problems. These questions include solving systems of linear equations, solving quadratic equations by factoring, solving verbal problems presented in algebraic context, geometric reasoning, translating written phrases into algebraic expressions, and graphing. Twelve questions are presented in this section. A basic function calculator will appear in the on-screen tool tray for use on some algebra questions, it is approved for use.

College-Level Math

*****Scores on the Elementary Algebra portion of Accuplacer and completion of high school Advanced Math with a grade of C or higher may qualify students to take the College-Level Mathematics section of Accuplacer to determine if they may start in a more advanced course.**

This section assesses proficiency in six categories. They are (1) Algebraic Operations (simplifying rational expressions, factoring and expanding polynomials, and manipulating roots and exponents), (2) Solutions of Equations and Inequalities (solving linear and quadratic equations and inequalities, systems of equations, and other algebraic equations), (3) Coordinate Geometry (plane geometry, the coordinate plane, and graphs of algebraic functions), (4) Applications and other Algebraic Topics (complex numbers, series and sequences, determinants, and permutations and combinations), (5) Functions (polynomial, algebraic, exponential, and logarithmic), and (6) Trigonometry (trigonometric functions). There are 20 questions in this section.

Scores on this section coupled with grades in high school advanced math may allow a student to place into Precalculus Trigonometry or Calculus.

Sample Questions for Reading Comprehension Narrative 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. The answers are on page 15.

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 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.
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 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 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 1930s.
 - 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 ninety-five pounds of sugar each year.

From this passage it seems safe to conclude that the English

- A. do not know that too much sugar is unhealthy.
 - B. eat desserts at every meal.
 - C. are fonder of sweets than most people.
 - D. have more cavities than any other people.
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. Three of the following factors initiated the greatest number of improvements for women: violent revolution, world war, or 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 twentieth 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. The shape of the crystal is determined by temperature, vapor, and wind

conditions in the upper atmosphere. Snow crystals are always symmetrical because these conditions affect all six sides simultaneously.

The purpose of the passage is to present

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

Sentence Relationship Questions

Two underlined sentences are followed by a question or statement about them. Read each pair of answers, then choose the best answer to the question or the best completion of the statement. The answers are on page 15.

11. The Midwest is experiencing its worst drought in fifteen years.
Corn and soybean prices are expected to be very high this year.

What does the second sentence do?

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

12. There is a lack of quality in our education system.
Her son attends an excellent high school.

What does the second sentence do?

- A. It gives a cause.
- B. It gives an example.
- C. It makes an exception.
- D. It confirms the first statement.

13. There is an increased concern with exercise and health.
More people are jogging today than ever before.

What does the second sentence do?

- A. It presents an exception.
- B. It draws a conclusion.
- C. It gives an example.
- D. It makes a comparison.

14. Brian loves playing tennis.
He spends every spare moment on the court.

What does the second sentence do?

- A. It gives a cause.
- B. It makes a comparison.
- C. It confirms the first sentence.
- D. It makes an exception.

15. Tracy is afraid of cats.
She was bitten by a cat when she was a child.

What does the second sentence do?

- A. It gives a cause.
- B. It gives an example.
- C. It makes an exception.
- D. It confirms the first statement.

16. Betsy is an excellent swimmer.
Last summer she had to be rescued when she swam too far out in rough surf.

What does the second sentence do?

- A. It gives a cause.
- B. It gives an example.
- C. It makes an exception.
- D. It relates to the first sentence.

17. The cost of foreign cars is very high.
Purchases of domestic cars are rising.

What does the second sentence do?

- A. It gives a cause.
- B. It gives an example.
- C. It makes an exception.
- D. It gives an effect.

18. The little sports cars are fast but not very comfortable.

The big sedans are comfortable but slow.

What does the second sentence do?

- A. It presents an exception.
- B. It draws a conclusion.
- C. It provides an example.
- D. It makes a comparison.

19. Good weather in Florida resulted in a huge orange crop this year.

The cost of oranges is sure to drop.

What does the second sentence do?

- A. It makes a recommendation.
- B. It makes a comparison.
- C. It draws a conclusion.
- D. It analyzes the first sentence.

20. The incidence of skin cancer is increasing.

The ozone layer is diminishing and more time is being spent outdoors.

What does the second sentence do?

- A. It gives an example.
- B. It gives a cause.
- C. It makes an exception.
- D. It confirms the first sentence.

Sample Questions for Sentence Skills

Sentence Correction Questions

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. Answers are on page 15.

1. After he have raked the leaves, Bob mowed the lawn.
- A. After he have raked the leaves
 - B. After been having to raked the leaves
 - C. After he would have raked the leaves
 - D. After he had raked the leaves

2. More cars are made in America than by the Japanese.
- by the Japanese.
 - the Japanese make.
 - in Japan.
 - are made by the Japanese.
3. Jim withdrew from society because of a lack of confidence, it was a serious problem to him.
- Jim withdrew from society because of a lack of confidence, it was a serious problem to him.
 - Jim's lack of confidence was such a serious problem to him that he withdrew from society.
 - A serious problem to Jim was a lack of confidence, and he withdrew from society.
 - In Jim there was a serious lack of confidence; so he withdrew from society.
4. The minister is respected because he is friendly and has a generous nature.
- has a generous nature.
 - has a nature that is generous.
 - generous.
 - having a generous.
5. Passing by the bank the other morning, a crowd, I noticed, was waiting for the guard to open the doors.
- a crowd, I noticed, was waiting
 - a crowd was waiting, I noticed
 - I noticed a crowd waiting
 - there was I noticed a crowd waiting
6. Ms. Taylor's remark irritated many employees, who thought her views extreme.
- irritated many employees, who thought
 - resulted in many employees who were irritated because they thought
 - irritated many employees because of thinking
 - resulted in irritating many employees, who thought
7. Dad ordered my brother to paint the garage doors because he didn't want to do it.
- he didn't want to do it.
 - of not wanting to do it.
 - Dad didn't want to do it.
 - Dad not wanting to do it.
8. Walking the dog every night, many people find it pleasant and relaxing.
- Walking the dog every night, many people find it pleasant and relaxing.
 - Many people find walking the dog every night pleasant and relaxing.
 - Walking the dog every night is found pleasant and relaxing to many people.
 - Many people walking the dog every night, this is though pleasant and relaxing.
9. When she was three years old, Tanisha was brought to America, after that she became America's most famous teacher of African history.
- America, after that she became
 - America, she became
 - America; in time she became
 - America to become
10. The number of couples waiting to adopt children is considerably larger than the children available for adoption.
- than the children
 - than there are children
 - than in terms of children
 - than the number of children
11. We need engineers to solve the problems of pollution, so enrollment in engineering programs is declining.
- pollution, so enrollment
 - pollution; as a result, enrollment
 - pollution, but enrollment
 - pollution; therefore, enrollment
12. If a worker loses a job, you may be eligible for unemployment insurance.
- job, you may be
 - job; you may be
 - job, he or she may be
 - job, they may be
13. Ms. Rose planning to teach a course in biology next summer.
- planning
 - are planning
 - with a plan
 - plans
14. Yesterday the President announced that he would retire from political life, to amazed reporters.
- Yesterday the President announced that he would retire from political life, to amazed reporters.
 - Yesterday the President announced that he would be retiring from political life, amazing reporters.
 - The President, to the amazement of reporters, announced that he would retire from political life yesterday.
 - Yesterday the President announced to amazed reporters that he would retire from political life.
15. Predictions twenty years ago that the phonograph record was about to become obsolete have proven to be true.
- Predictions twenty years ago that
 - Predictions twenty years ago,
 - Twenty years ago, predictions that
 - Predictions, twenty years ago

16. Jose wanted to study he tried to keep his roommates quiet; but he did not succeed.

- A. Jose wanted to study he tried to keep
- B. Jose wanted to study, he tried to keep
- C. Because he wanted to study, Jose tried to keep
- D. Jose wanting to study, and trying to keep

17. When you move out of an apartment before the contract expires, this is an example of breaking a lease.

- A. When you move out of an apartment before the contract expires, this
- B. You move out of an apartment before the contract expires, this
- C. Moving out of an apartment before the contract expires
- D. Having moved out of an apartment before the contract expires,

Construction Shift Questions

Rewrite the sentence, following the given directions. Keep in mind that your new sentence should be well written and should have essentially the same meaning as the original sentence. Answers are on page 15.

18. Being a female jockey, she was often interviewed.

Rewrite, beginning with She was often interviewed...

The next words will be

- A. on account of she was
- B. by her being
- C. because she was
- D. being as she was

19. It is now more than two centuries since the American Revolution.

Rewrite, beginning with More than two centuries . . .

The next words will be

- A. having passes since
- B. has passed although
- C. had passed while
- D. have passed since

20. This car at no time has been reliable, and it never will be reliable.

Rewrite, beginning with This car has never . . .

The next words will be

- A. been reliable and never will be
- B. at any time been reliable and never will be
- C. shown reliability and never will be
- D. come close to being reliable and never will be

21. Owing to his helpful attitude, Jonathan had many friends.

Rewrite, beginning with Friends . . .

The next words will be

- A. flocked to Jonathan although
- B. flocked to Jonathan because of
- C. flocked to Jonathan while
- D. flocked around Jonathan

22. Pamela was unable to fly kites, to blow bubbles with her gum, and to climb trees.

Rewrite, beginning with Pamela could not . . .

The new sentence will include the words

- A. and to climb
- B. to climb
- C. or to climb
- D. or climb

23. Three composers produced the culmination of the Classical era — Mozart, Hayden, and Beethoven.

Rewrite, beginning with Mozart . . .

The new sentence will include

- A. was the composers
- B. were the composers who
- C. were only composers
- D. were three of the composers who

24. Running down the track he tossed his head back and smiled at the crowd.

Rewrite, beginning with He tossed . . .

The new sentence will include

- A. while the crowd
- B. crowd even while he ran
- C. crowd while running
- D. as if running

25. It occurred to him as he stepped into the heavy rain that he had forgotten his umbrella.

Rewrite, beginning with As he stepped . . .

The new sentence will include

- A. him but that
- B. him with
- C. to him with
- D. to him that

26. Kelly was driving fast in the rain and her car skidded on a pile of wet leaves.

Rewrite, beginning with Because Kelly was driving fast in the . . .

The next words will be

- A. rain so her car skidded
- B. rain, her car skidded
- C. rain. Her car skidding
- D. raining, her car

27. The hunt for the money was abandoned since the police had been searching the house for hours.

Rewrite, beginning with The police abandoned the hunt for the money...

The next words will be

- A. the time the house was searched
- B. the house had been searched
- C. having the house searched
- D. after searching the house

28. Writing a best seller had earned the author a sum of money and had freed him from the necessity of selling his pen for the political purposes of others.

Rewrite, beginning with The author was not obliged...

The new sentence will include

- A. consequently he earned
- B. because he had earned
- C. by earning
- D. as a means of earning

29. In the modern world, groups of people living thousands of miles apart may still be dependent on each other politically, culturally, and economically. Change people living to people may live.

The new sentence will include

- A. apart and still be dependent
- B. apart so as to be dependent still
- C. apart, they are still dependent
- D. apart, but would still be dependent

Sample Questions for Arithmetic

The arithmetic skills assessment has questions on operations with whole numbers, fractions, decimals and percents, including application and problem solving. There will be seventeen questions on the actual placement assessment. You will be given pencils and paper but you **cannot** use a calculator. Answers are on page 15.

Tip: The Assessment is untimed, so be sure to double check your work and compare your answer with the choices given.

1. Add/Simplify: $2\frac{2}{3} + 1\frac{3}{8}$

- A. $3\frac{5}{11}$
- B. $4\frac{1}{24}$
- C. $3\frac{1}{4}$
- D. $3\frac{5}{6}$

2. Subtract/Simplify: $6\frac{3}{4} - 4\frac{6}{7}$

- A. 3
- B. $1\frac{25}{28}$
- C. $\frac{7}{11}$
- D. $\frac{2}{28}$

3. Multiply/Simplify: $3\frac{4}{5} \times 15$

- A. 57

B. $45\frac{4}{5}$

C. 36

D. $\frac{19}{75}$

4. Divide/Simplify: $4\frac{1}{5} \div 2\frac{1}{7}$

A. 9

B. $\frac{25}{49}$

C. $1\frac{24}{25}$

D. $2\frac{1}{12}$

5. Multiplying by 0.00001 is the same as dividing by:

A. 100,000

B. $\frac{1}{100,000}$

C. 10,000

D. $\frac{1}{10,000}$

6. Divide: $36.14 \div 6.95$

A. 52

B. 0.0052

C. 5.2

D. 520

7. Divide/simplify: $802 \div 5$

A. $16\frac{2}{5}$

B. $16\frac{1}{2}$

C. $160\frac{4}{5}$

D. $160\frac{2}{5}$

8. Divide/Simplify: $0.5 \div 0.005$

A. 0.01

B. 0.0001

C. 100

D. 1000

9. Divide/Simplify: $\frac{18}{2} \div \frac{18}{9}$

A. 81

B. 1

C. $\frac{1}{81}$

D. $\frac{1}{9}$

10. Add/Simplify: $0.046 + \frac{23}{50}$

A. 0.506

B. 0.92

C. 0.092

D. 0.56

11. The fraction $\frac{246}{60}$ is equal to all of the following

EXCEPT:

A. $4 + 0.1$

B. $9.91 - 5.9$

C. $\frac{18}{5} + \frac{1}{2}$

D. $3.5 + \frac{3}{5}$

12. Which of the following shows a way to change a $\frac{6}{7}$

to an equivalent fraction?

A. $\frac{6}{7} \times \frac{3}{3}$

B. $\frac{6}{7} + \frac{7}{6}$

C. $\frac{6}{7} \times \frac{7}{6}$

D. $\frac{6}{7} - \frac{1}{7}$

13. How many thirds are in 8.94?

A. 2.98

B. 0.336

C. 26.82

D. 5.96

14. If $\frac{N}{1000}$ equals 4.52, then N is approximately:

A. 450

B. 4500

C. 4000

D. 400

15. Which of the following is the closest approximation to 14.235×9.952 ?

A. 126

B. 135

C. 140

D. 150

16. If $\frac{2}{5}$ of a number is 30, what is $\frac{1}{3}$ of twice the number?

A. 50

B. 8

C. 2

D. 4

17. Which of the following is closest to 32% of \$563?

A. $\$563 \times 32$

B. $\$563 \times \frac{1}{3}$

C. $\$563 \times \frac{9}{25}$

D. $\$563 \times \frac{1}{2}$

18. A recipe calls for 2 cups of milk for every 5 cups of flour. If 7 cups of milk is used, how many cups of flour should be used?

A. 10

B. $2\frac{4}{5}$

C. $17\frac{1}{2}$

D. $1\frac{2}{5}$

19. Henry planned to move $\frac{1}{3}$ of his CD collection in

the new cabinet in the morning and the rest in the

afternoon. If he moved only $\frac{2}{3}$ as many as he

planned in the morning, what fraction of his CD's were left to be moved in the afternoon?

A. $\frac{2}{9}$

B. $\frac{9}{2}$

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

D. $\frac{7}{9}$

20. If 30 is 25 percent of a number, then the number is what percent of 30?

- A. 40
- B. 4
- C. 75
- D. 400

21. Janie sold her diamond necklace for \$560, which was 12% more than what she originally paid for it. How much was the original price?

- A. \$672.00
- B. \$627.20
- C. \$500.00
- D. \$492.80

22. Because of a typographical error, Mark mistakenly wrote 50 km instead of 50 cm. The erroneous distance was how many times the intended distance?

- A. 1,000
- B. 100,000
- C. 10,000
- D. 0.000001

23. If $\frac{1}{3}$ sheet of fabric is used to make one shirt, what is the total number of shirts that can be made from 40 sheets of fabric?

- A. 133
- B. 13
- C. 12
- D. 120

24. Last year, John's salary was \$25,000. If he got a \$2,000 raise for the year, what percent of last year's salary is his raise?

- A. 12.5%
- B. 80%
- C. 125%
- D. 8%

25. A couch is $8\frac{1}{6}$ feet long. The material needed to make a slipcover is to be $2\frac{1}{3}$ times as long to allow for hems and tucking under. How long a piece of material is needed?

- A. $16\frac{1}{18}$ feet
- B. $3\frac{1}{2}$ feet
- C. $19\frac{1}{18}$ feet

- D. $16\frac{1}{3}$ feet

Sample Questions for Elementary Algebra

This portion of the Assessment measures your ability to perform basic algebraic operations and to solve problems that involve elementary algebra concepts. There will be twelve questions on the actual algebra placement assessment. The answers are on pages 15.

1. Which of the following is the greatest common factor of the equation: $18x^3 + 4x^2 - 6x^4$

- A. $2x$
- B. x^2
- C. $2x^2$
- D. $4x^2$

2. Which of the following is a factor of the expression: $2x^2 + x - 1$?

- A. $(x - 1)$
- B. $(2x - 1)$
- C. $(x + 2)$
- D. $(2x + 1)$

3. If $2x - 6 = 4$, then x equals:

- A. 5
- B. -1
- C. 1
- D. -5

4. If $x = 3$ and $y = -2$, then $2x^2 - y - 3$ equals:

- A. 31
- B. 17
- C. 35
- D. 13

5. If $\frac{3x}{2} + 2 = \frac{x}{6}$, then x equals:

- A. $-\frac{1}{8}$
- B. $-\frac{1}{4}$
- C. $-\frac{3}{2}$
- D. -1

6. If $4 = \frac{2+a}{a}$, then a equals:

- A. $\frac{2}{3}$

- B. $\frac{3}{2}$
 C. -1
 D. 2

7. If $3a^2 - n + 4b^2 = (3a - 2b)(a - 2b)$, then n equals:

- A. -4ab
 B. 4ab
 C. -8ab
 D. 8ab

8. All of the following are equal **EXCEPT**:

- I. $x > -5$ II. $-2x < 10$
 III. $4x < -20$ IV. $x - 3 > -8$

- A. I
 B. II
 C. III
 D. IV

9. Given the following: $x = |-5 + (-3)|$,

$y = |-5 - (-3)|$, and $z = |-5| - |-3|$, which of the

following is true about the numbers x, y, and z?

- A. $x < y$
 B. $x = y$
 C. $x < z$
 D. $y = z$

10. If $2x + y = 14$ and $x = 3y$, then x equals:

- A. 2
 B. 6
 C. 8
 D. 12

11. Simplify: $\frac{4x^4}{2x^3}$

- A. $2x^7$
 B. $2x$
 C. $2x^{12}$
 D. $\frac{x^{-1}}{2}$

12. Simplify: $\frac{12x^3 - 2x}{6x}$

- A. $2x^3 - 3x$
 B. $2x^2 - 3$
 C. $2x^2 - \frac{1}{3}$
 D. $\frac{5x}{3}$

13. Simplify: $\frac{2x}{4x + 6x^2}$

- A. $\frac{1}{3x + 2}$

B. $\frac{1}{5x^2}$

C. $\frac{1}{2 + 6x^2}$

D. $2 + 3x$

14. Simplify: $(5 - 8) - (4 - 5)$

- A. 2
 B. -2
 C. 4
 D. -4

15. Evaluate/Simplify: $\frac{4x}{2y} \cdot \frac{3y}{8xy}$

A. $3x^2y^3$

B. $\frac{4y}{3}$

C. $\frac{3}{4y}$

D. $\frac{3}{4}$

16. Which of the following is the greatest?

- A. $10 + (-2)$
 B. $10 - (-2)$
 C. $10 \times (-2)$
 D. $10 \div (-2)$

17. Which of the following is the least?

- A. -50
 B. -20
 C. 0
 D. $\frac{1}{3}$

18. Evaluate/Simplify: $(2\sqrt{2x})^2$

- A. $4x^2$
 B. $4x$
 C. $8x^2$
 D. $8x$

19. Evaluate/Simplify: $(\sqrt{4x^2})^2$

- A. $2x$
 B. $4x$
 C. $16x^4$
 D. $4x^2$

20. Evaluate/Simplify: $\left(\frac{3x}{4y}\right)^2$

A. $\frac{3x^2}{4y^2}$

B. $\frac{9x^2}{4y}$

C. $\frac{9x^2}{16y^2}$

D. $\frac{6x^2}{8y^2}$

21. Evaluate/Simplify: $(2x^2y)^2$

A. $2x^2y^2$

B. $4x^2y^2$

C. $4xy^2$

D. $4x^4y^2$

22. If $x - z = xy + w$, then x equals:

A. $\frac{w+z}{y}$

B. $\frac{w+z}{1-y}$

C. $w+z-y$

D. $\frac{1-y}{w+z}$

23. If $2a^2 + b = c$, then a equals:

A. $\pm \sqrt{\frac{b-c}{2}}$

B. $\pm \sqrt{\frac{c-b}{2}}$

C. $\pm \sqrt{bc-2}$

D. $\pm \sqrt{\frac{2}{b-c}}$

24. Evaluate/Simplify: $(x-3)^2$

A. $x^2 + 6x - 9$

B. $x^2 - 6x + 9$

C. $x^2 - 9$

D. $x^2 + 9$

25. Evaluate/Simplify: $(x-1)(2x+3)$

A. $2x^2 - x - 3$

B. $2x^2 + 5x - 3$

C. $2x^2 + x - 3$

D. $2x^2 - 3$

26. Simplify: $\frac{1}{2x} + \frac{2}{x-1}$

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

B. $\frac{5x-1}{2x^2-2x}$

C. $\frac{4x-1}{2x}$

D. $\frac{3}{2x^2-2x}$

27. The length of a rectangle is four more than twice the length of the width. If the area of the rectangle is 16 square feet, what is the length of the rectangle?

A. 8 feet

B. 4 feet

C. 2 feet

D. 6 feet

28. The equation $2x + 3 > 15$ could be used to represent all of the following sentences **EXCEPT**:

A. Three more than twice a number is greater than fifteen.

B. Fifteen is less than twice a number increased by three.

C. A number squared plus three is greater than fifteen.

D. Double a number increased by three is greater than fifteen.

29. One number is four more than another. If four times the smaller number is equal to twice the larger, what is the smaller number?

A. 8

B. 4

C. 16

D. $\frac{-4}{3}$

30. There are 52 cards in a deck. If x cards are removed, which of the following expressions represent the number of cards left?

A. $x - 52$

B. $x + 52$

C. $52 - x$

D. $\frac{52}{x}$

31. In the graph of $3x + 2y = 6$, what are the coordinates of the point where the line crosses the y -axis?

A. (6, -6)

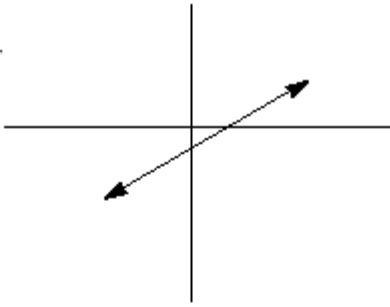
B. (2, 0)

C. (0, 3)

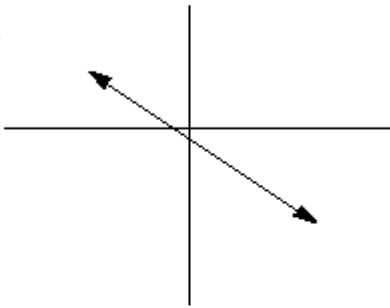
D. (4, -3)

32. Which graph represents the graph of $x - y = 3$?

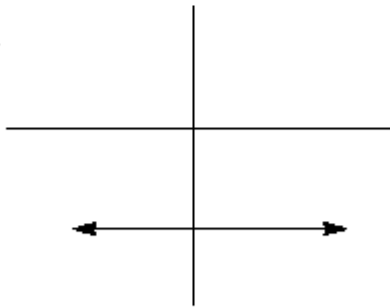
A.



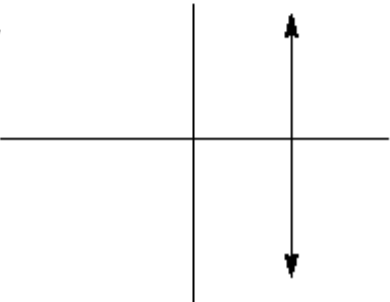
B.



C.



D.



Sample Questions for College-Level Mathematics

This measures your preparation to enroll in Precalculus Trigonometry or Calculus. There will be 20 questions on the actual college-level mathematics assessment. Answers are on page 15.

1. $(x - 3)(4x^2 - 5x + 2) =$

A. $4x^3 - 17x^2 + 17x - 6$

B. $4x^3 + 7x^2 - 17x - 6$

C. $4x^3 - 27x^2 - 13x + 6$

D. $4x^3 - 17x^2 - 13x - 6$

2. $\frac{3x^2 - 2x - 8}{3x^2 - 14x - 24} \div \frac{x^2 + 5x - 36}{x^2 + 3x - 54} =$

A. $\frac{3x + 4}{x - 4}$

B. $\frac{x + 9}{x - 6}$

C. $\frac{x - 2}{x - 4}$

D. $\frac{x + 2}{x + 4}$

3. $\frac{7}{x^2 - 6x} - \frac{3}{x} =$

A. $\frac{-3x + 25}{x(x - 6)}$

B. $\frac{4}{x(x - 6)}$

C. $\frac{-3x - 11}{x(x - 6)}$

D. $\frac{7 - 3x}{x(x - 6)}$

4. $\sqrt{80x^4y^7} =$

A. $4xy\sqrt{5y}$

B. $2x^2y^3\sqrt{20y}$

C. $4xy^2\sqrt{5y}$

D. $4x^2y^3\sqrt{5y}$

5. $-16^{5/4} =$

A. -32

B. $\frac{1}{32}$

C. $-\frac{1}{32}$

D. 32

6. If $(2x-1)^2 + 9 = 0$, then $x =$
- A. $\frac{1 \pm 3i}{2}$ B. $-1, 2$
- C. $1 \pm i$ D. $-1 \pm \sqrt{3}$
7. If $\frac{3}{4}x - \frac{2}{5}y = 3$, $y =$
- A. $\frac{15x-60}{8}$ B. $15x - 60$
- C. $\frac{15x-3}{8}$ D. $\frac{15x-60}{4}$
8. If $\frac{6}{x-4} - \frac{4}{x+3} = \frac{8}{x-4}$, $x =$
- A. $\frac{5}{3}$ B. -4
- C. -6 D. $-\frac{7}{3}$
9. If $x^2 - 5x - 6 \geq 0$, then
- A. $x \leq -6$ or $x \geq 1$
- B. $-1 \leq x \leq 6$
- C. $-2 \leq x \leq 3$
- D. $x \leq -1$ or $x \geq 6$
10. If $x - y + 2z = 5$
 $3x + y + 5z = 10$
 $2x - y - 7z = -2$, then $x =$
- A. -1 B. 3
- C. -4 D. 2
11. The equation of the line passing through $(1, 7)$ and $(-2, 3)$ is
- A. $4x - 3y = -17$
- B. $4x + 3y = 25$
- C. $3x - 2y = -11$
- D. $x + 7y = 50$
12. The graph of $x^2 + 4x - y^2 + 8y - 3 = 0$ is a
- A. circle B. ellipse
- C. hyperbola D. parabola
13. The vertex of the parabola $y = -x^2 + 14x - 52$ is
- A. $(-7, 3)$ B. $(7, -3)$
- C. $(3, 7)$ D. $(7, -10)$
14. The center of the circle $x^2 + y^2 - 10x + 14y - 3 = 0$ is
- A. $(-10, 14)$ B. $(-5, 7)$
- C. $(5, -7)$ D. $(10, -14)$
15. The 5th term of the expansion $(a + b)^{12}$ is
- A. $495a^7b^5$ B. $425a^4b^8$
- C. $495a^8b^4$ D. $11880a^8b^4$
16. Determine the domain of the function $f = \{(-1, 1), (1, 1), (2, 6)\}$
- A. $\{-1, 1, 2\}$ B. $\{-1, 1\}$
- C. $\{1, 6\}$ D. $\{\text{all reals}\}$
17. If $\log_{10} x + \log_{10} (x + 3) = 1$, $x =$
- A. 5 B. 2 C. 4 D. 2, 5
18. If $\cos x = \frac{15}{17}$ and $\sin x < 0$,
 $\tan x =$
- A. $-\frac{15}{17}$ B. $-\frac{8}{15}$
- C. $-\frac{8}{17}$ D. $\frac{8}{17}$

19. The expression $\csc x \tan x =$

- A. $\cos x$ B. $\tan x$
C. $\cot x$ D. $\sec x$

20. If $6 \cos^2 x + 5 \cos x - 4 = 0$
and $0 \leq x < 2\pi$, then $x =$

- A. $\frac{\pi}{6}, \frac{5\pi}{6}$ B. $\frac{\pi}{3}, \frac{2\pi}{3}, \frac{5\pi}{3}$
C. $\frac{\pi}{3}, \frac{5\pi}{3}$ D. $\frac{\pi}{6}, \frac{5\pi}{6}, \frac{7\pi}{6}$

ANSWER KEY to Sample Questions

Reading Comprehension

- | | |
|-------|-------|
| 1. D | 11. B |
| 2. C | 12. C |
| 3. A | 13. C |
| 4. D | 14. C |
| 5. C | 15. A |
| 6. D | 16. C |
| 7. A | 17. D |
| 8. A | 18. D |
| 9. B | 19. C |
| 10. C | 20. B |

Sentence Skills

- | | |
|-------|-------|
| 1. D | 16. C |
| 2. C | 17. C |
| 3. B | 18. C |
| 4. C | 19. D |
| 5. C | 20. A |
| 6. A | 21. B |
| 7. C | 22. D |
| 8. B | 23. B |
| 9. C | 24. C |
| 10. D | 25. D |
| 11. C | 26. B |
| 12. C | 27. D |
| 13. D | 28. B |
| 14. D | 29. A |
| 15. A | |

Arithmetic

- | | |
|-------|-------|
| 1. B | 13. C |
| 2. B | 14. B |
| 3. A | 15. C |
| 4. C | 16. A |
| 5. A | 17. B |
| 6. C | 18. C |
| 7. D | 19. D |
| 8. C | 20. D |
| 9. A | 21. C |
| 10. A | 22. B |
| 11. B | 23. D |
| 12. A | 24. D |
| | 25. C |

Elementary Algebra

- | | |
|-------|-------|
| 1. C | 17. A |
| 2. B | 18. D |
| 3. A | 19. D |
| 4. B | 20. C |
| 5. C | 21. D |
| 6. A | 22. B |
| 7. D | 23. B |
| 8. C | 24. B |
| 9. D | 25. C |
| 10. B | 26. B |
| 11. B | 27. A |
| 12. C | 28. C |
| 13. A | 29. B |
| 14. B | 30. C |
| 15. C | 31. C |
| 16. B | 32. A |

College Level Mathematics

- | | |
|-------|-------|
| 1. A | 11. A |
| 2. C | 12. C |
| 3. A | 13. B |
| 4. D | 14. C |
| 5. A | 15. C |
| 6. A | 16. A |
| 7. A | 17. B |
| 8. A | 18. B |
| 9. D | 19. D |
| 10. D | 20. C |

FREE ACADEMIC SKILLS REVIEW!

DCCC's Basic Skills Office offers free assessment prep classes (and materials) called ACE, Achieving College Entry. Basic Skills Offices are located in the Edgar Holton Reich Building on the Davidson County Campus of DCCC and on the Davie Campus. New classes begin weekly.

For an ACE schedule or further information call (336) 249-8186, extension 4571 or 4572 or visit:

<http://www.davidsonccc.edu/academics/fa-basicskillsreview.htm>

We suggest taking advantage of the ACE preparations classes BEFORE taking the Accuplacer for the first time!