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- ✓ Why you take it
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 - ✓ How results will help
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ACCUPLACER Sample Placement Test

Welcome to the Academic Support Center!

We are dedicated professional staff who provides support and testing services for students, faculty and staff. We offer testing in a confidential and courteous atmosphere. For more information contact us at the **Arnold**, SUN 240, 410-777-2375; **Arundel Mills**, Room 112, 410-777-1915 or **Glen Burnie Town Center (GBTC)**, Room 208, 410-777-2906.

What is an Accuplacer Placement test and how is it used?

- ◆ The Accuplacer placement test is a computerized test used to assess student skill levels in reading, English and mathematics. This assessment will show student strengths and weaknesses resulting in proper class assignment. It is offered to all students who did not take, or who are not satisfied with their SAT or ACT results.

Why does AACC offer placement tests?

- ◆ Our computerized test assesses college-level skills in the areas of mathematics, English and reading. The test is given to new students so they are placed in courses that meet, rather than exceed, their abilities. This is not a college admission test.
- ◆ An advisor will review the results with you for appropriate course placement.
- ◆ If you need special testing accommodations, contact Disability Support Services in Student Services Center (SSVC) Room 200, **410- 777-2307**, before taking the tests. More information about Disability Support Services can be found here: <http://www.aacc.edu/advising/DSSwelcome>.
- ◆ ACT or SAT scores can be used instead of college placement scores. Check with the Enrollment Development and Admissions office, **410-777-2240**, to determine appropriate ACT or SAT score levels. You can transfer placement test scores within the state community college system.

Who needs to take a placement test?

- ◆ New students seeking a degree and /or have not completed transferable college credit classes in reading, English and mathematics.
- ◆ Non-degree seeking students taking courses requiring specific placement scores.

How is it administered?

- ◆ Our computerized placement test has no time limit. It takes approximately 2 1/2 hours to complete. Computer experience is not necessary.
- ◆ Test results are available shortly after you finish the test.

When you visit the center:

- ◆ Present an official ID with a photo and a signature (driver's license, Maryland ID, military ID, passport, or high school photo ID).

What does the test cover?

- ◆ Test questions assess skills in elementary algebra, English and reading comprehension. We measure additional college-level mathematics skills if appropriate.
- ◆ This brochure includes detailed descriptions and sample questions to help you prepare for and understand the test. Take time to review these materials and practice the sample items.

What if I need more practice?

◆ Math Help:

Algebasics: <http://www.algebasics.com/>

Purple Math -- Your Algebra Resource:

<http://www.purplemath.com>

The World of Math Online: <http://math.com>

SOS Mathematics: <http://sosmath.com>

Calculus Tutorials – Use the Tutorials and Fun stuff link:

<http://calculus-help.com>

Visual Calculus: <http://archives.math.utk.edu/visual.calculus/>

◆ Reading Help:

Assess Your Reading Habits:

<http://www.academic.marist.edu/alcuin/ssk/habits.html>

Seek Optimum Skills -

<http://www.aacc.edu/tutoring/SOSkills.cfm>



Placement testing is offered at three sites:

- ◆ **ARNOLD CAMPUS:** Student Union Building Room 240
410-777-2375 testing-arnold@aacc.edu
- ◆ **ARUNDEL MILLS:** Room 112
410-777-1915 testing-amil@aacc.edu
- ◆ **GLEN BURNIE TOWN CENTER:** Room 209
410-777-2906 testing-gbtc@aacc.edu
- ◆ **FORT MEADE ARMY EDUCATION CENTER:**
301-677-6421

Please feel free to look at our website:

<http://www.aacc.edu/testing>

READING COMPREHENSION

This test measures your ability to understand what you read.

You may be asked to:

- ◆ Identify the relationship between sentences.
- ◆ Distinguish between the main and secondary ideas.
- ◆ Make inferences.

Questions are from CollegeBoard's sample test.

Directions: Read the statement or passage and then choose the best answer to the question. Answer the question on the basis of 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.
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 10 years before it got a carriage factory, and only 75 carriages were sold in the first year.**

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

Directions: Two underlined sentences are followed by a question or statement about them. Read each pair of sentences and then choose the best answer to the question or the best completion of the statement.

7. **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.

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?
 - A. It expands on the first sentence.
 - B. It makes a contrast.
 - C. It proposes a solution.
 - D. 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?
 - A. They contradict each other.
 - B. They present problems and solutions.
 - C. They establish a contrast.
 - D. 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 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.

SENTENCE SKILLS

This test measures your understanding of sentence structure—of how sentences are put together and what makes them complete and clear.

You may be asked to:

- ◆ Choose the most appropriate word or phrase to substitute for the underlined portion of the sentence.
- ◆ Identify sentences which have the same meaning.
- ◆ Recognize incomplete sentences.
- ◆ Recognize relationships of coordination and subordination.
- ◆ Follow the logic of a sentence.

Directions: 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 the best choose the first answer.

1. Stamp collecting **being a hobby that is** sometimes used in the schools to teach economics and social studies.
 - A. being a hobby that is
 - B. is a hobby because it is
 - C. which is a hobby
 - D. is a hobby

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. **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



4. **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

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 watching
- B. I noticed a child watching
- C. a child was watching, I noticed,
- D. there was, I noticed, a child watching

Directions: 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 original sentence.

6. **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

7. **Although the sandpiper is easily frightened by noise and light, it will bravely resist any force that threatens its nest.**

Rewrite, beginning with

The sandpiper is easily frightened by noise and light,

The next words will be

- A. but it will bravely resist
- B. nevertheless bravely resisting
- C. and it will bravely resist
- D. even if bravely resisting

8. **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

9. **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

10. **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

ELEMENTARY ALGEBRA

This test measures your knowledge of elementary algebraic concepts and your ability to solve basic algebra problems. You may be asked to:

- ◆ Add, subtract, multiply and divide integers and rational numbers; absolute values.
- ◆ Add, subtract, multiply and divide algebraic expressions; evaluate formulas and expressions; factor polynomials; and simplify roots and algebraic fractions.
- ◆ Solve equations, inequalities and word problems; solve systems of linear equation inequalities; solve quadratic equations; translate written phrases into algebraic expressions or equations; graph linear equations

Directions: Solve the following problems and select your answer from the choices given.

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 in cents?

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

- A. -80 B. 80
 C. -32 D. 32

4. In the figure below [next to this question], 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?



- A. πR^2
 B. $\pi(R - 3)^2$
 C. $\pi R^2 - \pi \times 3^2$
 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. $9x^2 + 4y^2 - 12xy$

6. If $x > 2$, then $\frac{x^2 - x - 6}{x^2 - 4} =$

- A. $\frac{x-3}{2}$ B. $\frac{x-3}{x-2}$
 C. $\frac{x-3}{x+2}$ D. $\frac{3}{2}$

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

- A. $\frac{2}{5}$ B. $-\frac{2}{5}$
 C. 2 D. -2

8. If $2x - 3(x + 4) = -5$, then $x =$

- A. 7 B. -7
C. 17 D. -17

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

- A. -7 B. 7
C. -1 D. 1

10. Which of the following expressions is equivalent to

$20 - \frac{4}{5}x \geq 16$?

- A. $x \leq 5$ B. $x \geq 5$
C. $x \geq 32\frac{1}{2}$ D. $x \leq 32\frac{1}{2}$

COLLEGE-LEVEL MATHEMATICS TEST

The Accuplacer College-level Mathematics test assesses proficiencies in intermediate algebra through precalculus. This test enables institutions to place students into intermediate algebra, college algebra, trigonometry or introductory calculus courses. These questions are not arranged in order of difficulty, so try to answer each question. You may be asked to:

Factor and expand polynomials, manipulate fractional exponents and simplify algebraic expressions.

- ◆ Solve linear and quadratic equations and inequalities, other algebraic equations and systems of equations.
- ◆ Interpret graphs of algebraic functions.
- ◆ Apply algebraic topics to complex numbers, series and sequences and factorials.
- ◆ Interpret graphs of trigonometric functions, solve trigonometric equations and use trigonometric identities and the unit circle to find trigonometric values.

Directions: Solve the problem.

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

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

2. If $a \neq b$ and $\frac{1}{x} + \frac{1}{a} = \frac{1}{b}$, then $x =$

- A. $\frac{1}{b} - \frac{1}{a}$ B. $b - a$ C. $\frac{1}{ab}$
D. $\frac{a-b}{ab}$ E. $\frac{ab}{a-b}$

3. If $3x^2 - 2x + 7 = 0$, then $(x - \frac{1}{3})^2 =$

- A. $\frac{20}{9}$ B. $\frac{7}{9}$ C. $-\frac{7}{9}$
D. $-\frac{8}{9}$ E. $-\frac{20}{9}$

4. The graph of which of the following equations is a straight line parallel to the graph of $y = 2x$?

- A. $4x - y = 4$ B. $2x - 2y = 2$ C. $2x - y = 4$
D. $2x + y = 2$ E. $x - 2y = 4$

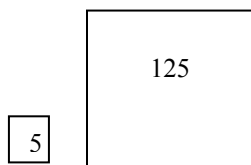
5. An equation of the line that contains the origin and the point (1, 2) is?

- A. $y = 2x$ B. $2y = x$ C. $y = x - 1$ D. $y = 2x + 1$ E. $\frac{y}{2} = x - 1$

6. An apartment building contains 12 units consisting of one- and two-bedroom apartments that rent for \$360 and \$450 per month, respectively. When all units are rented, the total monthly rental is \$4,950. What is the number of two-bedroom apartments?
 A. 3 B. 4 C. 5 D. 6 E. 7

7. If the two square regions in the figures below have the respective areas indicated in square yards, how many yards of fencing are needed to enclose the two regions?

- A. $4\sqrt{130}$ B. $20\sqrt{10}$
 C. $24\sqrt{5}$ D. 100
 E. $104\sqrt{5}$



8. If $\log_{10} x = 3$, then $x =$
 A. 3^{10} B. 1,000 C. 30 D. $\frac{10}{3}$ E. $\frac{3}{10}$

9. If $f(x) = 2x + 1$ and $g(x) = \frac{x-1}{2}$, then $f(g(x)) =$
 A. x B. $\frac{x-1}{4x+2}$ C. $\frac{4x+2}{x-1}$
 D. $\frac{5x+1}{2}$ E. $\frac{(2x+1)(x-1)}{2}$

10. If θ is an acute angle and $\sin \theta = \frac{1}{2}$, then $\cos \theta =$
 A. -1 B. 0 C. $\frac{1}{2}$
 D. $\frac{\sqrt{3}}{2}$ E. 2

The Final Answers Are:

Reading Comprehension:

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

Sentence Skills:

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

Elementary Algebra:

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

College Level Mathematics:

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



An equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. Call Disability Support Services, 410-777-2306 or Maryland Relay 711, 72 hours in advance or e-mail dss@aaccc.edu to request special accommodations. For information regarding Anne Arundel Community College's compliance and complaints concerning discrimination or harassment, call Karen L. Cook, Esq., AACCC's federal compliance manager, at 410-777-7370 or Maryland Relay 711.

Questions are from College Board's sample test.
<http://www.collegeboard.com/student/testing/accuplacer/>

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