

COMPASS STUDENT GUIDE

AND PRACTICE ASSESSMENT BOOKLET

COMPASS is untimed, therefore you can take as much or as little time as you need. You should budget about two to two and a half hours for the process. When you have finished assessing, COMPASS will print out a copy of your assessment results which we will review with you.

READING: This portion of COMPASS measures your ability to find specific information and make logical inferences that extend beyond the text.

WRITING SKILLS: This assessment measures your knowledge and understanding of grammar, punctuation, writing style, and organization.

MATHEMATICS: The mathematics section will assess both your knowledge of pre-algebra and if you score high in pre-algebra, will go on to determine your skill level in algebra.

Your scores on this assessment will indicate whether you are program-ready in the areas of reading, writing, and mathematics (prealgebra and algebra). If a weakness is discovered in any of these areas, brush-up courses are recommended. These courses are designed to help an examinee learn the skills s/he will need in order to do well in a chosen program.

It should be noted that no dictionaries or foreign language dictionaries are allowed during the COMPASS assessment. You should remember that you assess better when you are well rested and come to your assessment session with a positive attitude.

Relax! COMPASS is designed to help you succeed in college. Your scores help you and your advisor(s) determine which course(s) are most appropriate for your current level of knowledge and skills. Once you identify your academic strengths and weaknesses, you can get the help you need to improve a weak skill area before it can interfere with your learning and goals.

If you have a problem with the assessment or with the computer, please ask a staff member for assistance. However, we can not answer any questions on the content of the assessment. The following pages will present sample questions, instructions and directions for each of the sections of the assessment. The directions are like you will find on the computer screen.

To begin with, you will be asked demographic information (name, address, date of birth, etc.). Please consider each question carefully, and answer each question as accurately as possible. After you have finished the demographic section, you will begin the assessment portion.

On the following pages are directions and sample problems to help prepare you for the assessment. This will give you an idea of what to expect from the COMPASS assessment.

READING INTRODUCTION:

Welcome to the COMPASS Reading Assessment. This assessment will help you and your advisor choose your courses.

- You will be asked to read one or more essays which are presented on the computer screen.
- When you are finished reading each essay, you will be asked several questions about what you have read.
- You will be able to go back and look at the essay at any time while answering these questions.

While you are working, directions and important messages will appear in the colored "message boxes" at the bottom of the screen.

- These messages will remind you of what you need to do and how to do it.
- You can also get extra help by pressing the "H" key.

Every essay begins with an opening screen that asks a question and tells you who wrote the essay.

- Do NOT answer this question. It is there only to help you focus your reading.

You will be given a practice essay and given directions to prepare you for the actual assessment essays.

To answer the questions after reading the essay, follow the directions in the message boxes at the bottom of the screen.

The arrow keys move the filled-in circle up or down. When the filled-in circle is next to the answer you think is correct, press **(Enter)**.

You can SEE the essay again at any time by pressing the "S" key.

If you are satisfied with your answer, press **(ENTER)** to confirm it. Otherwise, press **(ESC)** to go back and choose a different answer.

- If you are unsure, you can **SEE** the essay again before confirming your answer.
- You will have a chance to change your answer later if you change your mind.

The last task is a bit different. To respond, you need to switch to the essay and identify, or highlight (**like this**), the proper words.

- Switch to the essay by pressing the "S" key.
- Follow the directions in the message boxes to highlight the correct section.

You have completed the practice question and are ready to begin the actual assessment.

- While you are working, remember that you can get extra help by pressing the "Hn key.
- Press "Y" (for YES) if you are ready to begin the assessment
- Press "Nn (for NO) if you would like to go back and repeat the instructions.

Here is your practice COMPASS Reading assessment:

From L.S. Stavrianos, *The World Since 1500: A Global History*.

The Industrial Revolution got under way first in England. This is a historical fact of the utmost significance, for it explains in large part England's primary role in world affairs in the nineteenth century. Consequently, the question of why the Industrial Revolution began where it did is of much more than academic interest.

The problem may be simplified by eliminating those countries that could not, for one reason or another, have generated the Industrial Revolution. Italy at one time had been an economic leader but had dropped behind with the discoveries and shift of the main trade routes from the Mediterranean to the Atlantic. Spain had been economically predominant in the sixteenth century but had lost out to the northeast states for various reasons already noted. Holland had enjoyed her Golden Age in the seventeenth century, but she lacked the raw materials, labor resources, and water power necessary for machine production. The various countries of Central and Eastern Europe had been little affected by the Commercial Revolution and hence did not develop the technical skills, the trade markets, and the capital resources needed for industrialization.

This leaves only France and Britain as possible leaders and of the two, England had certain advantages that enabled her to forge far ahead of her rival. In commerce, for example, the two countries were about equal in 1763, or, if anything, France was somewhat in the lead. But France had a population three times that of England. France also lost ground in foreign trade when she was driven out of Canada and India in 1763. Furthermore, the blockade of the British fleet during the Revolutionary and Napoleonic Wars reduced French commerce to about half its 1788 value, and the loss was not restored until 1825.

Another important advantage enjoyed by Britain is that she had taken an early lead in the basic coal and iron industries. Because the forest reserves were being depleted, Britain early began using coal for fuel and smelting iron. By the time of the French Revolution in 1789, Britain was producing 10 million tons of coal per year, while France was producing 700,000 tons. A contemporary poet sensed the significance of the unlimited source of power for English industry when he wrote,

England's a perfect World! has Indies too!
Correct your Maps! New-castle is Peru.

England also pioneered in the development of the blast furnace which, in contrast to the old forges, could mass produce iron. In 1780 Britain's iron output had been a third of that of France; by 1840, it was three times more. All this meant that Britain was pushing ahead in the production of goods and mass consumption for which there was a large and steady demand, whereas France specialized more in luxury commodities of limited and fluctuating demand. Perhaps Voltaire had this in mind when he wrote in 1735, "In truth we are the whipped cream of Europe."

1. The word *forged*, as it is used in the third paragraph means:

- A. make use of the blast furnace.
- B. alter in order to deceive.
- C. move forward steadily.
- D. produce wrought iron.

2. In comparing the economic development of England and France, the passage shows that:

- A. England and France were essentially equals until the middle of the nineteenth century.
- B. France modeled itself on the examples of Italy and Spain, while England modeled itself on the example of Holland.
- C. England gained most of its capital reserves from the spoils of war, while France gained its capital reserves from trade.
- D. England began on an equal base with France in the middle of the eighteenth century, but pulled far ahead by the middle of the nineteenth century.

3. What reason does the author give for discussing several countries besides England and France?

- A. Enriching the information provided in the passage
- B. Balancing the passage in the interest of fairness
- C. Simplifying the problem confronted in the passage
- D. Eliminating countries whose Golden Age was yet to come

4. The passage suggests that generating the first Industrial Revolution requires which of the following?

- I. Raw materials
- II. Technical skills
- III. A large population

- A. I only
- B. III only
- C. I and II only
- D. II and III only

5. The author asserts that England's primary role in world affairs in the nineteenth century can be explained in large part by:

- A. the Industrial Revolution getting under way in England first.
- B. England's overwhelming naval power.

- C. the decline of Italy, Spain, Holland, and Central and Eastern Europe.
- D. England's unlimited source of power to fuel its industry.

6. The passage suggests that one indication of a country's success in industrialization was:

- A. an educational system that could produce a steady supply of skilled workers.
- B. an ability to satisfy a large market for necessary, rather than luxury goods.
- C. a forest reserve that could be rapidly and efficiently replenished.
- D. a fluctuating demand for luxury, rather than necessary goods.

7. According to the passage, France was compared to whipped cream by:

- A. an unnamed contemporary poet.
- B. Voltaire.
- C. Napoleon.
- D. L. S. Stavrianos.

8. The main idea of the passage is that:

- A. Certain conditions gave England an advantage over other countries in industrialization.
- B. With its conquest of Canada in 1763, England controlled the raw materials necessary for industrialization.
- C. The English preferred quantity in the goods, while the French demanded quality.
- D. England's primary position in international affairs gave it the wealth and influence necessary for industrialization.

WRITING SKILLS INTRODUCTION:

Welcome to the COMPASS Writing Skills Assessment. Your score will help you and your advisor select your courses.

- When the assessment begins, you will be shown an essay on the computer screen. The essay will contain mistakes in punctuation, grammar, writing style, and organization.
- You will be asked to find these mistakes and fix them.
- The following instructions will show you how to do this:
- While you are working, directions and important messages will appear in the colored "message boxes" at the bottom of the screen.
- These messages will remind you of what you need to do and how to do it.
- You can also get extra help by pressing the "H" for "HELP" key.

When you start the assessment, an essay will appear on the screen. A pointer will appear in the upper, left-hand corner of the essay.

Use the arrow keys to practice moving the pointer around the screen. Then press <Enter> when you are ready to go on.

Some essays may be too long to fit on a single screen. To see the end of a long essay, you must move the pointer to the bottom of the screen.

- As you move the pointer down, the top of the essay will move off the screen.
- As you move the pointer up, the top of the essay will reappear.
- You will know that you have seen the whole essay when you have seen both of the following markers:

—Start of Essay—

—End of Essay—

Your task will be to edit the essay. Begin by carefully reading all of it. After you have read the essay, go back and find the parts of it that you think contain mistakes.

Move the pointer to the location of a mistake and press (Enter).

A part of the essay will then be highlighted (like this) and a "question box" will appear on the screen.

The question box will list your choices for changing the highlighted part of the essay.

Choose the answer that you think is correct.

If you decide NOT to change the highlighted part of the essay after all, choose the answer NO CHANGE.

You can hide the question box answer and SEE more of the essay by pressing the "S" key. You can get the question box back by pressing the "S" key again.

While editing, you can change any part of the essay as often as you wish. You can change your mind any time until you decide you have finished the essay.

NOTE: Answer (A) will always return a highlighted section to the way it was when the assessment began.

When you have made all of the changes that you want to make:

Press the "F" (for FINISHED) key. A message box will remind you how to do this.

Make sure you have fixed all of the mistakes you find. After you press the "F" key, you will no longer be able to go back and change the essay.

Additional Questions

After you have pressed the "F" key, you will be asked two or three additional questions about how to further improve the essay.

- These questions will appear in question boxes like those you have already seen.
- To answer these questions, follow the directions in the message boxes.
- Remember that you can remove the question box to SEE more of the essay by pressing the "S" key.

You have completed all of the practice questions and are ready to begin the assessment.

- This assessment is not timed. You may take as much time as you need to complete it.
- Please remove any books or paper from your work area. No scratch paper will be needed during the assessment.

While you are working, remember that you can get extra help by pressing the "H" key.

- Press "Y" (for YES) if you are ready to begin the assessment.
- Press "N" (for NO) if you would like to go back and repeat the instructions. ,

Here is your practice COMPASS Writing Skills assessment:

My children love to climb trees. Neither do I begrudge them the risks and I gladful offer them the first boost. I can understand their enjoyment of scaling the heights of those green, growing giants. We must be some remnant of a memory left off of our simian past.

Nevertheless, near my boyhood home in Ohio one sweet gum tree that was my favorite grew there. Its trunk rose straight up into the sky; its highest branches exceeding the peak of our two-story house. The glossy five-pointed leaves would dance and sparkle in the sunlight like green stars.

I was small for my age but limber, and athletic. A crotch of branches near the top served as my crow's nest. Once I was able to reach the lowest limbs, the climbing went easily. Have the branches grow out from the trunk at comfortable right angles and were handy enough together to create pull-up bars and step rungs. I would stay there for an hour at a time, swayed by each breeze that came along, enjoying a clearly view over the neighborhood and beyond, yet hidden from sight by the foliage.

I recall those times when I hear my children's voices floating down from one of the trees near our house. Even though I may have a chore for them to do, I know that it can wait until they come back to earth.

QUESTIONS:

1. A. My children love to climb trees.
 B. My children love at climbing trees.
 C. My children love for climbing trees.
 D. My children love of climbing trees.
 E. My children love to climbing trees.
2. A. Neither do I begrudge them the risks and I
 B. I do not begrudge them the risks nor am I
 C. If I do not begrudge them the risks, I
 D. I do not begrudge the risks and I
 E. I do not begrudge them the risks, although I
3. A. I can understand their enjoyment
 B. I can understand, their enjoyment
 C. I can understand their enjoyment,
 D. I can understand; their enjoyment
 E. I can understand: their enjoyment
4. A. We must be some remnant of a memory
 B. Those must be some remnant of a memory
 C. It must be some remnant of a memory
 D. Its must be some remnant of a memory
 E. Theirs must be some remnant of a memory
5. A. Nevertheless, near my boyhood home in Ohio
 B. In the meantime, near my boyhood home in Ohio
 C. Near my boyhood home in Ohio
 D. Furthermore, near my boyhood home in Ohio
 E. Then, near my boyhood home in Ohio
6. Suppose the writer wants to add a sentence at the end of the passage that would tie the narrator's role as a parent to the reminiscences of the joy of tree climbing. Which of the following would accomplish this the best?
 - A. I sure did have some great times up in my treetop hideouts.
 - B. Even though I may have a chore for them to do, I know that it can wait until they come back down to earth.
 - C. Sometimes two of them will climb a tree together, then they would sit up there chattering away like monkeys.
 - D. One is never too old to enjoy the excitement and challenge of climbing a might oak.
 - E. We've had some problems, though, with raccoons making their nests in the hollow limbs of trees near our house.

11 MATHEMATICS INTRODUCTION:

This assessment will not be timed. You may take as much time as you need to complete it.

You will need scratch paper and a pen or pencil. Please ask for these materials now if you do not have any.

You are allowed to use a calculator. Please remove any textbooks or other materials (except calculator, scratch paper & pencil) from the assessment area.

You will NOT be allowed to return to previous questions in order to change your answers.

On the following screens, you will see several sample assessment items. They are for PRACTICE ONLY. Your answers will not count toward your assessment score.

You may answer these items in one of two ways.

- Type the letter of the answer you think is correct and press (Enter) to confirm your answer.
- Use the space bar to move the highlight from option to option until you reach the answer you think is correct. Then press (Enter) to select, and again to confirm your answer.

You have just completed several sample assessment items and are now ready to begin the assessment.

You must answer each question presented to you. If you do not know the answer, choose the answer that seems to make the most sense. You should try your best to answer each item correctly, but you will NOT be penalized for guessing.

Your answers to the following questions will count toward your score. Before you go on be sure you understand what to do. If you have any questions, please ask the proctor for assistance now.

Here is your practice COMPASS mathematics assessment:

1. Which of the following expressions describes all real values for x that are solutions for the inequality of $7 - 5x > 2$?

- A. $x < 1$
- B. $x > 1$
- C. $x > 9/5$
- D. $x > -9/5$
- E. $x < 9/5$

2. If x and y are any positive real numbers, then $(-8a - 2y)(6b - 18y)$

- A. $-48ab - 6$
- B. $-48aby - 6$
- C. $-288aby$
- D. $288aby$
- E. $48aby$

3. What is the slope of the line defined by the equation $3x + 5y - 10 = 0$?

- A. 4
- B. $-3/5$
- C. -4
- D. $3/5$
- E. $5/3$

4. For all x , $9x^2 - 16x - 4 = ?$

- A. $(9x + 2)(x - 2)$
- B. $(3x - 4)(x - 1)$
- C. $(3x + 2)(3x - 2)$
- D. $(9x - 2)(x - 2)$
- E. none of these

5. $0.005 \times 0.0003 = ?$

- A. 1.5×10^{-6}
- B. 1.5×10^{-7}
- C. 1.5×10^{-12}
- D. 1.5×10^{-1}
- E. 1.5×10^1

6. An urn contains 3 white marbles, 3 black marbles, and 4 red marbles. The probability of obtaining a white or red marble in a single random draw is?

- A. $\frac{2}{5}$
- B. $\frac{7}{10}$
- C. $\frac{3}{5}$
- D. $\frac{1}{2}$ E. 1

7. Twelve shares of a company's stock sells for \$75.00. How much would you pay for 20 shares of stock at the same rate?

- A. \$120.00
- B. \$100.20
- C. \$125.00
- D. \$150.00
- E. \$123.00

8. $\frac{3}{20} + \frac{4}{4} + \frac{13}{40} = ?$

- A. $\frac{20}{60}$
- B. $\frac{256}{60}$
- C. 1
- D. $\frac{1}{2}$
- E. $\frac{179}{40}$

ANSWERS TO PRACTICE ASSESSMENTS

READING:

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

WRITING:

- | | | | | | |
|-----|------|-----|-----|-----|-----|
| 1.A | 2. D | 3.A | 4.C | 5.C | 6.B |
|-----|------|-----|-----|-----|-----|

MATHEMATICS:

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1.A | 2.C | 3.B | 4.A | 5.A | 6.B |
| 7.C | 8.E | | | | |