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Welcome to OSU-OKC Testing and Assessment.

Taking the COMPASS placement test is an important step in beginning your college career. The results of your test will determine what courses are right for you to begin a successful path toward degree completion.

COMPASS is a computerized test that measures your readiness for college-level courses. The full COMPASS test assesses your skills in writing, reading comprehension, and mathematics. You may be required to take the full COMPASS or just one or two skills areas.

College-level General Education courses, like English Composition, US History, and Psychology require proficiency placement levels in both reading and writing. In order to enroll in these courses you will need to achieve the minimum COMPASS score required by OSU-OKC. Current cut-scores are available in Testing and Assessment, Student Center, Room 104.

In the following pages you will learn about COMPASS, tips for taking the test, and you will review study material that is similar to what you will see on the COMPASS skills test.

The test is untimed so please relax and work at your own pace.

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www.act.org/compass/sample/index.html
Things to Know About COMPASS

What Is COMPASS?

COMPASS is an untimed, computerized test that helps your college evaluate your skills and place you into appropriate courses. COMPASS offers tests in reading, writing, math, writing essay, and English as a Second Language (ESL). You will receive your COMPASS test results immediately upon completion of testing, and your score report will include placement messages informing you what courses you should take.

How Are COMPASS Scores Used?

COMPASS is not used like a traditional test. There is generally no "passing score." Rather, COMPASS scores indicate areas in which you are strong and areas in which you may need help. Thus, COMPASS can identify problems in major subject areas before they disrupt your educational progress, giving you the opportunity to prepare more effectively for needed courses. You and your institution can use scores from COMPASS tests to prepare a course of study that will be appropriate, relevant, and meaningful for you.

How Can I Arrange to Take the COMPASS Tests?

New students are provided a Placement Test Ticket by the Admissions office. Testing is provided on a walk-in basis and the first time to test is free. While you may test on the same day you are admitted, it is highly recommended you review this COMPASS Study Guide prior to testing. Make arrangements to take the COMPASS when you have plenty of time to devote to the test. The COMPASS test is not timed; however, taking the full test may take approximately three hours.

Students have the option of re-taking all or part of the COMPASS test. A fee of $5.00 per test subject is charged.
Be Prepared for COMPASS!

TIPS FOR SUCCESS

1. Relax! The COMPASS tests are designed to help you succeed in school. Your scores help determine which courses are most appropriate for your current level of knowledge and skills.

2. You will be able to concentrate better on the test if you get plenty of rest and eat properly before the test.

3. Be sure you read and understand the directions for each test before that test session begins.

4. Read each question carefully until you understand what the question is asking. If answering an item requires several steps, be sure you consider them all.

5. Be sure to answer every item. You are not penalized for guessing.

6. Don’t be afraid to change an answer if you believe that your first choice was wrong.

7. Pace yourself and don’t rush. The COMPASS test is not timed, so plan ahead and make sure to allow yourself plenty of time to test.

8. Keep a positive attitude throughout the whole test and try to stay relaxed. If you start to feel nervous take a few deep breaths to relax.

9. Stay focused; if noises distract you ear plugs are available in the testing rooms.

10. Review the study materials before you test!
The COMPASS Reading Test

COMPASS Reading Skills Test

The Reading Placement Test can help determine if students have the skills to succeed in standard entry-level college courses or if they need developmental reading courses or other instructional support.

Five types of reading comprehension passages are included:

- Practical Reading
- Prose Fiction
- Humanities
- Social Sciences
- Natural Sciences

The reading comprehension items are of two general categories: referring and reasoning. Within each of these two general categories are several content categories that further specify the skills and knowledge assessed by each item. Referring items pose questions about material explicitly stated in a passage. Reasoning items assess proficiency at making appropriate inferences, developing a critical understanding of the text, and determining the specific meanings of difficult, unfamiliar, or ambiguous words based on the surrounding context. Items have multiple-choice response options.

READING: HUMANITIES PASSAGE SAMPLE

When I’m in New York but feeling lonely for Wyoming I look for the Western movie ads in the subway. But the men I see in those posters with their stern, humorless looks remind me of no one I know in the West. In our earnestness to romanticize the cowboy we've ironically disesteemed his true character. If he’s "strong and silent" it’s because there’s probably no one to talk to. If he "rides away into the sunset" it's because he’s been on horseback since four in the morning moving cattle and he’s trying, fifteen hours later, to get home to his family. If he's "a rugged individualist" he’s also part of a team: ranch work is teamwork and even the glorified open-range cowboys of the 1880s rode up and down the Chisholm Trail in the company of twenty or thirty other riders. It's not toughness but "toughing it out" that counts. In other words, this macho, cultural artifact the cowboy has become is simply a man who possesses resilience, patience, and an instinct for survival. "Cowboys are just like a pile of rocks—everything happens to them. They get climbed on, kicked, rained and snowed on, scuffed up by the wind. Their job is 'just to take it,'" one old-timer told me.

1. According to the passage, cowboys are probably "strong and silent" because:
   A) their work leaves them no time for conversation.
   B) they have been cautioned not to complain.
   C) they are stern and humorless.
   D) there is no one nearby to listen to them.
   E) their work makes them too tired to talk.

2. For which of the following statements does the passage give apparently contradictory evidence?
   A) The cowboy's work takes endurance.
   B) Cowboys work alone.
   C) Cowboys are adequately paid.
   D) The cowboy's image has become romanticized in American culture.
   E) Cowboys think of themselves as humorless.

**ANSWERS:**
1) D
2) B
Regular tune-ups of your heating system will cut heating costs and will most likely increase the lifetime and safety of the system. When a service technician performs a tune-up, he or she should test the efficiency of your heating system.

The technician should measure the efficiency of your system both before and after servicing it and provide you with a copy of the results. Combustion efficiency is determined indirectly, based on some of the following tests: 1) temperature of the flue (or chimney); 2) percent carbon dioxide or percent oxygen in the atmosphere; 3) presence of carbon monoxide in the atmosphere; and 4) draft. Incomplete combustion of fuel is the main contributor to low efficiency. If the technician cannot raise the combustion efficiency up to at least 75% after tuning your heating system, you should consider installing a new system or at least modifying your present system to increase its efficiency.


(Reasoning)

1. The passage suggests that the presence of carbon monoxide in the atmosphere:
   A) can provide information regarding combustion efficiency.
   B) is found in 75% of heating systems tested.
   C) can be reduced by decreasing heating system draft.
   D) is the main cause of low efficiency in heating systems.
   E) is more reliable than flue temperature as an indicator of combustion efficiency.

(Referring)

2. According to the passage, when performing a tune-up of a heating system, the service technician should:
   A) ensure that the combustion efficiency is at least 25%.
   B) modify the heating system before initially measuring efficiency.
   C) measure combustion efficiency both before and after servicing the system.
   D) provide his or her supervisor with a written report of the system's efficiency.
   E) ignore the age of the heating system.

ANSWERS:

1) A
2) C
MORE READING EXAMPLES

NATURAL SCIENCE: What Methods Do Andean Farmers Use?

Public debate around climate change and its effects on agriculture tends to focus on the large-scale industrial farms of the North. Farmers who work on a small scale and use traditional methods have largely been ignored. However, as the world slowly comes to terms with the threat of climate change, Native farming traditions will warrant greater attention.

In the industrial model of agriculture, one or two crop varieties are grown over vast areas. Instead of trying to use local resources of soil and water optimally and sustainably, the natural environment is all but ignored and uniform growing conditions are fabricated through large-scale irrigation and the intensive use of artificial fertilizers and pesticides. For example, a handful of basically similar potato varieties, all of which require nearly identical soil conditions, temperature, rainfall, and growing seasons, account for almost all global production. When these global crops are no longer suited to the environment in which they are grown, when their resistance to disease and pests begins to fail, or the climate itself changes, the best way to rejuvenate the breeding stock will be to introduce new genetic material from the vast diversity of crop varieties still maintained by indigenous peoples.

In contrast to the industrial model, Andean potatoes and other Andean crops such as squash and beans grown by Quechuan farmers exhibit extraordinary genetic diversity, driven by the need to adapt crops to the extraordinary climatic diversity of the region. Along the two axes of latitude and altitude, the Andes encompasses fully two-thirds of all possible combinations of climate and geography found on Earth. The Andean potato has been adapted to every environment except the depth of the rainforest or the frozen peaks of the mountains. Today, facing the likelihood of major disruptions to the climatic conditions for agriculture worldwide, indigenous farmers provide a dramatic example of crop adaptation in an increasingly extreme environment. More importantly, Native farmers have also safeguarded the crop diversity essential for the future adaptations.

Adapted from Craig Benjamin, “The Machu Picchu Model: Climate Change and Agricultural Diversity.” © 1999 by Craig Benjamin.
1. What is the main idea of the first paragraph?

A) Attention to Native farming practices will lead to greater awareness of the threat of climate change.

B) Popularity of small-scale farming in the North will lead to greater attention to Native farming practices.

C) Global demand for food will lead to increasing efficiency of large-scale farming in the North.

D) It will be worthwhile to include a greater focus on Native farming practices in public discussions concerning the threat of climate change.

E) Despite potential climate change, public debate will have little effect on industrial farming practices.

2. In the second paragraph, the information about potato-growing practices in the industrial model of agriculture serves to:

A) give an example of a potential problem that Native farming practices could help to alleviate.

B) show the likely global consequences of a possible food shortage caused by industrial farming practices.

C) show how pests and disease are less effectively resisted by crops grown in the industrial farming model.

D) give an example of how public debate has had little effect on the agricultural practices of the North.

E) give an example of how Native farming practices and industrial farming practices derive from different climatic conditions.
3. The passage states that which of the following is true of the small number of potato varieties that account for most of the potatoes produced on Earth currently?

A) They are grown in the Andean region.
B) They all require very similar soil and climate conditions.
C) They are no longer suited to their environment.
D) They are based on genetic material from crops developed by indigenous peoples.
E) They make optimal use of available soil and water resources.

4. As it is used in the passage, the underlined word *fabricated* most nearly means:

A) woven.
B) falsely stated.
C) fully clothed.
D) manufactured.
E) unwrapped.

**FICTION: Fortune Tellers**

A young couple entered the restaurant in Andy’s view. They were holding hands. Andy sat back down in his chair. He felt sick. He turned and faced his father, who was eating xôi.

“What’s the matter, son?” asked his father. “I thought you were going to the birthday party.”

“It’s too late.”

“Are you sure?”

Andy nodded. He looked at the plate of xôi. He wanted to bury his face in it.

“Hi, Andy.” A voice came from behind.

Andy looked up. He recognized the beautiful face, and he refused to meet her eyes. “Hi, Jennifer,” muttered Andy, looking at the floor.
“You didn’t miss much, Andy. The party was dead. I was looking for you, hoping you could give me a ride home. Then I met Tim, and he was bored like me. And he said he’d take me home…. Andy, do you want to eat with us? I’ll introduce you to Tim.”

Andy said, “No, I’m eating xôi with my father.”

“Well, I’ll see you in school then, okay?”

“Yeah.” And Andy watched her socks move away from his view.

Andy grabbed a chunk of xôi. The rice and beans stuck to his fingernails. He placed the chunk in his mouth and pulled it away from his fingers with his teeth. There was a dry bitter taste. But nothing could be as bitter as he was, so he chewed some more. The bitterness faded as the xôi became softer in his mouth, but it was still tasteless. He could hear the young couple talk and giggle. Their words and laughter and the sounds of his own chewing mixed into a sticky mess. The words were bitter and the laughter was tasteless, and once he began to understand this, he tasted the sweetness of xôi. Andy enjoyed swallowing the sticky mess down. Andy swallowed everything down—sweetness and bitterness and nothingness and what he thought was love.


1. Who is telling this story?

A) Jennifer
B) Andy
C) Tim
D) Andy’s father
E) An unnamed narrator

2. What is the most reasonable conclusion to make from the statement in the first paragraph, “He felt sick.”?

A) Eating xoi with his father gave Andy a stomachache.
B) Andy was upset when he saw Jennifer holding hands with Tim.
C) Andy was unhappy about the restaurant his father had selected.
D) Andy was upset with Jennifer for making him miss the party.
E) Andy mistakenly thought that Tim was his best friend.
3. According to the passage, Tim would most likely describe the party as:

A) mysterious.
B) lively.
C) dull.
D) upsetting.
E) remarkable.

4. Based on the last paragraph, it can be most reasonably inferred that Andy’s increasing enjoyment of eating xôi was related to:

A) hearing Tim and Jennifer laughing and talking.
B) the fact that it stuck to his fingernails.
C) sitting at a table with Tim and Jennifer while he ate.
D) the fact that his father made the xôi.
E) seeing Tim and Jennifer eating xôi.

5. This passage is mainly about the relationship between:

A) Andy and his father.
B) Andy and Tim.
C) Andy’s father and Tim.
D) Jennifer and Tim.
E) Jennifer and Andy.
HUMANITIES: In the 1930s, why did author Zora Neale Hurston choose Eatonville, Florida, to be the first source for her collection of folklore?

I was glad when somebody told me, “You may go and collect Negro folklore.” In a way, it would not be a new experience for me. When I pitched head foremost into the world I landed in the crib of Negroism. It was fitting me like a tight chemise. I couldn’t see it for wearing it. It was only when I was off in college, away from my native surroundings, that I could stand off and look at my garment. Then I had to have the spy-glass of anthropology to look through.

I was asked where I wanted to work and I said, “Florida. It’s a place that draws people—Negroes from every Southern state and some from the North and West.” So I knew that it was possible for me to get a cross section of the Negro South in one state. And then I realized that I felt new myself, so it looked sensible for me to choose familiar ground.

I started in Eatonville, Florida, because I knew that the town was full of material and that I could get it without causing any hurt or harm. As early as I could remember, it was the habit of the men particularly to gather on the store porch in the evenings and swap stories. Even the women would stop and break a breath with them at times. As a child when I was sent down to the store, I’d drag out my leaving to hear more.

Folklore is not as easy to collect as it sounds. The ideal source is where there are the fewest outside influences, but these people are reluctant at times to reveal that which the soul lives by. I knew that even I would have some hindrance among strangers. But here in Eatonville I knew everybody was going to help me.


1. Which of the following does the author use as a metaphor for the culture in which she was born?

A) College  
B) Garment  
C) Southern state  
D) Spy-glass  
E) Story
2. Based on the first paragraph, it is most reasonable to conclude that while in college the author:

A) decided to become a professor of anthropology.
B) decided that she did not want to live permanently in Eatonville, Florida.
C) felt that her teachers prevented her from studying what she wanted.
D) became disenchanted with anthropology.
E) understood her own culture in new and different ways.

3. As it is used in the passage, the UNDERLINED word *material* most nearly means:

A) diversity.
B) fabric.
C) information.
D) money.
E) energy.

4. In the second paragraph, the author indicates that one reason she chose to work in Florida was that she wanted to collect folklore:

A) from people of different geographical backgrounds.
B) where her teachers suggested she do so.
C) from a place she had never visited.
D) in a state far from where she grew up.
E) in a state with a large urban population.

5. In the first paragraph, the author's claim, "In a way, it would not be a new experience for me," refers to the fact that:

A) she had already attended college in Florida.
B) she had already collected folklore in Florida for a college course.
C) she had already experienced new cultures by leaving home.
D) she was already familiar with the folklore she was to collect.
E) she had already received permission to conduct the study.
6. Based on information in the third paragraph, which of the following statements about the interactions on the porch can be most reasonably inferred?

A) The adults encouraged the author (as a child) to stay and tell stories.
B) Men were more frequent participants than were women.
C) Most of the storytellers had not grown up in Eatonville.
D) The author’s parents sent her to the porch to hear the stories.
E) One man in particular told most of the stories.

7. In the last paragraph, the author writes that folklore collecting:

A) is less difficult than it appears.
B) is easiest to accomplish in isolated places because people there freely reveal their innermost thoughts.
C) can be difficult in isolated places, even though the people there are the best sources.
D) is more difficult than publishing what has been collected.
E) is the best way to reveal what is important to people.

8. Which of the following is NOT among the reasons the author gives for her decision to collect folklore in Eatonville?

A) The people of Eatonville would be grateful that she published their stories.
B) The people of Eatonville would have many stories for her collection.
C) Eatonville and its people are familiar to her.
D) She believes that she can collect stories without doing harm.
E) She believes that the people of Eatonville will help her in her project.
# Check Your Answers

## CORRECT ANSWERS FOR SAMPLE READING ITEMS

### PASSAGE 1: Andean Farming

<table>
<thead>
<tr>
<th>Question #</th>
<th>Correct Answer</th>
<th>Content Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>Recognizing the main idea of a paragraph</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>Showing how details are related to the main idea</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>Recognizing significant details</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Vocabulary</td>
</tr>
</tbody>
</table>

### PASSAGE 2: Fortune Tellers

<table>
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<th>Question #</th>
<th>Correct Answer</th>
<th>Content Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E</td>
<td>Recognizing several points of view</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Drawing conclusions from facts given</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Recognizing significant details</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>Inferring cause-effect relationships</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>Inferring the main idea of a passage with more than one paragraph</td>
</tr>
</tbody>
</table>

### PASSAGE 3: Zora Hurston

<table>
<thead>
<tr>
<th>Question #</th>
<th>Correct Answer</th>
<th>Content Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>Recognizing significant details</td>
</tr>
<tr>
<td>2</td>
<td>E</td>
<td>Drawing conclusions from facts given</td>
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<td>3</td>
<td>C</td>
<td>Vocabulary</td>
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<td>D</td>
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<td>Recognizing significant details</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td>Recognizing significant details</td>
</tr>
</tbody>
</table>
COMPASS Writing Skills Test

The Writing Skills Placement Test helps institutions determine whether students are ready for entry-level college writing courses or other courses with significant writing loads, or whether students require developmental writing instruction prior to entry into those courses.

This test asks students to find and correct errors in essays presented on the computer screen. The test items include the following content categories:

**Usage/Mechanics**
- Punctuation
- Basic grammar and usage
- Sentence structure

**Rhetorical Skills**
- Strategy
- Organization
- Style

Sample Essay: Writing Skills Placement
Examinees are presented with an essay similar to the one below and are asked to look for errors in grammar, punctuation, usage, and style. When examinees find what they believe to be errors, they move the mouse pointer to the appropriate part of the text and click the mouse. On the right side of the screen five options appear for revising that area of text. **Note that the first option is always identical to the original wording in the text, and thus represents a NO CHANGE option.** Examinees can choose to revise any section of the essay. After revising the essay, examinees are routed to two items focusing on rhetorical strategies.

The essay below contains the same number and types of errors that an actual Writing Skills Test unit would contain; however, for demonstration purposes, only a handful of the segments below have been selected for revision. **These segments are indicated by bold type,** and the items associated with them are shown below. (Note: There are additional errors in the essay that are not in bold that a student in an actual testing situation would need to respond to.)
ESSAY SAMPLE

An increasing number of lakes and rivers in the northern United States invaded are being by a mussel no larger than a fingernail.

The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid-1980s from the Caspian Sea into U.S. waters. Despite its growth was explosive, partly because the species was preyed upon by very few native predators in its new environment. As a consequence, the zebra mussels did find a plentiful food supply. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water. Scientists are concerned when the mussels may compete aggressively with other species that depend on the same food supply.

Others concerned by the invading species are industry, public utilities, and boat owners. Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface. These colonies can clog your water intake pipes of electric and water treatment plants. Fishery specialists are currently casting about and baiting their hooks to gun down control methods that will cause the lowest amount of damage to water supplies and other aquatic species. Two of the alternatives exploring are interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels. (End of Essay)

SEGMENT 1: Basic Grammar and Usage – Ensuring Grammatical Agreement

A) An increasing number of lakes and rivers
B) An increasingly number of lakes and rivers
C) A number increasing of lakes and rivers
D) A number increasingly of lakes and rivers
E) An increasing of lakes and rivers

SEGMENT 2: Style – Avoiding Redundancy

A) was preyed upon by very few native predators in its new environment.
B) found very few predators in its new environment.
C) found very few native predators and was seldom eaten in its new environment
D) was preyed on by very few native predator species in its new environment.
E) was seldom eaten or preyed on by native predator species in its new environment.
SEGMENT 3: Sentence Structure – Relating Clauses

A) Scientists are concerned when the mussels
B) Scientists are concerned that if the mussels
C) Scientists are concerned wherein the mussels
D) Scientists are concerned that the mussels
E) Scientists are concerned as if the mussels

END OF PARAGRAPH ITEM: Strategy – Making Decisions about Cohesive Devices

The writer wishes to add a sentence at the end of paragraph 1 that will serve as a transition between paragraphs 1 and 2 and will establish the main focus of the essay. Which of the following sentences most effectively fulfills that purpose?

A) The zebra mussel will provide a difficult challenge for public utility managers.
B) The zebra mussel is only the latest in a series of newly introduced species to thrive in the U.S.
C) No one knows how far south and west the zebra mussel is likely to spread, but scientists think they may be on the trail of important clues.
D) Although small in size, the zebra mussel may become a huge problem for pleasure boat owners in North American waterways.
E) Despite its size, however, the zebra mussel may have a dramatic effect on North American waterways.

ANSWERS:
A) A
B) B
C) D
D) E
MORE WRITING EXAMPLES

In the following essay samples, each underlined phrase is associated with a boxed item number. At the end of the essay, you will find five options for revising that section of text. Choose the option you think is correct. Option A is always identical to the original text.

SAMPLE ESSAY 1: Grameen Bank

Bangladesh’s economy is based primarily on small-scale enterprises run by self-employed men and women. These small-business owners, who make a living as shopkeepers or providers of services, face a problem common to proprietors everywhere: lack of access to credit, particularly among the early start-up phase of an enterprise.

Credit, which allows people to obtain the resources and equipment he needs to make his business productive, is often, frequently unavailable to those who possess little collateral.

Thus, many people which would benefit from credit are denied access to it.

The Grameen Bank, founded in 1976 by economist Muhammad Yunus, who was a fine soccer player in his youth, provides the only unique alternative via loans to prospective business owners, whether they are given only to those who fall below a certain level of assets. Instead of putting up collateral, Grameen customers are accountable with one another, congregating in small groups that meet as a week. If one member will fail to
repay a loan, the entire group is unable to obtain credit in the future thus, group members have a strong incentive to succeed and support others in the group. In the last twenty years, the Grameen Bank has lent two billion dollars, and his customers have repaid 97 percent of their loans. Such results have led to the creation of similar programs.

**ITEM #1**

A) Bangladesh’s economy is based primarily on small-scale
B) Bangladesh’s economy’s is based primarily on small-scale
C) Bangladesh’s economies’ are based primarily on small-scale
D) Bangladesh’s economies’ is based primarily on small-scale
E) Bangladesh’s economies’ is based primarily on small-scale

**ITEM #2**

A) enterprises ran by self-employed men and women.
B) enterprises run by self-employed men and women.
C) enterprises have run by self-employed men and women.
D) enterprises was run by self-employed men and women.
E) enterprises had been run by self-employed men and women.
ITEM #3
A) These small-business owners, who make a living as shopkeepers or providers of services,
B) These small-business owners, who make a living, as shopkeepers or providers of services
C) These small-business owners, who make a living as shopkeepers, or providers of services
D) These small-business owners who make a living as shopkeepers or providers of services,
E) These small-business owners; who make a living as shopkeepers or providers of services,

ITEM #4
A) face a problem common to proprietors everywhere: lack of access to credit,
B) face a problem common to proprietors everywhere: lack of access credit,
C) face a problem common to proprietors everywhere: lack of access from credit,
D) face a problem common to proprietors everywhere: lack of access in credit,
E) face a problem common to proprietors everywhere: lack of access for credit,

ITEM #5
A) particularly among the early start-up phase of an enterprise.
B) particularly between the early start-up phase of an enterprise.
C) particularly below the early start-up phase of an enterprise.
D) particularly during the early start-up phase of an enterprise.
E) particularly now the early start-up phase of an enterprise.
Correct Grammar & Punctuation Gives Clarity To Your Writing!

**ITEM #6**

A) Credit, which allows people to obtain the resources and equipment he needs to make his business productive,

B) Credit, which allows people to obtain the resources and equipment they need to make their businesses productive,

C) Credit, which allows people to obtain the resources and equipment we need to make our business productive,

D) Credit, which allows people to obtain the resources and equipment one needs to make our business productive,

E) Credit, which allows people to obtain the resources and equipment you need to make one’s business productive,

**ITEM #7**

A) is often, frequently unavailable to those who possess little collateral.

B) is often unavailable many times to those who possess little collateral.

C) is often unavailable to those who possess little collateral.

D) is often unavailable frequently to those who possess little collateral.

E) is often unavailable, all the time, to those who possess little collateral.

**ITEM #8**

A) Thus, many

B) Although, many

C) Nevertheless, many

D) Since, many

E) Anyway, many
ITEM #9

A) people which would benefit from credit  
B) people whom would benefit from credit  
C) people whose would benefit from credit  
D) people who’s would benefit from credit  
E) people who would benefit from credit

ITEM #10

A) are denied access to it.  
B) are denying access to it.  
C) deny access to it.  
D) denied access to it.  
E) there is access denied to it.

ITEM #11

A) A. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who was a fine soccer player in his youth, provides  
B) B. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who visited the University of Michigan, provides  
C) C. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who studied economics at a highly regarded university, provides  
D) D. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who is married and has three children, provides  
E) E. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who returned to Bangladesh in 1972, provides
ITEM #12

A) the only unique alternative  
B) the sole unique alternative  
C) the lone unique alternative  
D) a unique alternative  
E) the exclusive unique alternative

ITEM #13

A) via loans to prospective business owners, whether they are given only to those who fall below a certain level of assets.  
B) via loans to prospective business owners, which are given only to those who fall below a certain level of assets.  
C) via loans to prospective business owners are given only to those who fall below a certain level of assets.  
D) via loans to prospective business owners. Which are given only to those who fall below a certain level of assets.  
E) via loans to prospective business owners, when given only to those who fall below a certain level of assets.

ITEM #14

A) Instead of putting up collateral, Grameen customers are accountable with one another,  
B) Instead of putting up collateral, Grameen customers are accountable in one another,  
C) Instead of putting up collateral, Grameen customers are accountable one another,  
D) Instead of putting up collateral, Grameen customers are accountable at one another,  
E) Instead of putting up collateral, Grameen customers are accountable to one another,
ITEM # 15

A) congregating in
B) and congregation in
C) congregate in
D) so congregating in
E) congregating between

ITEM # 16

A) small groups that meet as a week.
B) small groups that meet every weekly.
C) small weekly groups that meet.
D) small groups that meet weekly.
E) small groups weekly each meet.

ITEM # 17

A) If one member will fail to repay a loan, the entire group is unable to obtain credit
B) If one member fails to repay a loan, the entire group is unable to obtain credit
C) If one member do fail to repay a loan, the entire group is unable to obtain credit
D) If one member is fail to repay a loan, the entire group is unable to obtain credit
E) If one member failing to repay a loan, the entire group is unable to obtain credit

ITEM # 18

A) in the future thus, group members have a strong incentive to succeed and support
B) in the future and thus, group members have a strong incentive to succeed and support
C) in the future, thus, group members have a strong incentive to succeed and support
D) in the future, and, thus, group members have a strong incentive to succeed and support
E) in the future; thus, group members have a strong incentive to succeed and support
ITEM # 19

A) others in the group. In the last twenty years, the Grameen Bank has lent two billion dollars,

B) others in the group. In the last twenty years, the Grameen Bank has lended two billion dollars,

C) others in the group. In the last twenty years, the Grameen Bank lend two billion dollars,

D) others in the group. In the last twenty years, the Grameen Bank did lent two billion dollars,

E) others in the group. In the last twenty years, the Grameen Bank lends two billion dollars,

ITEM # 20

A) and his customers have repaid 97 percent of their loans.

B) and their customers have repaid 97 percent of their loans.

C) and its customers have repaid 97 percent of their loans.

D) and itself's customers have repaid 97 percent of their loans.

E) and our customers have repaid 97 percent of their loans.

ITEM # 21

A) Such results have led to the creation of similar programs.

B) Such results: have led to the creation of similar programs.

C) Such results have led, to the creation of similar programs.

D) Such results, have led to the creation of similar programs.

E) Such results; have led to the creation of similar programs.
ITEM # 22

Suppose the writer wants to show that lending programs similar to the one administered by the Grameen Bank have been widely accepted. Which of the following phrases, if added to the last sentence of the essay, would best achieve that goal?

A) to make credit available
B) over the years
C) around the world
D) to encourage development
E) with some variations

ITEM # 23

Suppose the writer had been asked to write an essay explaining the influence of the credit system developed by Muhammad Yunis on the economy of the United States. Does this article fulfill that assignment?

A) Yes, because the article explains the work of Yunis and his success since 1976.
B) Yes, because the article says that there are similar credit programs in the United States.
C) Yes, because the economic influence of the Grameen Bank is felt throughout the world.
D) No, because the article says that similar credit systems have been established but does not specifically mention the United States.
E) No, because the article is concerned with the reputation of Yunis as an economist, rather than the credit system he developed.

ITEM # 24

Which of the following sentences, if added at the end of the first paragraph, would best make the point that there was a need for the Grameen Bank?

A) This led to a stagnant economy in Bangladesh.
B) Other people, however, are able to overcome a lack of credit.
C) Collateral, therefore, is essential for a healthy economy.
D) Of course, there are some start-up businesses that do not need loans at all.
E) The banks, however, are able to lend their money in other countries.
SAMPLE ESSAY 2: Léopold Sédar Senghor

Léopold Sédar Senghor, the Senegalese poet and statesman, leading a life of mythic proportions. Born in a small West African village in 1906, Senghor had directed a movement against French colonial rule that brought Senegal independence in 1959. Senghor served as Senegal’s first elected president from 1960 to 1980. Because of Senghor’s political influence, therefore, Senegal is today one of Africa’s most stable and affluent nations.

After World War II, Senghor entered politics and held a number of elected positions in France and Senegal between 1946 and 1959. During this time, working ceaselessly in African independence movements, all the while it emphasizes the importance of African cultural identity. Senghor’s efforts contributed to Charles de Gaulle’s grant of national sovereignty to Senegal and other West African countries in 1959.

One legend about Senghor claim that at the moment of his birth, a tree on the ground fell and split, releasing a great spirit that entered the newborn’s body. Senghor
himself did not believe this story, true or not, the tale, on the other hand, gives an appropriately mythic dimension to the life of a man honored for his courageous and progressively work for the freedom of African peoples.

ITEM # 1

A) Léopold Sédar Senghor, the Senegalese poet and statesman, leading a life of mythic proportions.

B) Léopold Sédar Senghor, the Senegalese poet and statesman, led a life of mythic proportions.

C) Léopold Sédar Senghor, the Senegalese poet and statesman, having led a life of mythic proportions.

D) Léopold Sédar Senghor, the Senegalese poet and statesman, while leading a life of mythic proportions.

E) Léopold Sédar Senghor, the Senegalese poet and statesman, in order to lead a life of mythic proportions.

ITEM # 2

A) Born in a small West African village in 1906,

B) Born, in a small West African village in 1906,

C) Born in a small, West African village in 1906,

D) Born, in a small West African village, in 1906,

E) Born in a small, West, African village in 1906,

ITEM # 3

A) Senghor had directed a movement against French colonial

B) Senghor directed a movement against French colonial

C) Senghor directing a movement against French colonial

D) Senghor to direct a movement against French colonial

E) Senghor by directing a movement against French colonial
ITEM # 4

A) rule that bringed Senegal independence in 1959.
B) rule that had bringed Senegal independence in 1959.
C) rule that did bringed Senegal independence in 1959.
D) rule that would of brought Senegal independence in 1959.
E) rule that brought Senegal independence in 1959.

ITEM # 5

A) Senghor served as Senegal’s first elected president from 1960 to 1980.
B) Senghor served as, and was officially, Senegal’s first elected president from 1960 to 1980.
C) Senghor won the election and served as Senegal’s first elected president from 1960 to 1980.
D) Senghor was voted in and served as Senegal’s first elected president from 1960 to 1980.
E) Senghor campaigned and served as Senegal’s first elected president from 1960 to 1980.

ITEM # 6

A) Because of Senghor’s political influence, therefore, Senegal
B) Thus, because of Senghor’s political influence, therefore, Senegal
C) Consequently, due to Senghor’s political influence, therefore, Senegal
D) Because of Senghor’s political influence, Senegal
E) On account of Senghor’s political influence, therefore, Senegal consequently

ITEM # 7

A) is today one of Africa’s most stable and affluent nations.
B) is today one of Africa’s most rock steady and rich nations.
C) is today one of Africa’s most stubborn and moneyed nations.
D) is today one of Africa’s most unflappable and loaded nations.
E) is today one of Africa’s most imperturbable and wealth-enhanced nations.
ITEM # 8

A) After World War II, Senghor has entered politics
B) After World War II, Senghor entered politics
C) After World War II, Senghor having entered politics
D) After World War II, Senghor was going to enter politics
E) After World War II, Senghor had been going to enter politics

ITEM # 9

A) and held a number of elected positions in France and Senegal between 1946 and 1959.
B) and held a number of positions in France and Senegal between 1946 and 1959.
C) and held some important jobs in France and Senegal between 1946 and 1959.
D) and held a number of different positions in France and Senegal between 1946 and 1959.
E) and held a number (two or three) of elected positions in France and Senegal between 1946 and 1959.

ITEM # 10

A) During this time, working ceaselessly
B) During this time, having worked ceaselessly
C) During this time, he, working ceaselessly
D) During this time, he worked ceaselessly
E) During this time, to work ceaselessly
ITEM # 11

A) in African independence movements, all the while it emphasizes the importance of African cultural identity.

B) in African independence movements, all the while it emphatic of the importance of African cultural identity.

C) in African independence movements, all the while had it emphasized the importance of African cultural identity.

D) in African independence movements, all the while emphasis was placed on the importance of African cultural identity.

E) in African independence movements, all the while emphasizing the importance of African cultural identity.

ITEM # 12

A) Senghor's efforts contributed to Charles de Gaulle's

B) Senghors efforts contributed to Charles de Gaulle’s

C) Senghors’ efforts contributed to Charles de Gaulle’s

D) Senghors efforts’ contributed to Charles de Gaulle’s

E) Senghors effort’s contributed to Charles de Gaulle’s

ITEM # 13

A) grant of national sovereignty to Senegal and other West African countries in 1959.

B) grant of national sovereignty, to Senegal and other West African countries in 1959.

C) grant, of national sovereignty to Senegal and other West African countries in 1959.

D) grant of, national sovereignty to Senegal and other West African countries, in 1959.

E) grant of national sovereignty, to Senegal and other West African countries, in 1959.
ITEM # 14

A) One legend about Senghor claim
B) One legend about Senghor have claimed
C) One legend about Senghor had claims
D) One legend about Senghor has claims
E) One legend about Senghor claims

ITEM # 15

A) that at the moment of his birth, a tree on the ground fell and split,
B) that at the moment of his birth, a tree on the ground split and fell,
C) that at the moment of his birth, a tree split and fell to the ground,
D) that at the moment of his birth, the falling ground split a tree,
E) that a tree at the moment of his birth split the earth and fell to the ground,

ITEM # 16

A) releasing a great spirit that entered the newborn’s body.
B) releasing a great spirit that plundered the newborn's body.
C) releasing a great spirit that violated the newborn's body.
D) releasing a great spirit that charmed the newborn's body.
E) releasing a great spirit that invaded the newborn's body.

ITEM # 17

A) Senghor himself did not believe this story, true or not,
B) Senghor himself did not believe this story. True or not,
C) Senghor himself did not believe this story, true, or not,
D) Senghor himself did not believe this story true, or not,
E) Senghor himself did not believe this story true or not,
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ITEM # 18
A) the tale, on the other hand, gives an appropriately
B) the tale, consequently, gives an appropriately
C) the tale, nevertheless, gives an appropriately
D) the tale, otherwise, gives an appropriately
E) the tale objectively gives an appropriately

ITEM # 19
A) mythic dimension to the life of a man honored
B) mythic dimension to the life for a man honored
C) mythic dimension to the life whom a man honored
D) mythic dimension to the life by a man honored
E) mythic dimension to the life with a man honored

ITEM # 20
A) for his courageous and progressively work for the freedom of African peoples.
B) for his courageous and progress work for the freedom of African peoples.
C) for his courageous and progressed work for the freedom of African peoples.
D) for his courageous and progression work for the freedom of African peoples.
E) for his courageous and progressive work for the freedom of African peoples.

ITEM # 21
The writer wants to add a sentence that would introduce the second paragraph’s discussion of Senghor’s activities prior to becoming president of Senegal. Which of the following sentences would best achieve this effect?
A) Educated in Dakar and Paris, Senghor began his career as a teacher in France.
B) Senghor goes on to head Senegal’s independent government for twenty years.
C) Senghor was never a very superstitious man.
D) Senghor’s father was a prosperous merchant in the small village of Joal.
E) Senghor was the first president of the independent Senegal.
ITEM # 22

If the writer were to eliminate the information in paragraph 3 that Senghor himself did not believe the story about the tree, the essay would primarily lose:

A) a sense of Senghor’s skeptical nature.
B) insight into African politicians’ beliefs.
C) an illustration of one way a spirit can be released.
D) a suggestion of the admiration Senghor inspired.
E) the implication that all African myths involve nature.
SAMPLE ESSAY 3: Zebra Mussel

An increasing number of lakes and rivers in the northern United States invaded by a species no larger than a fingernail.

The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid-1980s from the Caspian Sea into U.S. waterways. Despite its growth was explosive, partly because the species was preyed upon by very few native predators in its new environment. As a consequence, the zebra mussels did find a plentiful food supply. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water. Scientists are concerned when the mussels may compete aggressively with other species that depend on the same food supply.

Being invasive, the species concerns industry, public utilities, and boat owners. Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface. These colonies can clog your water intake pipes of electric and water treatment plants. Fishery specialists are currently casting about and baiting their hooks to gun down
control methods that will cause the least amount of damage to water supplies and other aquatic species. Two of the alternatives exploring are interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels.

**ITEM # 1**

A) An increasing number of lakes and rivers  
B) An increasingly number of lakes and rivers  
C) A number increasing of lakes and rivers  
D) A number increasingly of lakes and rivers  
E) An increasing of lakes and rivers

**ITEM # 2**

A) in the northern United States invaded are being  
B) in the northern United States invaded have been  
C) in the northern United States are being invaded  
D) in the northern United States are been invaded  
E) in the northern United States being invaded are

**ITEM # 3**

A) by a species no larger than a fingernail.  
B) by a species no larger than, a fingernail.  
C) by a species, no larger than a fingernail.  
D) by a species no larger, than a fingernail.  
E) by a species, no, larger than a fingernail.
ITEM # 4

A) The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid-1980s from the Caspian Sea into U.S. waterways.

B) The zebra mussel probably steamed into U.S. waterways sometime in the mid-1980s aboard a transatlantic ship from the Caspian Sea.

C) The zebra mussel probably steamed, sometime in the mid-1980s, aboard a transatlantic ship into U.S. waterways from the Caspian Sea.

D) The zebra mussel probably steamed sometime from the Caspian Sea in the mid-1980s into U.S. waterways aboard a transatlantic ship.

E) The zebra mussel probably steamed from the Caspian Sea aboard a transatlantic ship sometime in the mid-1980s into U.S. waterways.

ITEM # 5

A) Despite its growth was explosive, partly because the species

B) Growth of it, explosive, partly because the species

C) It’s growth was explosive and partly because the species

D) Where its explosive growth was partly because the species

E) Once here, its growth was explosive, partly because the species

ITEM # 6

A) was preyed upon by very few native predators in its new environment.

B) found very few predators in its new environment.

C) found very few native predators and was seldom eaten in its new environment.

D) was preyed on by very few native predator species in its new environment.

E) was seldom eaten or preyed on by native predator species in its new environment.
ITEM # 7

A) As a consequence, the zebra mussels did find
B) Consequently, the zebra mussels could find
C) In contrast, the zebra mussels could find
D) In addition, the zebra mussels found
E) For example, the zebra mussels found

ITEM # 8

A) a plentiful food supply.
B) an adequate supply of plentiful food.
C) a sufficient supply of enough food.
D) sufficient plenty of adequate food.
E) plentiful food in adequate supply.

ITEM # 9

A) They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water.
B) They eat huge amounts of phytoplankton, free-floating sea organisms that are water-dwelling and tiny.
C) They eat huge amounts of phytoplankton, sea-dwelling organisms which free-floating in water.
D) They eat huge amounts of phytoplankton, tiny sea organisms that free-float in water.
E) They eat huge amounts of phytoplankton, tiny free-floating sea organisms.

ITEM # 10

A) Scientists are concerned when the mussels
B) Scientists are concerned that if the mussels
C) Scientists are concerned wherein the mussels
D) Scientists are concerned that the mussels
E) Scientists are concerned as if the mussels
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ITEM # 11
A) may compete aggressively with other
B) may compete aggressively with others’
C) may compete aggressively with others
D) may compete aggressively with another’s
E) may compete aggressively with one another’s

ITEM # 12
A) species that depend on the same food supply.
B) species that depend on other food supply.
C) species that depend on in common food supply.
D) species that depend on simultaneous food supply.
E) species that depend on equal food supply.

ITEM # 13
A) Being invasive, the species concerns industry, public utilities, and boat owners.
B) The invading species concerns industry, public utilities, and boat owners.
C) The species, by its invading, concerns industry, public utilities, and boat owners.
D) The species, by its invasion, is concerning industry, public utilities, and boat owners.
E) The invasive species is being of concern to industry, public utilities, and boat owners.

ITEM # 14
A) Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface.
B) Zebra mussels cluster in huge colonies, which can anchor themselves to any hard surface.
C) Zebra mussels cluster in huge colonies, which can anchor itself to any hard surface.
D) Zebra mussels cluster in huge colonies, which can anchor them to any hard surface.
E) Zebra mussels cluster in huge colonies, being anchored itself to any hard surface.
ITEM # 15

A) These colonies can clog your water intake pipes
B) These colonies can clog its water intake pipes
C) These colonies can clog their water intake pipes
D) These colonies can clog the water intake pipes
E) These colonies can clog our water intake pipes

ITEM # 16

A) of electric and water treatment plants. Fishery specialists
B) of electric and water treatment plants fishery. Specialists
C) of electric and water treatment plants, fishery specialists
D) of electric and water treatment plants fishery, specialists
E) of electric and water treatment plants fishery specialists

ITEM # 17

A) are currently casting about and baiting their hooks to gun down
B) are currently hatching plans for
C) are currently searching for
D) are currently trolling the depths of
E) are currently skimming the surface of
ITEM # 18

A) control methods that will cause the least amount of damage to water supplies and other aquatic species.
B) control methods that will cause the least amount of damage, most of which is difficult to repair.
C) control methods that will cause the least amount of damage to water supplies and other aquatic species (some of which are sources of food).
D) control methods, which must be approved, that will cause the least amount of damage to water supplies and other aquatic species.
E) control methods that will cause the least amount of damage (if they work) to water supplies and other aquatic species.

ITEM # 19

A) Two of the alternatives exploring are
B) Exploring, two alternatives are
C) Two being explored are alternatives
D) Two are explored alternatives, being
E) Two alternatives being explored are

ITEM # 20

A) interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels.
B) interrupting the specie’s reproductive cycle and finding a bacterium harmful only to zebra mussels.
C) interrupting the specie reproductive cycle and finding a bacterium harmful only to zebra mussels.
D) interrupting the species’ reproductive cycle and finding a bacterium harmful only to zebra mussels.
E) interrupting the species's reproductive cycle and finding a bacterium harmful only to zebra mussels.
ITEM # 21

Suppose the writer wishes to add a sentence after paragraph 1 that will both serve as a transition to the rest of the essay and explain the importance of the information in the paragraphs that follow. Which of the following sentences most effectively fulfills that purpose?

A) The zebra mussel will provide a difficult challenge for public utility managers.
B) The zebra mussel is only the latest in a series of immigrant species to thrive in the U.S.
C) No one knows how far south and west the zebra mussel is likely to spread, but scientists think they may be on the trail of important clues.
D) Although small in size, the zebra mussel may become a huge problem for pleasure boat owners in North American waterways.
E) Despite its size, however, the zebra mussel may have a dramatic effect on North American waterways.

ITEM # 22

If the writer wished to add at the end of the essay a paragraph expanding the discussion of these two alternatives, which of the following sentences would provide the most appropriate introduction?

A) Many strains of bacteria populate the sea.
B) The zebra mussel's method of reproduction is similar to that of the oyster.
C) Ideally, these two methods could be used in combination to control the mussel.
D) Some scientists hope there is a bacteria that can damage the reproductive cycle of the species.
E) Fishery specialists are not working alone to resolve this problem; laboratories are involved.
### CORRECT ANSWERS FOR SAMPLE ESSAY # 1 ITEMS: Grameen Bank

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# CORRECT ANSWERS FOR SAMPLE ESSAY # 2 ITEMS: Léopold Sédar Senghor

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### CORRECT ANSWERS FOR SAMPLE ESSAY # 3 ITEMS: Zebra Mussel

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<th>Item #</th>
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</tbody>
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THE EIGHT PARTS OF SPEECH

1) **Noun**: A word which is a person, place, thing or idea.
   a. **Examples**: Mount Everest, book, horse, Peter, strength, car, Empire State Building, China, house, child

2) **Pronoun**: A word that is used to take the place of a noun.
   a. **Examples**: I, they, their, ourselves, itself, your, my, nobody, who, which, her, we

3) **Adjective**: A word that is used to describe a noun or pronoun.
   a. **Examples**: proud, purple, French, few, this, huge, sad, second, none

4) **Verb**: A word that indicates an action or state of being.
   a. **Examples**: play, run, think, study, smell, wait, be, drive, renounce, fill, is, am, was

5) **Adverb**: A word that is used to describe a verb that tells how, where or when.
   a. **Examples**: carefully, often, very, intelligently, quite, too, rarely, never

6) **Conjunction**: A word that is used to join words or groups of words.
   a. **Examples**: and, or, but, neither, because, while, since, although

7) **Preposition**: A word used indicating a relationship between a noun or pronoun to another word.
   a. **Examples**: in, until, of, from, after, under, beyond, across, toward

8) **Interjection**: A single word used to express strong emotion.
   a. **Examples**: Wow! Ah! Oh! No!

BASIC PUNCTUATION RULES

Punctuation is used to mark the rhythm, pauses, and tone in written English. In other words, punctuation guides us to know when to pause between fully formed ideas when speaking and helps us organize our thoughts in writing. The following information on punctuation may not cover *all* rules, but will cover some of the most common.

1) **Period**
   a. Use a period at the end of a complete sentence that is a statement.
      i. **Example**: I know that you will test well on COMPASS.
   b. Use the period after an indirect question.
      i. **Example**: She asked where to find COMPASS study material.
   c. If the last word in the sentence ends in a period, do not follow it with another period.
      i. **Example**: There are different types of placement tests; for example, ACT, SAT, COMPASS, etc.
2) **Comma** - There are quite a few rules for the proper use of a comma. Only the most common are presented below. For more rules see http://www.grammarbook.com/punctuation/commas.asp
   a. Use commas to separate items in a series.
      i. **Example:** Today I received my college application, financial aid application, and COMPASS study guide.
   b. Use a comma after an introductory word or phrase to separate it from the main clause.
      i. **Example:** At the OSU-OKC Testing Center, I received a study manual that will help me prepare for COMPASS.
   c. Use a comma to separate two *independent clauses* that are connected by a conjunction such as and, or, but, nor, and yet.
      i. **Example:** Scheduling time to come back to take my placement test is challenging, but I know it is important to prepare first.
   d. Use a comma with coordinate adjectives (adjectives that modify the same noun).
      i. **Example:** My advisor suggests I take a long, hard look at the COMPASS Study Manual before I test.
   e. Use commas to separate non-restrictive modifiers (clauses, phrases, or words that provide additional information, but can be omitted and not change the meaning of the sentence).
      i. **Example:** The COMPASS Study Manual, received in today’s mail, will help me prepare for testing.

3) **Apostrophe** – The apostrophe has two basic uses: to show possession and ownership or to form a contraction.
   a. Use an apostrophe to form contractions.
      i. **Example:** You’re (you are) right; studying before I took the COMPASS was beneficial!
   b. Use the apostrophe to show possession.
      i. Use an apostrophe before the s when showing the possessive form of singular nouns.
         1. **Example:** The OSU-OKC Testing Center’s study guide is free.
      ii. Use an apostrophe after the s when the word is plural and possessive.
         1. **Example:** The students’ COMPASS tests were scored immediately.

4) **Colon**
   a. Use the colon after a complete sentence to introduce a list of items.
      i. **Example:** The COMPASS Study Manual covers three areas: mathematics, writing, and reading.
5) **Semicolon**  
   a. Use semicolons to separate two independent clauses that are not joined by a conjunction (for, and, nor, but, or, yet, so).  
      i. Example: The OSU-OKC Testing Center is in the Student Center; testing is available from 8 a.m. to 5 p.m.

**COMMON GRAMMAR MISTAKES**

1) **Lack of subject/verb agreement**  
   a. When speaking or writing in the present tense, a sentence must have subjects and verbs that agree in number. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural as well.

2) **Misplaced and/or dangling modifiers**  
   a. A misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies/describes.  
   b. A **dangling modifier** is a phrase or clause that is not clearly and logically related to the word or words it modifies.

3) **Pronoun errors**  
   a. Pronoun errors occur when pronouns do not agree in number with the nouns to which they refer. If the noun is singular, the pronoun must be singular. If the noun is plural, however, the pronoun must be plural as well.

4) **Run-on sentences**  
   a. A sentence containing two or more clauses not connected by the correct conjunction or punctuation.

5) **Sentence fragments**  
   a. A sentence fragment usually lacks a subject or a verb, or it begins with a subordinating word like *because, after, since, when, and if.*