

- ✓ *Save money*
- ✓ *Save time*
- ✓ *Graduate earlier*

ACCUPLACER Test Prep



OKLAHOMA CITY COMMUNITY COLLEGE

What is the ACCUPLACER?

The ACCUPLACER is a web-based assessment tool to determine skills in reading, writing, and math. It is untimed. Students can normally complete it in less than 90 minutes. All questions must be answered, and students cannot review previous questions once they answer them. The ACCUPLACER scores become available as soon as the student completes the exam. A student is only allowed to take the exam twice in the same semester (Summer, Spring, or Fall) for each section.

What will I get out of this booklet?

- A study plan
- A list and explanation of terms that could be used in the test
- Sample questions like the ones shown on the actual test
- Additional test prep resources
- Confidence and a better understanding of what to expect
- Techniques on how to study effectively
- Strategies on how to take the test



Why take the ACCUPLACER?

It is the desire of Oklahoma City Community College to place students at the appropriate level when starting their academic pursuit. The purpose of the ACCUPLACER is to determine whether a student goes directly into a college level course or a non-credit class. Additionally, for nursing students, scoring proficiently on the ACCUPLACER gives them those coveted preference points needed for placement in the nursing program. Therefore, whether one is taking the test for entry into college or is trying to improve a current ACCUPLACER score, taking the test serves as a gateway to that person's vision.

Online Resources

1. Get the free App

Go to **Accuplacer.org** to practice reading comprehension, sentence skills, and math. Click on the “information for students” icon on the website. Then, find ACCUPLACER Web-Based Study App and select **Get free App**. Add to cart; then, check out by completing the form. A pass code will be sent to your email.

2. College Board

To practice sample questions for the writing, reading, and math portions of test, visit the following website: <https://secure-media.collegeboard.org/digitalServices/pdf/accuplacer/accuplacer-sample-questions-for-students.pdf>

3. Test Prep Review

The following website offers multiple tools for preparing for the ACCUPLACER: study guides, ACCUPLACER flash cards, practice questions, and a link on how to pass the ACCUPLACER. http://www.testprepreview.com/accuplacer_practice.htm/

4. Additional Online Sources

<http://www.studyguidezone.com/pdfs/accuplacer/teststudyguide.pdf>

<http://www.accuplacerpracticetest.com/accuplacer-sentence-skills-practice-test/>

Lab Resources

1. Comprehension Skills

The Steck-Vaughn books located on the bookshelf in the lab help students practice identifying main idea and drawing inferences: what’s stated and what’s implied.

2. Knowledge Works

This software can only be accessed on the desktop of the computers in the Communications Lab. This program helps improve reading rate, retention, and comprehension while building vocabulary.

3. Getting Focused

This reading improvement CD introduces eleven questions skillful readers try to answer while they read. It reviews such topics as main idea, inferences, supporting details, facts and opinions, tone, argument, and organizational patterns along with the author’s purpose. Just ask a tutor to check it out.

4. Tutoring

Working one-on-one with a tutor can make a huge difference, so take advantage of all the resources available when preparing to take the test. If something seems confusing, ***ask a tutor!***





Test Taking

- *Give yourself a day of no studying; review briefly; then, take the test*
- *Avoid drinking too much caffeine or other drinks*
- *Carefully read all of the questions or passages and its answers. This will give you a full vision of what you are dealing with*
- *Re-read question/passage/answers a second time to ensure complete understanding*
- *Eliminate all answers you believe to be incorrect. Usually, with multiple choice questions, there are two clear wrong answers and two possible ones. By eliminating two options, you increase your odds of getting the question correct*
- *Don't second guess yourself. Trust in the process. If you have taken the time to study properly, using the steps suggested in this guide, you will do great!*

How can I prepare for the ACCUPLACER?

1. **Decide** which part of the ACCUPLACER you want to take first—reading, writing, or math—and focus on studying for just that. Trying to remember too much at one time can become overwhelming and honestly is not very effective for memory.
2. **Consult** a Communications Lab worker to help you set up accounts on the websites that offer Accuplacer test help. Then, work in the lab when practicing sample question so if you have any questions or need further explanation, you have a tutor ready and available for you.
3. **Utilize all RESOURCES** when preparing to take the test. Using multiple ways of manipulating the information keeps one engaged and is optimal for long term memory.
4. If you do not get the score that you were aiming for, do not worry. You can take the test again. Generally, a student will make a higher score on their test the second time.

Vocabulary Terms

The reading comprehension part of the test assesses how well you understand what you read. When reading, pay especially close attention to the vocabulary words because they are often used in the questions. Following is a list of vocabulary words that you may encounter in the test. Knowing the definitions of the words will help to better understand the “type” of answer you should look for.

Main Idea: the major focus of the passage (primarily/mainly)

Main Purpose: the reason “why” the author wrote the passage

Secondary Idea: the less important focus

Historical Background: information that provides history on the subject

Tone/Attitude: a certain emotion that can be detected when reading

Audience: who most benefits from reading the passage

Supporting Ideas: provide examples of reason that explains the main idea

Perspective: the way you view or see something

Inference: a conclusion reached on the basis of evidence and reasoning

Analyze: to examine/ break down for meaning

Summary: restate main ideas and supporting ideas

Interpret: explain the meaning of an idea or concept

Stated/Explicit: clear and detailed meaning. There is no room for doubt or confusion.

Implied/Implicit: not directly stated. Words to look out for that are used in the test are as follows: the passage suggests, concludes, or infers/inference.

Compare/Contrast: finding what is similar or different about something

Assumption: accept as true without proof of evidence

Cause: gives rise to an action or condition

Effect: result or consequence of an action

Qualify: meeting a necessary requirement or condition

Sentence Relation Word Usage

- **Supports/Reinforces**
(explains/illustrates/example)
- **Contradicts/Contrasting**
(Opposite or different view)
- **Repeats/Repetition**
(Restates same idea)
- **Qualifies**
(Fills the requirements)

Practice Questions

Having a list of vocabulary terms are helpful, but seeing them put into action is even more effective. Therefore, below is a compilation of examples that you will see when taking the reading and writing sections of the ACCUPLACER test.

Reading Comprehension

Read the statement or passage and then choose the best answer to the question. Answer the question based on what is stated or implied in the statement or passage.

1.) Dolley Madison was the wife of President James Madison. She was quite a brave First Lady. When the White House burned down, Dolley rescued important government documents. She also saved the portrait of George Washington that hangs in the East Room today. If it had not been for her efforts, important pieces of our history would have been destroyed.

The passage mainly discusses

- A. who Dolley Madison's husband was
- B. how the White House burned down
- C. the courageous acts of Dolley Madison
- D. where the portrait of George Washington now hangs

2.) Product codes on items consist of bars and numbers on the product label. The first numbers tell which company makes the item. The last numbers identify the product and size. A laser reads the bars at the checkout. A computer finds the price for that product and prints the price on the cash-register slip. Store owners can change prices of items by changing them in the computer. The records in the computer help the owners learn which goods sell most.

The passage primarily tells

- A. how the product codes are developed
- B. how the product code system is effective
- C. how one machine reads the numbers and bars
- D. how the numbers are assigned to computers

3.) There are many ways to learn about people. You can learn about people by simply watching or talking to them. Looking at the floor can also give you information about people. You can tell where people most frequently walk because of the worn carpet. The next time you're riding in someone's car, notice the music on the radio.

Based on the passage, "worn" refers to

- A. a shadow of light

- B. damaged or shabby
- C. past tense for “wear”
- D. advising a person of danger

4.) Gwendolyn Brooks is a poet. She was born in Kansas, but she grew up in Chicago. She began to write poems when she was thirteen years old. In 1950, Brooks won the Pulitzer Prize. She won the award for books of poems called Annie Allen. She was the first African American woman to receive this honor.

The author suggests that ...

- A. Gwendolyn Brooks was African American.
- B. she grew up in the windy city.
- C. Brooks won a Pulitzer Prize.
- D. her poems are very good.

5.) Galveston is small an island off the coast of Texas. In 1900, a storm violently destroyed the habitation. A hurricane blew in from the Gulf of Mexico, causing a massive tidal wave to cover the island. Thousands of homes were ruined, and more than 800 people lost their lives. Afterward the storm cleared, residents returned to the island to salvage what they could of their community. Then, a seawall was built to hold back the waters of the gulf.

The author of the passage concludes...

- A. a massive hurricane hit the shoreline of Galveston
- B. A seawall was built subsequent to the storm
- C. Not everyone was able to leave the island in time
- D. Galveston is off the coast of Texas

6.) Sara scratched her head with wonder as she scurried about the room. “Where can my keys be?” she exclaimed. I’ve been late for work twice this week. She dug through the dirty clothes basket, emptied her purse, looked in the vehicle to see if she had left them there overnight, and still nothing. Quickly, she began to broaden her search to the abyss called the couch. Sara threw the cushions in the floor and slid her hand deep down into the crack of the sofa. “Ugh, not there either,” she gasped.

The tone of the passage is...

- A. cheerful
- B. frantic
- C. concerned
- D. hopeful

7.) Every year, hungry deer are responsible for millions of dollars' worth of damage to young pine trees. However, scientists in Washington have found a way to protect these evergreen trees by using a substance called selenium. This chemical produces a bad smell when dissolved. A bit of this element is applied to the soil near the trees. The rain breaks down the chemical, and the tree absorbs it. The bad smell keeps the deer away until the trees are fully grown.

The main purpose of the passage is to...

- A. explain what is responsible for damaging the trees
- B. present a solution to protect the pine trees
- C. compare nature to science
- D. discuss the chemical selenium

Sentence Relationship

Below are two sentences that are related. Pick the answer that best supports the sentences.

8.) In 1845, Sir John Franklin departed from England in search of the North West passage, a sea link between the Pacific and Atlantic oceans. Sir Franklin and his entire crew lost their lives in pursuit of their dreams.

- A. The second sentence provides a solution to the first
- B. The two offer negative views on dreams
- C. The second sentence reports an effect of the first sentence
- D. It offers an explanation for the first sentence

9.) The traditional surfer's cry in the face of tumultuous waves is "Eddie would go." The saying refers to surfer Eddie Aikau who paddled off on his surf board to bring back help for a stranded ship and was never seen again.

- A. The second sentence expands on the first sentence
- B. It restates the information presented in the first
- C. The second one suggests that the statement in the first is inaccurate
- D. The two sentences offer two contrasting views

10.) Regular juries evaluate evidence and then acquit or convict someone of a crime. Grand juries decide if there is enough evidence in a case to warrant a criminal trial.

- A. The second sentence reinforces the information given in the first
- B. The two sentences present contrasting views
- C. The second sentence qualifies the first sentence
- D. It provides an example of the first sentence

Sentence Skills

On the ACCUPLACER, you will receive 20 Sentence Skills questions of two types. The first type is **sentence correction** questions that require an understanding of sentence structure. These questions ask you to choose the most appropriate word or phrase to substitute for the underlined portion of the sentence. The second type is **construction shift** questions. These questions ask that a sentence be rewritten according to the criteria shown while maintaining essentially the same meaning as the original sentence.

Rewrite Questions

The next question presents a sentence along with the beginning of a rewrite of that sentence. Choose the answer which best continues the rewrite while maintaining the same meaning as the original sentence. If you write the sentence down on paper, then, follow the rewrite command, deciding which sentence is correct seems easier to find.

- 11.) While round hair follicles produce straight hair, oval follicles produce curly hair.

Rewrite, beginning with

Round hair follicles produce straight hair.

The next words will include

- A. because oval follicles produce curly hair.
- B. but oval follicles produce curly hair.
- C. nevertheless oval follicles produce curly hair.
- D. even though oval follicles produce curly hair.

- 12.) Emma swung as hard as she could using a hammer to hit the nail in order to fix the door frame that was blown off its hinges.

Rewrite, beginning with

Using a hammer.

The next words will be

- A. Emma swung as hard as she could using a hammer to hit the nail in order to fix
- B. to hit the nail, Emma swings as hard as she could, so she could fix the door frame
- C. Emma swung as hard as she could to hit the nail, so she could fix the door
- D. as hard as she can to hit the nail, Emma swung, so she could fix the door frame

- 13.) Good money managers control their present expenses, and they invest surplus dollars to meet their future needs.

Rewrite the sentence using “because”

- A. Good money managers, because they control their present expenses, they invest surplus dollars to meet their future needs.
 - B. Because good money managers control their present expenses, they invest surplus dollars to meet their needs.
 - C. Because good money managers control their present expenses they invest surplus dollars to meet their needs.
 - D. Good money managers control their present expenses, because they invest surplus dollars to meet their future needs.
- 14.) Writing a best seller had earned the author a sum of money and had freed him from the necessity of selling his pen for the political purposes of others.

Rewrite, beginning with

The author was not obliged

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

Replacement Questions

In the first question, select the best replacement for the underlined part of the sentence. Answer (A) is the same as the original sentence. If you think the original sentence is best, choose answer (A). Note: writing all the sentences down will help with making the correct choice.

- 15.) Working as a receptionist for my uncle’s business taught me to handle customer complaints, answering the telephone, and how to maintain a Rolodex.
- A. to handle customer complaints, answering the telephone, and how to maintain a Rolodex.
 - B. how to handle customer complaints, answering the telephone, and maintaining a Rolodex.
 - C. handling customer complaints, answering the telephone, and maintenance of a Rolodex.
 - D. how to handle customer complaints, answer the telephone, and maintain a Rolodex.

16.) Administrators had to make some very tough decisions about their budget at Norman North High School, considering the revenue shortfall is almost one billion dollars.

- A. had to make some very tough decisions at Norman North High School
- B. have had to make some very tough decisions about the budget at Norman North
- C. about the budget had to make some very tough decisions at Norman North
- D. at Norman North High School had to make some very tough decisions about the budget,

17.) If a student crams for a test, they, typically, only retain the information long enough to take the test; then, most of the information is forgotten.

- A. test, they, typically, only retain the information long enough to take the test
- B. test; typically, they only retain the information long enough; then it's forgotten.
- C. test, typically, he/she only retains the information long enough to take the test
- D. he or she, typically; only retains the information long enough

18.) Patty and her mom were very excited to plant their first garden because they looked forward to growing their own vegetables.

Choose the best version of the sentence.

- A. Patty and her mom were very excited to plant their first garden because they
- B. Because they looked forward to growing their own vegetables, Patty and her Mom
- C. Patty and her mom, because they looked forward to growing their own vegetables, were very excited to plant their first garden.
- D. Because Patty and her Mom looked forward to growing their own vegetables, they were very excited to plant

Answers:

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Good Luck on the Test!

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