We’ve Come For Your BRAIN

Assessment Booster 2009-2010

Prepare for the Test!!!
Sample Test and Study Guide Options
Hello. This information comes to you from the College Connection and Early College Start Office at ACC.

ACC uses the COMPASS and the ASSET as an official state-approved test to help students meet TSI (Texas Success Initiative) requirements. COMPASS/ASSET test scores are very important.

The COMPASS/ASSET test includes a Writing Sample (essay) and multiple-choice questions in reading, writing, and math. The COMPASS test is computerized and is user friendly, requiring no previous computer experience. Dictionaries, translators, and spell checkers are prohibited (unless permission is previously granted for a documented disability.) Your high school counselor and ACC advisor will review the test results with you and recommend suitable courses.

The COMPASS test allows a full five hours for test completion; however, it may not take the entire five hours to complete. The ASSET test requires approximately four hours completing.

If special assistance is needed due to existing disability(s), contact the Office for Students with Disabilities (OSD) at any ACC campus. You must bring a photo ID and your social security number with you to test on ASSET.

Depending on your scores, you may be able to retest with the ACC COMPASS test 10 days after your initial test. The cost of any retest is $29.00. After the first retest, subsequent retests cannot be taken for a period of 90 days. See your high school counselor.

You MUST bring two forms of ID (including one photo ID) and COMPASS ticket to re-test. You also will need your social security number. Schedule re-tests at any ACC campus Assessment Office.

Obtaining official score report: COMPASS and ASSET are approved tests for fulfilling Texas law (Texas Success Initiative,) Scores will not be reported on your high school transcript. If you need to mail an official score report to a college of your choice, you must request an official score report from ACC and pay a $5.00 fee.
EXEMPTIONS from COMPASS and/or ASSET tests:

A student may be identified as “TSI Exempt” or “TSI Waived” if he/she satisfies one or more of the following and presents qualifying official documentation to an ACC Admissions and Records Office.

**TSI WAIVED**: For students enrolled in a Level 1 certificate programs. Note: Students enrolling in a TSI waived certificate may be required to assess if enrolling in courses with skill prerequisites. Level 1 Certificates are certificate program with no more than 36 credit hours.

**TSI EXEMPT:**

- **TAKS**: 2200 ELA in reading AND a 3 or higher on essay; ELA 2200 in math. ECS students can use 10th or 11th grade TAKS scores. Reading and writing sections cannot be used separately for exemption using TAKS.
- **SAT**: 1070 composite, minimum of 500 on both critical reading/verbal and mathematics sections. Scores must be from one sitting and not older than five years.
- **ACT**: 23 composite, minimum of 19 on both English and math sections. Scores must be from one sitting and not older than five years.
- **PSAT**: 107 composite, minimum of 50 on both critical reading/verbal and mathematics sections. Scores must be from one sitting and not older than five years.
- **PLAN**: 23 composite, minimum of 19 on both English and math sections. Scores must be from one sitting and not older than five years.
- Previously attended any Texas public institution and were determined to have met the readiness standards by that institution.
- Transferred to ACC with college credit from out of state or private Texas College that satisfy the core curriculum in the ACC college catalog and passed with a grade of C or better.

**PARTIAL EXEMPTIONS***:

- **TAKS**: TAKS math of 2200 will exempt a student from TSI Math. Likewise, TAKS English Lang Arts score of 2200 with a writing sample of 3 or (+) exempts a student from TSI reading and TSI writing. TAKS exemption for reading and writing can not be separated, exemption is both reading and writing OR neither.
- **SAT**: Composite score of 1070 will exempt a student from TSI math with an SAT math score of 500 even if the SAT critical reading/verbal may be less than 500. Likewise, an SAT critical reading/verbal score of 500 will exempt a student from TSI reading and writing even if the SAT math may be less than 500.
- **ACT**: Composite score of 23 will exempt a student from TSI math with an ACT math of 19 even if the ACT English may be less than 19. Likewise, an ACT English score of 19 will exempt a student from TSI reading and writing, even if the ACT math may be less than 19.
- **PSAT**: Composite scores of 107 will exempt a student from TSI math with a PSAT math scores of 50 even if the PSAT critical reading/verbal may be less than 50. Likewise, a PSAT critical reading/verbal score of 50 will exempt a student from TSI reading and writing even if the PSAT math may be less than 50.
- **PLAN**: Composite score of 23 will exempt a student from TSI math with a PLAN math score of 19 even if the PLAN English may be less than 19. Likewise, a PLAN English score of 19 will exempt a student from TSI reading and writing, even if the PLAN math may be less than 19.

NOTE: If need assistance determining TSI exemption, please contact any ACC campus Advising Office or your ECS Liaison.

* Partial exemptions apply to only students who tested after April 1, 2004.
**IMPORTANT:** Requirements may vary for Early College Start students, according to course selections. To enroll in college level courses, test scores are recorded in all testing areas of Reading, Writing, and Math on the COMPASS and ASSET tests.

- **Prepare as best you can before testing.** This is an **IMPORTANT test** that will determine the level of courses you will be taking. To satisfy your College Ready requirements, you must meet the minimum passing scores that a course requires. If you do not meet the required scores levels, your ACC Early College Start enrollment may be restricted.

- Be sure to get enough sleep the night before the test. If you are not feeling well or are not ready for the test for **any reason**, do not take it. You may be able to re-schedule the test for another day, or at an ACC campus location. Consult with your high school counselor or an ACC campus Assessment Office.

- **Review Options:**
  - Take a review class in reading, writing, and math through ACC Continuing Education.
  - Review **study guides** for **THEA, SAT, GED**, etc. available at new or used textbook stores. The ACC Campus Bookstore carries the **Official THEA STUDY GUIDE**. ACC’s Assessment Tests and the THEA are very comparable and content similar.
  - Look through the sample questions in this ASSET Booster packet. These sample questions were found at the THEA Website, but do not rely on the sample question alone for review. **Work the practice test** found on the **THEA Web site** at [www.thea.nesinc.com](http://www.thea.nesinc.com), [http://www.act.org/compass/tests/index.html](http://www.act.org/compass/tests/index.html), and [www.austincc.edu/math/prereqreviews.html](http://www.austincc.edu/math/prereqreviews.html).
  - With an ACC application on file, visit any ACC Learning Lab for assistance in reading, writing, and mathematics.

- If you are concerned about major test anxiety, contact the Retention and Student Services Office at the campus nearest you to visit with a counselor. All Retention and Student Services Offices have information about resources on managing test anxiety. Find out about the free workshops on test taking skills.
In the Reading Section, the order of information requested by the questions does not necessarily correspond to the order of information in a given selection. Certain words and phrases within some selections have been highlighted for testing purposes, not for reasons of emphasis by the writers.

Read the selection adapted from *The Joy Luck Club* by Amy Tan.
Then answer the six questions that follow.

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**The Joy Luck Club**

1. My mother started the San Francisco version of the Joy Luck Club in 1949, two years before I was born. This was the year my mother and father left China with one stiff leather trunk filled only with fancy silk dresses. There was no time to pack anything else, my mother had explained to my father after they boarded the boat. Still his hands swam frantically between the slippery silks, looking for his cotton shirts and wool pants.

2. When they arrived in San Francisco, my father made her hide those shiny clothes. She wore the same brown-checked Chinese dress until the Refugee Welcome Society gave her two hand-me-down dresses, all too large in sizes for American women. The society was composed of a group of white-haired American missionary ladies from the First Chinese Baptist Church. And because of their gifts, my parents could not refuse their invitation to join the church. Nor could they ignore the old ladies’ practical advice to improve their English through Bible study class on Wednesday nights and, later, through choir practice on Saturday mornings. This was how my parents met the Hsus, the Jongs, and the St. Clairs. My mother could sense that the women of these families also had unspeakable tragedies they had left behind in China and hopes they couldn’t begin to express in their fragile English. Or at least, my mother recognized the numbness in these women’s faces. And she saw how quickly their eyes moved when she told them her idea for the Joy Luck Club.

3. Joy Luck was an idea my mother remembered from the days of her first marriage in Kweilin, before the Japanese came. That’s why I think of Joy Luck as her Kweilin story. It was the story she would always tell me when she was bored, when there was nothing to do, when every bowl had been washed and the Formica table had been wiped down twice, when my father sat reading the newspaper and smoking one Pall Mall cigarette after another, a warning not to disturb him. This is when my mother would take out a box of old ski sweaters sent to us by unseen relatives from Vancouver. She would snip the bottom of a sweater and pull out a kinky thread of yarn, anchoring it to a piece of cardboard. And as she began to roll with one sweeping rhythm, she would start her story. Over the years, she told me the same story, except for the ending, which grew darker, casting long shadows into her life, and eventually into mine.

4. “I thought up Joy Luck on a summer night that was so hot even the moths fainted to the ground, their wings were so heavy with the damp heat. Every place was so crowded there was no room for fresh air. Unbearable smells from the sewers rose up to my second-story window and the stink had nowhere else to go but into my nose. At all hours of the night and day, I heard screaming sounds. I didn’t know if it was a peasant slitting the throat of a runaway pig or an officer beating a half-dead peasant for lying in his way on the sidewalk. I didn’t go to the window to find out. What use would it have been? And that’s when I thought I needed something to do to help me move.

5. “My idea was to have a gathering of four women, one for each corner of my mah jong table. I knew which women I wanted to ask. They were all young like me, with wishful faces.

6. “Each week one of us would host a party to raise money and to raise our spirits. The hostess had to serve special dyansyn foods to bring good fortune of all kinds—dumplings shaped like silver money ingots, long rice noodles for long life, boiled peanuts for conceiving sons, and of course, many good-luck oranges for a plentiful, sweet life.

7. “We decided to hold parties and pretend each week had become the new year. Each week we could forget past wrongs done to us. We weren’t allowed to think a bad thought. We feasted, we laughed, we played games, lost and won, we told the best stories. And each week, we could hope to be lucky. That hope was our only joy. And that’s how we came to call our little parties Joy Luck.”
1. Which of the following statements best expresses the main idea of paragraph 7 of the selection?
   A. Joy Luck Club members were generally incapable of facing reality.
   B. The weekly Joy Luck Club parties included an abundance of food and participation in games and storytelling.
   C. The women went to the Joy Luck Club parties in the hopes of winning prizes that would make their lives easier.
   D. Joy Luck parties were designed as happy events to help the women temporarily forget past sorrows and losses.

2. In paragraph 2, the author most likely uses phrases such as "unspeakable tragedies" and "hopes they couldn't begin to express in their fragile English" for what purpose?
   A. to show how much these women needed to improve their English
   B. to suggest the depth of the women's sorrow and desperation
   C. to underscore the women's good fortune in having emigrated from China
   D. to imply that the narrator's mother felt superior to these women

3. Which of the following is a valid conclusion based on the information in paragraph 4 of the selection?
   A. Frustration over her oppressive surroundings led the narrator's mother to conceive of the Joy Luck Club.
   B. The narrator's mother didn't go to the window to see what was going on outside because she was ill and unable to move.
   C. The heat and the unbearable smells from the sewers caused the narrator's mother to imagine terrible sounds and sights.
   D. Joy Luck was conceived by the narrator's mother simply as a means of generating income to escape her unpleasant living conditions.

4. Which of the following statements from the selection is presented as an opinion rather than a fact?
   A. She saw how quickly their eyes moved when she told them her idea for the Joy Luck Club.
   B. It was the story she would always tell me when she was bored, when there was nothing to do.
   C. Unbearable smells from the sewers rose up to my second-story window and the stink had nowhere else to go but into my nose.
   D. Each week we would forget past wrongs done to us.

5. Which of the following best summarizes the main points of the selection?
   A. The narrator's mother was living in a small town in China where she was quite unhappy. The weather was too hot and the streets were noisy and unsafe. To make herself feel better, she asked some friends to join a club that she invented so that she could have company.
   B. The narrator's parents arrived in San Francisco from China in 1949. They brought very few belongings, but were helped by the kind women at the First Chinese Baptist Church. Eventually, the wife made friends with some of the other women in the church. The women later decided to form a social club.
C. The narrator's mother had had a very unhappy life. She and her husband did not always get along, and she had often been lonely. Sometimes, when she had nothing else to do, she would tell stories to her daughter about places she had lived and people she had known.

D. The narrator's parents arrived in the United States with only a few of their most precious belongings. The narrator's mother met some friends and formed a club similar to one she had started in China. This club was designed to help the women forget the sorrows of their past and present and to have hope for the future.

6. In paragraph 3 of this selection, the author writes, "Over the years, she told me the same story, except for the ending, which grew darker, casting long shadows into her life." In this context, what does the author mean by casting long shadows into her life?

   A. making her feel as if she was unaware of the past

   B. affecting her life with painful memories from many years ago

   C. confusing her with vague memories of her youth

   D. hiding her memories of unpleasant events
You may use a four-function (+, −, ×, ÷), nonprogrammable calculator [with square root (√) and percent (%) keys].

1. A machine in a soft drink bottling factory caps 3 bottles per second. How many bottles can it cap in 15 hours?
   A. $2.7 \times 10^3$
   B. $1.6 \times 10^4$
   C. $1.8 \times 10^4$
   D. $1.6 \times 10^5$

2. A truck has a full 50-gallon gas tank. It uses $7\frac{1}{2}$ gallons on the first part of its journey, $13\frac{1}{2}$ gallons on the second part of its journey, and $15\frac{1}{4}$ gallons on the third part of its journey. How many gallons of gas remain in the gas tank?
   A. 14
   B. $14\frac{1}{4}$
   C. 15
   D. 36

3. A rancher is planning to put up 220 yards of fencing. In the morning she puts up 80 yards, and in the afternoon she puts up 40% of the remaining fence. What percent of the fence did she put up that day?
   A. 36%
   B. 51%
   C. 62%
   D. 76%

4. During a bike-a-thon a local company pledges to donate $1.25 for every $4.00 pledged by the public. If the public pledges a total of $156.00 dollars per mile, how much will the company donate per mile?
   A. $2.75
   B. $48.75
   C. $195.00
   D. $499.20
5. Use the pie charts below to answer the question that follows.

The first pie chart represents a company's expenditures, and the second pie chart shows a breakdown of the company's advertising expenditures. What percent of the company's expenditures is spent on radio advertising?

A. 6.3%
B. 11.7%
C. 18.0%
D. 35.0%

6. Scientists have stocked Wilson's pond with a species of fish. The scientists note that the population has steadily decreased over a period of time until the population is approximately half the number of fish originally stocked. If the number of fish are plotted on the $y$-axis and the amount of time on the $x$-axis, which of the following could result?
7. A student has received scores of 88, 82, and 84 on three quizzes. If tests count twice as much as quizzes, what is the lowest score the student can get on the next test to achieve an average score of at least 70?

A. 13  
B. 48  
C. 70  
D. 96

8. Use the distribution curves below to answer the question that follows.

![Distribution Curves]

The distribution curves above show data on the gas mileage for two different brands of car. Which of the following correctly analyzes the information presented in these distributions?

A. The mean gas mileage of brand A is greater than the mean gas mileage of brand B.  
B. Data was collected for more cars of brand A than of brand B.  
C. Brand A cars have smaller variability in gas mileage than brand B cars.  
D. Brand A cars get poorer gas mileage than brand B cars.

9. Use the graph below to answer the question that follows.

![Graph]

9. Use the graph below to answer the question that follows.
Which of the following equations represents line $AB$?

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

10. What is the slope of the line passing through $(0, -1)$, and $(3, -2)$?

A. $\frac{1}{3}$
B. $-\frac{1}{3}$
C. 3
D. $-3$
The parking situation on this campus is truly outrageous. Sure, for full-time students who live on campus, convenient parking isn't a big deal. But by now everyone—except, evidently, those responsible for campus parking—must know that there are a lot of us commuter students who struggle to balance a job, a family, and academics. We are not the ones you see strolling leisurely from dormitory to class to dining hall to student hangout. Nothing in our lives is leisurely: we race from job to classroom to the library to the daycare center to the grocery store and finally, exhaustedly, back home.

We commuter students don't have time to park our cars in lots that require us to walk a mile to get to the nearest classroom building or the library. Sure, it's nice to look at all those neat lawns and walk along those pretty paths and not see any ugly cars anywhere. But wake up! We're here to get an education, not to fritter away our time in some kind of ecological never-never land. I say forget the lawns and build a couple of convenient parking lots for we harried commuters!

1. Which of the following sentences, if added between Parts 3 and 4 of the first paragraph, would be most consistent with the writer's purpose and intended audience?

A. We commuter students don't drive to campus just because it's nice to have a car around in case we want to go shopping or to the movies.

B. Even a cursory survey of the situation should be sufficient to reveal the significant burdens that such a demanding life style must place on the average commuter student.

C. One must accept the statistically verifiable fact that, as a group, commuter students take more difficult courses than students who live on campus.

D. I am aware that commuter students cannot and should not request special treatment from campus officials.

2. Which one of the following changes is needed in the second paragraph?

A. Part 6: Change "nearest" to "nearer."

B. Part 7: Change "it's" to "its."

C. Part 9: Change "our" to "their."

D. Part 10: Change "we" to "us."
Measuring public opinion has unfortunately become a growth industry in the United States. As each major election approaches, newspaper readers and television viewers are swamped with trivial data from the latest polls. Indeed, public opinion polls have proven a valuable addition to the political process in the twentieth-century United States. With a minimum of research, the average citizen can find out what percentage of Americans on any given day think candidate X is trustworthy, loyal, and kind to animals. Is it all really necessary? Do we need to know such things in order to vote intelligently? Plainly, we do not.

If not conducting public opinion polls, what should the media be doing? To be sure, this may not be the best way to make friends. Rather than counting heads, newspaper and television networks ought to spend more time analyzing a candidate's positions on the issues. And when these positions are so lacking in substance as to make such analysis impossible, the media should inform their audiences of the fact. It would, however, be a real service to the voting public.

3. Which of the following changes would help focus attention on the main idea of the first paragraph?
   A. Delete Part 3.
   B. Delete the phrase "with a minimum of research" from Part 4.
   C. Change Part 6 from an interrogative to a declarative sentence by dropping the word "Do."
   D. Change Part 7 from the plural to the singular, as in "Plainly, I do not."

4. Which of the following should be used in place of the underlined word in Part 4 of the first paragraph?
   A. thinking
   B. will think
   C. thinks
   D. should think

5. Which of the following changes would make the sequence of ideas in the second paragraph clearer?
   A. Reverse the order of Parts 8 and 9.
   B. Place Part 9 after Part 11.
   C. Reverse the order of Parts 10 and 11.
   D. Delete Part 12.
DIRECTIONS FOR WRITING SAMPLE

This portion of the Writing Section of the test consists of one writing assignment. You are asked to prepare a MULTIPLE-PARAGRAPH writing sample of about 300–600 words on an assigned topic. The assignment can be found in your test booklet. You should use the time available to plan, write, review, and edit what you have written.

Find the assignment and read it carefully before you begin to write. Think about how you will organize what you plan to write. At the test, space for your writing sample is limited to the pages provided for that purpose in your test booklet and your answer document. Additional paper is not permitted. Your score will be based solely on the version of your writing sample written in the space provided in the answer document.

Your writing sample will be scored on the basis of how effectively it communicates a whole message to the specified audience for the stated purpose. You will be assessed on your ability to express, organize, and support opinions and ideas rather than the position you express. Pay particular attention to the seven characteristics listed below when preparing your writing sample. These seven characteristics will be used in scoring your writing sample.

- APPROPRIATENESS—the extent to which you address the topic and use language and style appropriate to the given audience, purpose, and occasion.
- UNITY AND FOCUS—the clarity with which you state and maintain your main idea or point of view.
- DEVELOPMENT—the amount, depth, and specificity of your supporting details.
- ORGANIZATION—the clarity of your writing and the logical sequence of your ideas.
- SENTENCE STRUCTURE—the effectiveness of your sentence structure and the extent to which your writing is free of errors in sentence structure.
- USAGE—the extent to which your writing is free of errors in usage and shows care and precision in word choice.
- MECHANICAL CONVENTIONS—your ability to spell common words and to use the conventions of capitalization and punctuation.

Be sure to write about the assigned topic and to use MULTIPLE PARAGRAPHS. Please write legibly. You may not use any reference materials during the test. Remember to save some time to review what you have written and make any changes you think will improve your writing sample.

The final version of the essay should conform to the conventions of edited American English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

ANSWER KEY:

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