

GUIDE TO THE CUNY ASSESSMENT TESTS

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Welcome

The faculty, staff and students of Baruch College are pleased that you are interested in joining our community. We are confident you will enjoy being a student at Baruch College.

The Office of Testing and Evaluation is a component of the Division for Enrollment Management and Strategic Academic Initiatives. Our mission is to provide quality assessment and evaluation support through the collection and processing of tests and faculty evaluation data. The Office of Testing and Evaluation's activities incorporate the following values: work meets the needs of the academic department or individual, work is timely, accurate and reliable, information is readily available to those who need it and secure from those who do not. Our staff is committed to the following ideals: professionalism, responsiveness, thoroughness, accessibility, friendliness and sensitivity to data confidentiality.

Contact Information

The Baruch College Office of Testing and Evaluation is located in room 5-220 of the William and Anita Newman Vertical Campus (55 Lexington Avenue, 5th Floor). Our office is open Monday – Friday from 9:00AM to 5:00PM, *(please note: that office hours are subject to change depending on activities calendar).*

Testing and Evaluation General Phone Number:	646-312-4305
Testing Website:	http://www.baruch.cuny.edu/testing
Student Course and Faculty Evaluation Website:	https://www.baruch.cuny.edu/evals
Departmental email address:	testing.evaluation@baruch.cuny.edu

Programs Administered by the Office of Testing and Evaluation

CUNY Skills Assessment:

The Skills Assessment program consists of the CUNY Assessment Tests in Reading, Writing and Mathematics. These tests are used to demonstrate an applicant's readiness for college-level academic work and to determine initial course placements for new and continuing students in mathematics, writing and reading. The Math Placement examination is used to determine appropriate course placement in math and math related courses.

Student Course and Faculty Evaluation:

The Office of Testing and Evaluation administers the Student Course and Faculty Evaluation program. This is an opportunity for students to rate their professors and the course(s) they are taking. They are also able to provide anonymous written feedback to their professors. Since the professors get the results after grades are posted; students are encouraged to be as constructive as possible in their assessments.

Conflict Examinations:

A conflict examination date is offered each semester for students who have more than two finals on one day, and who would like to have an alternative date for one of the exams, or have two finals at the same time. Details can be obtained at the Center for Academic Advisement.

CUNY Assessment Tests

Introduction

The Board of Trustees of the City University of New York requires that students must demonstrate their proficiency in basic learning skills. The purpose of the program is to ensure that students have the skills necessary to take advantage of the opportunities for learning provided by the college. Students who lack those skills may be directed to the appropriate services to assist them in preparing for success at Baruch College

The CUNY Assessment Program includes tests in three skills areas: reading, writing and mathematics. In each of these areas, the University has set standards defining readiness to do college work. Students, who do not meet these standards, may be referred to an Admissions Counselor to discuss their Admissions status.

Passing the CUNY Assessment Tests is one way to demonstrate the University's skills proficiency requirements.

CUNY Skills Requirements

Students are considered to have met the CUNY Skills Proficiency Requirements for Baruch College by documenting the following:

Reading and Writing:

Students can meet the Reading and Writing Skills Proficiency Requirement for Baruch College with one of the following:

- SAT I: Verbal score of 480 or higher (Pre March 2016)
- SAT I: Critical Reading score of 480 or higher (Pre March 2016)
- SAT I: Evidence-Based Reading and Writing section score of 480 (Effective March 2016)
- ACT English score of 20 or higher
- New York State English Language Arts Regents score of 75 or higher
- CUNY Assessment Test in Reading score of 70 or higher (pre-October 2016) AND CUNY Assessment Test in Writing score of 56 or higher
- CUNY Assessment Test in Reading Comprehension score of 55 (effective October 2016) or higher AND CUNY Assessment Test in Writing score of 56 or higher

Mathematics:

Students can meet the Mathematics Skills Proficiency Requirement for Baruch College with one of the following:

- SAT I: Math score of 500 or higher (Pre-March 2016)
- New SAT I Math Score of 530 or higher (Exam date March 2016 and later)
- ACT Math score of 21 or higher
- New York State Mathematics Regents Examinations:
 - Score of 70 or higher on the **Common Core NYS Regents** in Algebra 1 or Geometry
 - Score of 65 or higher on the **Common Core NYS Regents** in Algebra 2/Trigonometry
 - Score of 80 or higher on the **Non-Common Core NYS Regents** in Integrated Algebra or Geometry or Algebra 2/Trigonometry **AND** successful completion of the Algebra 2/Trigonometry or higher-level course.

- Score of 75 or higher in one of the following New York State Regents Examinations: Math A, Math B, Sequential Mathematics II or Sequential Mathematics III
- CUNY Assessment Test in Mathematics 2 (Algebra) score of 40 or higher (pre-October 2016)
- CUNY Assessment Test in Mathematics 5 (Elementary Algebra) score of 57 or higher (effective October 2016)

Additional Ways Transfer Students Can Demonstrate Proficiency for Baruch College

Transfer to Baruch from a Non-CUNY College

Reading and Writing:

Students with a 3 credit college-level English class, equivalent to Freshman Composition or a higher course which Freshman Composition is a pre-requisite, from an accredited college or university with a grade of “C” or better (“C-” is not acceptable) will be considered as proficient in Reading and Writing.

Mathematics:

Students with a 3 credit college-level Mathematics class, from an accredited college or university with a grade of “C” or better (“C-” is not acceptable) will be considered as proficient in Mathematics.

Transfer to Baruch from another CUNY College

All students who wish to transfer from a CUNY Associate program to a Bachelors program at Baruch College must meet the proficiency requirements in Reading, Writing and Mathematics to be admitted.

Note about proficiency standards

Proficiency standards and requirements are subject to change pursuant to CUNY Rules and Regulations. The most up to date information will be available on the Office of Testing and Evaluation website at <http://www.baruch.cuny.edu/testing>

Mathematics Placement Testing (CUNY Assessment Test in Mathematics 6)

All incoming students to Baruch College, regardless of their proficiency status, are required to take the CUNY Assessment Test in Mathematics 6 – Placement Test.

The result of the examination is used to determine appropriate placement into mathematics and mathematics-related courses. Even if you have an exemption or have already passed a mathematics skill assessment, you must still take this examination.

Frequently Asked Questions about the CUNY Assessment Tests

Who must take the CUNY Assessment Tests?

All incoming students to Baruch College must demonstrate proficiency in reading, writing and mathematics prior to registration. Some students may satisfy this requirement by achieving the necessary scores on New York State Regents, ACT or SAT examinations. All others are required to take the CUNY Assessment Tests. Students who are applying as a transfer student, may demonstrate proficiency based on prior course work.

Where and when are the tests given?

The CUNY Assessment Tests are administered in the William and Anita Newman Vertical Campus (55 Lexington Avenue at 24th Street); the exact room will be indicated on your test ticket.

The Office of Testing and Evaluation automatically invites all students who are accepted to Baruch College to take the appropriate CUNY Assessment and Placement Tests. Your testing appointment and information about your examinations will be sent to you with your acceptance packet.

What can students do to prepare for the tests?

The tests are intended to measure skills that students are expected to have learned in the course of their high school training. Students may want, in any case, to practice their reading, writing and mathematics skills beforehand. Descriptions of the tests and sample questions are included in this packet. Additional information is available at the Baruch College Office of Testing and Evaluation Website (<http://www.baruch.cuny.edu/testing>)

What should students bring with them to the tests?

Students should bring their picture I.D. (such as a driver's license), a pen (if taking the CUNY Assessment Test in Writing) and a #2 pencil. Students may not bring books, papers or computational devices (such as electronic calculators) of any kind to use during the test and must not give or receive help during the test. *Please note: the use of a paperback or hardcover dictionary is permitted only for the CUNY Assessment Test in Writing.*

Students who violate these rules will be disqualified from satisfying the CUNY standards at the testing session.

How do students get notified of their test results?

Incoming students are informed of their CUNY Assessment Test results and course placements through their Hobson's page or postal mail.

Continuing students receive their test results from their immersion instructors.

Due to privacy concerns, test scores will not be given out by phone.

How can test results be appealed? How can I retake the examination?

Students who come close to passing the CUNY Assessment Test in Reading (Reading Comprehension) or CUNY Assessment Test in Mathematics 5 (Elementary Algebra/Skills Certification) exams are eligible to retest once in the appropriate area(s). Students who score at least a 45 on the Reading Comprehension test or at least a 50 on the Math 5 - Elementary Algebra test, are eligible to retest one time. Students must wait a minimum of 10 business days before they can retest. Scores achieved on the retest will be used to determine college readiness. It is strongly advised that students review the Test Preparation Resources prior to retesting.

Students may file a Request for Review of the CUNY Assessment Test in Writing in person at the Office of Testing and Evaluation within six weeks of their test date. A member of the Office of Testing and Evaluation's staff will verify if your test results meet the University's guidelines for possible rescoring.

Students with Special Needs

Students with special needs who require modified testing accommodations should contact the Office of Services for Students with Disabilities. Their telephone number is 646-312-4590. Accommodations based on disabilities will be granted to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

CUNY Assessment Test in Reading

Description of Examination

The CUNY Assessment Test in Reading is an untimed, multiple-choice, computer based test that measures reading comprehension. The Reading Test, comprised of 20 multiple choice questions, measures students' ability to understand what they read, to identify main ideas, and to make inferences. Students need to distinguish between direct statements and secondary or supporting ideas.

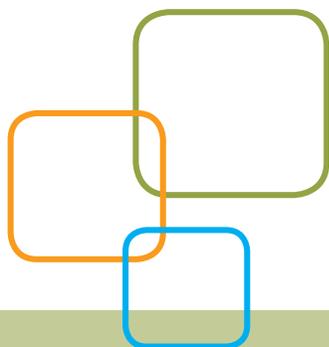
Reference Materials

Students may not any other reference materials to this examination.

Passing Scores

The passing score of the CUNY Assessment Test in Reading is a score of 55.

ACCUPLACER[®]



ACCUPLACER[®] Sample Questions for Students

Reading Comprehension

Reading Comprehension

In an ACCUPLACER placement test, there are 20 questions of two primary types in Reading Comprehension.

- The first type of question consists of a reading passage followed by a question based on the text. Both short and long passages are provided. The reading passages can also be classified according to the kind of information processing required, including explicit statements related to the main idea, explicit statements related to a secondary idea, application, and inference.
- The second type of question, sentence relationships, presents two sentences followed by a question about the relationship between these two sentences. The question may ask, for example, if the statement in the second sentence supports that in the first, if it contradicts it, or if it repeats the same information.

Reading Comprehension Sample Questions

Directions for questions 1–9

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. In the words of Thomas De Quincey, “It is notorious that the memory strengthens as you lay burdens upon it.” If, like most people, you have trouble recalling the names of those you have just met, try this: The next time you are introduced, plan to remember the names. Say to yourself, “I’ll listen carefully; I’ll repeat each person’s name to be sure I’ve got it, and I will remember.” You’ll discover how effective this technique is and probably recall those names for the rest of your life.

The quotation from De Quincey indicates that the memory

- A. always operates at peak efficiency
- B. breaks down under great strain
- C. improves if it is used often
- D. becomes unreliable if it tires

2. Unemployment was the overriding fact of life when Franklin D. Roosevelt became president of the United States on March 4, 1933. At the time, the government did not systematically collect statistics of joblessness; actually it did not start doing so until 1940. The Bureau of Labor Statistics later estimated that 12,830,000 persons were out of work in 1933, about one-fourth of a civilian labor force of more than 51 million.

Roosevelt signed the Federal Emergency Relief Act on May 12, 1933. The president selected Harry L. Hopkins, who headed the New York relief program, to run FERA. A gifted administrator, Hopkins quickly put the program into high gear. He gathered a small staff in Washington and brought the state relief organizations into the FERA system. While the agency tried to provide all the necessities, food came first. City dwellers usually got an allowance for fuel, and rent for one month was provided in case of eviction.

This passage is primarily about

- A. methods of estimating unemployment rates in the 1930s
 - B. the effect of unemployment on United States families
 - C. President Franklin D. Roosevelt's presidency
 - D. the creation of President Roosevelt's FERA program
3. With varying success, many women around the world today struggle for equal rights. Historically, women have achieved greater equality with men during periods of social adversity. The following factors initiated the greatest number of improvements for women: violent revolution, world war, and the rigors of pioneering in an undeveloped land. In all three cases, the essential element that improved the status of women was a shortage of men, which required women to perform many of society's vital tasks.

We can conclude from the information in this passage that

- A. women today are highly successful in winning equal rights
 - B. only pioneer women have been considered equal to men
 - C. historically, women have only achieved equality through force
 - D. historically, the principle of equality alone has not been enough to secure women equal rights
4. All water molecules form six-sided structures as they freeze and become snow crystals. The shape of a snow crystal is determined by temperature, vapor, and wind conditions in the upper atmosphere. A snow crystal is always symmetrical because these conditions affect all six of its sides simultaneously.

The purpose of the passage is to present

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

5. In the words of Thomas De Quincey, "It is notorious that the memory strengthens as you lay burdens upon it." If, like most people, you have trouble recalling the names of those you have just met, try this: The next time you are introduced, plan to remember the names. Say to yourself, "I'll listen carefully; I'll repeat each person's name to be sure I have it, and I will remember." You'll discover how effective this technique is and probably recall those names for the rest of your life.

The passage suggests that people remember names best when they

- A. meet new people
 - B. are intelligent
 - C. decide to do so
 - D. are interested in people
6. Many people have owned, or have heard of, traditional "piggy banks," coin banks shaped like pigs. A logical theory about how this tradition started might be that because pigs often symbolize greed, the object is to "fatten" one's piggy bank with as much money as possible.

However, while this idea makes sense, it is not the correct origin of the term. The genesis of the piggy bank is the old English word "pygg," which was a common kind of clay hundreds of years ago in England. People used pots and jars made out of this red "pygg" clay for many different purposes in their homes. Sometimes they kept their money in one of the pots, and this was known as a pygg bank. Over the years, because "pygg" and "pig" sounded the same, glaziers began making novelty banks out of pottery in the shape of a pig as a kind of joke. These banks were given as gifts and exported to countries where people spoke other languages and where no one had ever heard of pygg clay. The tradition caught on all over the world, and today piggy banks come in all colors and are made of all kinds of materials, including plastic.

This passage is mainly about how

- A. people in different countries save their money
 - B. people in England made pottery centuries ago
 - C. a common term originated in a surprising way
 - D. an unusual custom got started
7. The wheel is considered one of the most important mechanical inventions of all time. Many technologies since the invention of the wheel have been based on its principles, and since the industrial revolution, the wheel has been a basic element of nearly every machine constructed by humankind. No one knows the exact time and place of the invention of the wheel, but its beginnings can be seen across many ancient civilizations.

The passage suggests that the wheel is an important invention because it

- A. is one of the world's oldest inventions
- B. forms the basis of so many later inventions
- C. can be traced to many ancient cultures
- D. is one the world's most famous inventions

8. Samuel Morse, best known today as the inventor of Morse Code and one of the inventors of the telegraph, was originally a prominent painter. While he was always interested in technology and studied electrical engineering in college, Morse went to Paris to learn from famous artists of his day and later painted many pictures that now hang in museums, including a portrait of former President John Adams. In 1825, Morse was in Washington, D.C., painting a portrait of the Marquis de Lafayette when a messenger arrived on horseback to tell him that his wife was gravely ill back at his home in Connecticut. The message had taken several days to reach him because of the distance. Morse rushed to his home as fast as he could, but his wife had already passed away by the time he arrived. Grief-stricken, he gave up painting and devoted the rest of his life to finding ways to transmit messages over long distances faster.

Morse left the art world and helped to invent the telegraph because he

- A. was tired of painting
 - B. wanted to communicate with people far away
 - C. experienced a personal tragedy in his life
 - D. was fascinated by science
9. Leonardo da Vinci is not only one of the most famous artists in history, but he was also a botanist, a writer, and an inventor. Even though most of his inventions were not actually built in his lifetime, many of today's modern machines can be traced back to some of his original designs. The parachute, the military tank, the bicycle, and even the airplane were foretold in the imaginative drawings that can still be seen in the fragments of da Vinci's notebooks. Over 500 years ago, this man conceived ideas that were far ahead of his time.

The author of this passage is praising da Vinci primarily for his

- A. artistic talent
- B. intelligence
- C. foresight
- D. fame

Directions for questions 10–18

For the questions that follow, two underlined sentences are followed by a question or statement. Read the sentences, then choose the best answer to the question or the best completion of the statement.

10. The Midwest is experiencing its worst drought in 15 years.

Corn and soybean prices are expected to be very high this year.

What does the second sentence do?

- A. It restates the idea found in the first.
- B. It states an effect.
- C. It gives an example.
- D. It analyzes the statement made in the first.

11. Social studies classes focus on the complexity of our social environment.

The subject combines the study of history and the social sciences and promotes skills in citizenship.

What does the second sentence do?

- A. It expands on the first sentence.
- B. It makes a contrast.
- C. It proposes a solution.
- D. It states an effect.

12. Knowledge of another language fosters greater awareness of cultural diversity among the peoples of the world.

Individuals who have foreign language skills can appreciate more readily other peoples' values and ways of life.

How are the two sentences related?

- A. They contradict each other.
- B. They present problems and solutions.
- C. They establish a contrast.
- D. They repeat the same idea.

13. While most people think of dogs as pets, some dogs are bred and trained specifically for certain types of work.

The bloodhound's acute sense of smell and willing personality make it ideal for tracking lost objects or people.

What does the second sentence do?

- A. It makes a contrast.
- B. It restates an idea found in the first.
- C. It states an effect.
- D. It gives an example.

14. Paris, France, is a city that has long been known as a center of artistic and cultural expression.

In the 1920s, Paris was home to many famous artists and writers from around the world, such as Picasso and Hemingway.

What does the second sentence do?

- A. It reinforces the first.
- B. It states an effect.
- C. It draws a conclusion.
- D. It provides a contrast.

15. Studies show that the prevalence of fast-food restaurants corresponds with the rates of obesity in both children and adults.

Obesity is now on the rise in countries where fast-food restaurants are becoming more common.

How do the two sentences relate?

- A. They express roughly the same idea.
- B. They contradict each other.
- C. They present problems and solutions.
- D. They establish a contrast.

16. Compared with the rest of the country, North Dakota has a thriving economy, making it a place where more people want to live.

With temperatures in January ranging from 2 to 17 degrees Fahrenheit, winters in North Dakota are viewed by some prospective residents as inhospitable.

What does the second sentence do?

- A. It reinforces the first.
 - B. It explains what is stated in the first.
 - C. It contradicts the first.
 - D. It analyzes a statement made in the first.
17. Some stores are testing a new checkout system that allows shoppers to use their mobile phones to scan items as they walk through stores and pay at self-service kiosks, skipping the cashiers' lines.

The new mobile checkout system reduces long lines and customer wait times in stores.

What does the second sentence do?

- A. It expands on the first.
 - B. It states an effect.
 - C. It contrasts with the first.
 - D. It gives an example.
18. According to the American Sleep Disorders Association, the average teenager needs around 9.5 hours of sleep per night, possibly because critical growth hormones are released during sleep.

The average adult requires between six and eight hours of sleep per night for optimal health and productivity.

How do the two sentences relate?

- A. They establish a contrast.
- B. They contradict each other.
- C. They reinforce each other.
- D. They provide a problem and solution.

Answer Key

READING COMPREHENSION	
QUESTION NUMBER	CORRECT ANSWER
1	C
2	D
3	D
4	C
5	C
6	C
7	B
8	C
9	C
10	B
11	A
12	D
13	D
14	A
15	A
16	C
17	B
18	A

CUNY Assessment Test in Writing

Description of Examination

The CUNY Assessment Test in Writing is a standardized writing test that measures your ability to do college-level writing in English and assesses your readiness for introductory college courses. In addition, the CUNY Assessment Test in Writing is used to determine when students are ready to exit from developmental writing courses and move on to college-level courses.

The learning skills taught in first year college courses are reflected in the CUNY Assessment Test in Writing. In the test you are required to read, understand and respond to a passage of 250-300 words by:

- identifying key ideas within the reading passage
- writing a brief summary of the key ideas in the reading
- demonstrating basic critical thinking in response to these key ideas
- identifying a key idea in the reading passage and presenting a clearly written response to that idea
- writing an essay that is well organized and shows connections between ideas
- supporting ideas with relevant personal experience, readings, schoolwork, and/or other sources of information
- demonstrating competence in sentence construction, and word choice
- demonstrating correct usage, grammar and mechanics

Time Limit

You will have 90 minutes to complete the examination.

Reference Materials

You may bring a non-electronic dictionary to the test (paperback or hardcover, a paperback dictionary is recommended). The dictionary may be either English only or bilingual.

How is the test scored?

The CATW uses an analytic scoring guide, called a scoring rubric, to evaluate student writing samples. Each test is scored independently by two faculty raters and both raters assign scores in five categories. Scores may range from 1 to 6 points in each category.

The Five Scoring Categories

1. **“Critical Response to the Writing Task and Text”**: This category emphasizes your ability to complete the writing task and to demonstrate understanding of the main ideas in the reading text, using critical analysis, and integrating your own ideas and experiences to respond to the main ideas in the text.
2. **“Development of Writer’s Ideas”**: In this category you are evaluated on your ability to develop your ideas (for example, by using summary, narrative, or problem/solution) in a clear and organized way. Your response should include both general statements and specific details and examples. Specific references to the text must be included with these details and examples.
3. **“Structure of the Response”**: This category evaluates your ability to organize ideas into a cohesive essay that supports a central focus, or thesis. The structure of your essay is evaluated for evidence of logical connections between ideas and the use of transitions to convey these connections.

4. **“Language Use: Sentences and Word Choice”**: This category evaluates the degree to which you demonstrate sentence control and variety in sentence structure. This category also evaluates your ability to use appropriate vocabulary to make your ideas clear.
5. **“Language Use: Grammar, Usage, Mechanics”**: This category evaluates your ability to follow the conventions of standard American English language use in terms of grammar and mechanics, so that your meaning is clear.

Passing Score

The passing score of the CUNY Assessment Test in Writing is a weighted score of 56.

Format of the CUNY Assessment Test in Writing

The CUNY Assessment Test in Writing has two parts, a reading passage of 250-300 words and writing directions to guide students in preparing their written responses.

Sample Test

Assignment

Begin by reading the passage below

Hype

Advertisements are the most prevalent and toxic of the mental pollutants. From the moment your alarm sounds in the morning to the wee hours of late-night TV, commercial pollution floods your brain at the rate of about three thousand marketing messages per day. Every day an estimated 12 billion display ads, 3 million radio commercials, and more than 200,000 TV commercials are dumped into North America’s collective unconscious. The increase in commercial advertising has happened so steadily and relentlessly that we haven’t quite woken up to the absurdity of it all. No longer are ads confined to the usual places: buses, billboards, stadiums. Anywhere your eyes can possibly come to rest is now a place that, in corporate America’s view, can and ought to be filled with a logo or product message.

You fill your car with gas, and there’s an ad on the nozzle. You wait for your bank machine to spit out money and an ad scrolls by in the little window. You drive through the countryside and the view of the wheat fields is broken at intervals by enormous billboards. Your kids watch Pepsi and Snickers ads in the classroom. A company called VideoCarte installs interactive screens on supermarket carts so that you can see ads while you shop. (A company executive calls the little monitors “the most powerful micromarketing medium available today.”) There is nowhere to run. No one is exempt and no one will be spared. In the silent moments of my life, I often used to hear Beethoven’s Ninth Symphony play in my head. Now I hear that kid singing the Oscar Meyer wiener song.

Excerpted from Kalle Lasn. “Hype,” in Signs of Life in the USA: Readings on Popular Culture for Writers, 4th ed. Sonia Maasik & Jack Solomon, Eds. Boston: Bedford/St. Martin’s, 2003. 217-220.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author’s most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Understanding the CUNY Assessment Test in Writing's Reading Selection

One way to prepare for the test is to understand the types of readings used on the test. The reading passage that you will be asked to respond to will have the following characteristics:

- The text is 250-300 words in length.
- Reading passages are at 10th to 12th grade reading level and appropriate for high school graduates.
- Topics are familiar and interesting to high school graduates, and they will come from general knowledge areas (for instance, sociology, psychology, technology, popular culture, etc.).
- Readings are clearly written, with the author's main idea placed early in the passage, so that you can better identify the writer's central point and write a response based on the text.
- Readings come from the following sources: general interest magazines, newspaper articles, speeches, and excerpts of essays from academic anthologies. For example, *The Utne Reader*, *The New York Times*, *The Week* and *Slate.com* are good sources of engaging general interest articles.
- Reading passages will appear with a title and author's name. You are encouraged to refer to the author's last name and the title of the passage in your response.
- Reading passages always appear with the following standard writing directions:

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking. You will have 90 minutes to complete your essay.

Understanding the CUNY Assessment Test in Writing's Directions

There are two parts to the CUNY Assessment Test in Writing. The first is the reading passage and the second, Writing Directions, follows the reading. The Writing Directions reflect the five categories of the scoring rubric, as illustrated below. (The Writing Directions are in quotation marks.)

"Read the passage above and write an essay responding to the ideas it presents."

This sentence instructs you to respond directly to the reading passage and reminds you that your response must address the ideas presented in the text.

"In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas."

This direction focuses on your understanding of the reading passage, and your ability to demonstrate this understanding in an organized response, emphasizing the key ideas in the reading passage.

“Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance.”

This direction instructs you to develop an organized piece of writing that focuses on a specific idea in the reading passage. You are free to choose any “significant idea” and develop your response to this idea by using one or more ways of organizing (for example, summarizing, analyzing, personal narrative, cause and effect, persuasion).

“Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.”

Here you are reminded that the ideas you present in the essay must be supported with details, examples, or personal experiences. You may use supporting details from a variety of sources, but whatever you use should demonstrate some ability to combine supporting details and examples to discuss specific ideas from the reading passage. You must always refer to ideas from/in the reading in your response.

“Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.”

You are reminded that you must edit and proofread the response for clarity and correctness.

“You will have 90 minutes to complete your essay.”

You should be careful to manage your time so that you can complete your response.

Writing the CUNY Assessment Test in Writing Response

To be successful on this test, you need to understand some basic ideas about the CATW response.

The Nature of the Test

The CUNY Assessment Test in Writing is a text-based writing sample that reflects the kinds of writing done in introductory college-level courses. (“Text-based writing sample” simply means that you are writing a response to a passage you have read.) The CUNY Assessment Test in Writing assesses your readiness for writing in English in college composition courses and other introductory college-level courses.

Your Response Should ...

To prepare for the CUNY Assessment Test in Writing you should be aware of the required components of the response, as described in the scoring rubric.

You should be able to:

- Read and understand a short (250-300 words) reading passage written at the 10th to 12th grade reading level.
- Identify the author’s main ideas—and important supporting ideas—in the reading passage.
- Read and understand the writing directions that accompany the reading passage, and address all parts of the writing task.

Your response should:

- Include a brief summary of the author’s main ideas and supporting ideas (two or three key points in the reading). This summary can be written either at the beginning of your response to the reading passage or throughout your essay.
- Make direct reference to ideas in the reading passage, either with direct quotes or paraphrasing.
- Be organized in a clear and logical way, with appropriate use of transitions to connect your ideas, supporting details, and examples.
- Demonstrate your ability to write an essay that has a clear beginning, middle, and end.
- Combine ideas from the reading passage with your own ideas about the text.
- Demonstrate the ability to identify and address a specific idea in the reading passage that you feel is “significant” (it needn’t be the author’s main idea) and develop an essay in response to that idea, expanding through the use of explanation, supporting details, personal experience, and/or other reading you may have done.
- Demonstrate the ability to write clear and varied sentences, and use vocabulary that clearly and effectively communicates your ideas.

You should:

- Manage your time during the exam period (90 minutes) to allow for proofreading and editing
- Check your response for errors in grammar, spelling, and punctuation.

Strategies for Taking the CUNY Assessment Test in Writing

The CATW is a 90-minute test that measures your ability to write a college-level essay. Keep in mind that this test focuses on the following criteria:

- Addressing all parts of the Writing Directions in an essay that summarizes the main ideas in the reading passage;
- Discussing a significant idea from the reading passage in a clear and coherent essay;
- Integrating references to specific ideas and details in the reading passage with your own ideas about the text;
- Constructing a written response that has a clear beginning, middle and end;
- Writing sentences that are constructed correctly and use correct word choices;
- Understanding and using good grammar and mechanics to convey your ideas clearly.

When you take the test, you may find the following strategies helpful in planning how to use your time:

Reading

Spend about 20 minutes reading the passage and underlining significant ideas. You should decide which ideas in the reading you will use to write your summary.

Planning and Pre-Writing

Spend about 10 minutes planning and pre-writing. Your test booklet gives you two blank pages for planning notes or writing an outline. Briefly write down the key idea from the passage that you will develop in your response, along with some significant details and/or examples. Make a note about the order you might use to present your ideas most clearly and effectively. The planning work you do on these pages will not be evaluated.

Writing the Response

Spend about 50 minutes writing your response. Be sure to use the lined pages in your test booklet. Refer to your plan, or outline, and remember that the Writing Directions require you to include a summary of key ideas in the reading, select one idea and explain its significance, make specific references to the reading in your response, and develop your response with relevant details and examples, using standard edited American English.

You may begin with a summary of the key ideas in the reading passage. Be sure to write it in your own words; do not copy it word-for-word from the text. Then identify at least one significant idea in the reading passage. Explain why you think that idea is significant, using appropriate supporting details and examples from your personal experience or from your own reading.

Revising and Editing

When you have finished writing your response, spend about 10 minutes proofreading and editing your response, and making any necessary changes. Consider the following questions when you review your response:

- Did you complete all parts of the Writing Directions?
- Did you include a summary of the reading passage?
- Did you clearly identify at least one significant idea from the reading and discuss it in detail?
- Are the details and examples you present in your response clear and relevant?
- Is there any unnecessary repetition of ideas in your response?
- Is your response written in clear well-constructed sentences, using correct grammar and punctuation?

Practice Exercises for the CUNY Assessment Test in Writing

How to Understand the Reading and Get Started

Before you start to write your response, we recommend you spend 20 minutes reading and underlining significant ideas and 10 minutes planning and prewriting. The more time you spend understanding the reading and getting ideas before you write, the easier it will be to write.

1. Below is a practice reading, “How to Do One Thing at a Time.” Read it and underline significant ideas. Make notes of how you plan to organize your response.

How to Do One Thing at a Time

By now, we all know that multi-tasking can be a losing proposition. Talking on the phone while driving? Dumb idea. Texting while driving? Really dumb idea. But even seemingly harmless multi-tasking—like chatting with a friend while sending out an office e-mail—isn’t as harmless or efficient as we’d like to believe. A recent article published in the science journal *NeuroImage* revealed that when we attempt demanding tasks simultaneously, we end up doing neither as well as we should because our brains have cognitive limits.

What’s more, we’re also less efficient after we’ve shut down e-mail and turned off our phones. In a recent experiment at Stanford University, a group of students was asked to spend 30 minutes simultaneously compiling a music playlist, chatting, and writing a short essay. A second group focused on each task individually for 10 minutes each. Afterward, they were given a memory test. The single-taskers did significantly better than their multi-tasking peers.

“A tremendous amount of evidence shows that the brain does better when it’s performing tasks in sequence rather than all at once,” says Clifford Nass, Ph.D., a professor of communication at Stanford University. “We still don’t know the long-term effects of chronic multi-tasking, but there’s no question we’re bad at it, and it’s bad for us.”

Many experts believe, however, that it’s possible to repair your power of concentration. Through solutions such as yoga and acupuncture, experts believe we can break our multi-tasking habit and sharpen our focus.

Adapted from Women’s Health Magazine, May 2010

2. Below is an example of how a student annotated the reading and planned a response. Compare your annotations with the example. Did you underline the same sentences? Notice how this student made a T-chart to organize the ideas.

How to Do One Thing at a Time

By now, we all know that multi-tasking can be a losing proposition. Talking on the phone while driving? Dumb idea. Texting while driving? Really dumb idea. But even seemingly harmless multi-tasking—like chatting with a friend while sending out an office e-mail—isn't as harmless or efficient as we'd like to believe. A recent article published in the science journal *NeuroImage* revealed that when we attempt demanding tasks simultaneously, we end up doing neither as well as we should because our brains have cognitive limits.

a) Can't do 2 things

b) brain limited

nerves

What's more, we're also less efficient after we've shut down e-mail and turned off our phones. In a recent experiment at Stanford University, a group of students was asked to spend 30 minutes simultaneously compiling a music playlist, chatting, and writing a short essay. A second group focused on each task individually for 10 minutes each. Afterward, they were given a memory test. The single-taskers did significantly better than their multi-tasking peers.

On line

What kind of test?

"A tremendous amount of evidence shows that the brain does better when it's performing tasks in sequence rather than all at once," says Clifford Nass, Ph.D., a professor of communication at Stanford University. "We still don't know the long-term effects of chronic multi-tasking, but there's no question we're bad at it, and it's bad for us."

habitual

Is this true?

Many experts believe, however, that it's possible to repair your power of concentration. Through solutions such as yoga and acupuncture, experts believe we can break our multi-tasking habit and sharpen our focus.

Adapted from Women's Health Magazine, May 2010

Notes	Text/Sum	Development
1)	2 things at once Brain limits	Open door, hold coffee cup Worry about memory loss
2)	less effective	Permanent damage?
3)	concentrate	Brother – reads a lot – what kind of memory test?
4)	sequence	Like climbing a mountain
5)	solutions	Exercise – clears mind

How to Develop Your Response

In the Writing Directions for the CUNY Assessment Test in Writing assignment, you are asked to “develop your essay by identifying one idea” and explaining its significance. You are also told to support your ideas with evidence or examples from “what you have read, learned in school, and/or personally experienced.” Below is a portion of a response to the passage, “How to Do One Thing at a Time.”

Sample Response

Read the partial response below and identify the idea the writer has chosen to focus on. How does the writer develop the idea? Does the writer use examples and details from his/her reading, previous school learning, or personal experience? Notice also what the writer does in the first paragraph.

SAMPLE RESPONSE

The article says we're less efficient even after we stop emailing and get off the phone. This conclusion was based on an experiment where students were asked to do three things at once for 30 minutes—Create a playlist of music, Chat on email, and write an essay. A second group was asked to do the same three things but one at a time, for ten minutes each. At the end, students in the second group performed better on a memory test than those who tried to multitask.

I am not surprised the second group performed better. I can imagine chatting on email at the same time I'm fooling around with an iPod, but I certainly couldn't write an essay as well. Writing an essay takes (me) a lot of time and concentration. I once had a teacher who made us practice writing 10-minute essays so we would be ready for a timed test. We did it every class for a couple of weeks before the test, and it was effective for training the class to concentrate and write fast enough to do a 50 minute test. He called it “special case” writing, something to do for a timed test to get ideas down quickly. He never said it was the way to really write. Writing an essay involves reading, thinking, and revising, not while doing other things. That's why we have libraries and quiet study areas. I envy the person who can write an essay while doing other things—but only if the person gets an A on the essay. Otherwise, I'll stick to my slow, single-minded approach.

Students who think they can multitask are in for a big surprise when they get to difficult subjects and demanding assignments. This carries beyond school to many activities in life, driving, parenting, getting promoted for doing a job well...

[Note: This response is not finished. It needs further development and an ending.]

Development of “Sample Response”

Below is a sample response showing its development. Refer to the code below.

Development of “SAMPLE RESPONSE”

^AThe article says we're less efficient even after we stop emailing and get off the phone. This conclusion was based on an experiment where students were asked to do three things at once for 30 minutes—Create a playlist of music, Chat on email, and write an essay. ^A second group was asked to do

the same three things but one at a time, for ten minutes each. At the end, students in the second group performed better on a memory test than those who tried to multitask.

^BI am not surprised the second group performed better. ^CI can imagine chatting on email at the same time I'm fooling around with an iPod, but I certainly couldn't write an essay as well. Writing an essay takes (me) a lot of time and concentration. ^DI once had a teacher who made us practice writing 10-minute essays so we would be ready for a timed test. We did it every class for a couple of weeks before the test, and it was effective for training the class to concentrate and write fast enough to do a 50 minute test. He called it "special case" writing, something to do for a timed test to get ideas down quickly. He never said it was the way to really write. Writing an essay involves reading, thinking, and revising, not while doing other things. That's why we have libraries and quiet study areas. ^EI envy the person who can write an essay while doing other things—but only if the person gets an A on the essay. Otherwise, I'll stick to my slow, single-minded approach.

^FStudents who think they can multitask are in for a big surprise when they get to difficult subjects and demanding assignments. This carries beyond school to many activities in life, driving, parenting, getting promoted for doing a job well....

[Note: This response is not finished. It needs further development and an ending.]

Code table:

- A Summary of passage
- B Personal response overall to summary
- C One idea writer wants to develop
- D Personal experience that develops idea
- E Conclusion/lesson of personal experience
- F Continuing development

How to Demonstrate Connections Between Ideas

In the CUNY Assessment Test analytic scoring rubric, the category "Structure of the Response" looks at how well you organize your response and "demonstrate connections between ideas." In other words, it is important that your sentences and paragraph connect one to the next, so the reader can follow your thinking. You don't want the reader to fall into a hole between sentences or paragraphs

Example

As an example, here are two sets of sentences: A and B. In which set are the two connected? Explain your answer.

- A. ¹It is safe to say that advertisements are a person's guideline in life. ²After the Industrial Revolution almost everyone wants to transfigure the modernized individual.
- B. ¹Although it may be irritating to see an ad come on in the middle of your favorite show, the information supplied by that ad may not be available to you anywhere else. ²Corporations create ads to keep us updated on what is new.

Answer The sentences in B are connected. The second sentence provides a specific detail/example as a restatement of the first. It “opens up” the first sentence. In contrast, the sentences in A seem unconnected. You cannot be sure of the connection, and the meaning is not clear.

Additional practice questions for this topic are available on the Office of Testing and Evaluation website at <http://www.baruch.cuny.edu/testing>

How to Write a Summary for the CUNY Assessment Test in Writing Response

In the Writing Directions for the CUNY Assessment Test in Writing response, you are required to “summarize the passage in your own words, stating the author’s most important ideas.” It is important that you do not copy the author’s ideas directly from the passage when writing your summary. Your goal in this part of the CUNY Assessment Test in Writing’s writing task is to demonstrate how well you understand the reading passage, using your own words.

Practice Exercise:

Write the following ideas from the sample reading, “How to Do One Thing at a Time”, in your own words:

1. “When we attempt demanding tasks simultaneously, we end up doing neither as well as we should because our brains have cognitive limits.”

2. “What’s more, we’re less efficient after we’ve shut down e-mail and turned off our phones.”

3. “The single-taskers did significantly better than their multi-tasking peers.”

4. “A tremendous amount of evidence shows that the brain does better when it’s performing tasks in sequence rather than all at once.”

5. “We still don’t know the long-term effects of chronic multi-tasking, but there’s no question we’re bad at it, and it’s bad for us.”

6. “Through solutions such as yoga and acupuncture, experts believe we can break our multi-tasking habit and sharpen our focus.”

Answers: Summarizing Key Ideas in a CUNY Assessment Test in Writing Reading Passage

In this section, you will find examples of how to paraphrase these key ideas in the reading passage. Study them and see how closely your own answers resemble the sample answers.

1. “When we attempt demanding tasks simultaneously, we end up doing neither as well as we should because our brains have cognitive limits.”
Sample paraphrase: *The reading passage mentions an article in the journal Neuralmage that says when we try to do too many things at once, we end up not doing any of them well because our brains can’t handle it.*
2. “What’s more, we’re less efficient after we’ve shut down e-mail and turned off our phones.”
Sample paraphrase: *Furthermore, the reading says that even after we stop multi-tasking, we’re not as efficient as we could be.*
3. “The single-taskers did significantly better than their multi-tasking peers.”
Sample paraphrase: *In addition, a study showed that students who did one thing at a time did better than students who did many things at once.*
4. “A tremendous amount of evidence shows that the brain does better when it’s performing tasks in sequence rather than all at once.”
Sample paraphrase: *In the reading, a researcher is quoted as saying that there’s a lot of evidence that the brain works better doing one thing at a time*
5. “We still don’t know the long-term effects of chronic multi-tasking, but there’s no question we’re bad at it, and it’s bad for us.”
Sample paraphrase: *The reading passage also mentions that even though multi-tasking is bad for us, the long-term effects aren’t known*
6. “Through solutions such as yoga and acupuncture, experts believe we can break our multi-tasking habit and sharpen our focus.”
Sample paraphrase: *Experts say that we can use things like yoga and acupuncture to break the habit of multi-tasking and learn to focus better.*

How to Refer to the Reading Passage in Your CUNY Assessment Test in Writing Response

The first two scoring categories on the CUNY Assessment Test in Writing scoring rubric evaluate your ability to understand the reading passage, and to use your own ideas and experiences to write about specific ideas in the reading passage. You are required to make specific references to the reading passage in your CUNY Assessment Test in Writing response. Therefore, it is important that you know how to correctly refer to the text.

There are two ways in which you can refer to the reading passage:

Indirect reference or paraphrase:

This is when you take an idea from the reading passage and put it into your own words.

For example, in the sample passage *How to Do One Thing at a Time*, the author writes: “A tremendous amount of evidence shows that the brain does better when it’s performing tasks in sequence rather than all at once.” If you wanted to paraphrase this idea, you could write:

In the reading, Clifford Nass, a professor of communication at Stanford University, is quoted as saying that the brain does better when it handles one task at a time.

Direct reference or direct quotation:

This is when you use the author’s words exactly as they are written in the reading passage. You must use quotation marks around the author’s exact words.

For example, if we use the same quote as above, a direct quotation would be written like this:

In the reading, Clifford Nass, a professor of communication at Stanford University, states, “A tremendous amount of evidence shows that the brain does better when it’s performing tasks in sequence rather than all at once.”

Notice that in both cases recognition is given to the author of the idea, regardless of whether direct or indirect reference is used. You must always give credit to the original writer of the idea taken from the reading passage if you decide to use it in your CUNY Assessment Test in Writing response, and it is important always make a distinction between your ideas and ideas taken from the reading passage.

How to Proofread and Edit Your CUNY Assessment Test in Writing Response

The *Writing Directions* instruct you to: “Remember to review your essay and make any changes or corrections that are needed to help your reader follow your thinking.” This means that you should spend about 10 minutes at the end of the exam period looking over your work and correcting errors in grammar, spelling, and punctuation. You should also read over your entire response to determine if there are any sentences that are unclear or incomplete. Are all of your ideas clearly and fully explained? Have you made specific references to the reading passage throughout your response? Is there a summary of the key points in the reading? Have you used transitions where they are necessary to connect related thoughts and examples?

Practice Proofreading and Editing Exercise

Below is part of a written response to the reading passage “How to Do One Thing at a Time.” Read the response carefully and identify the grammatical and content errors. Then circle or underline the errors and write the

corrections above them. Here’s a hint: There are fifteen grammar, spelling, and punctuation errors in the response.

Now think about what kinds of additional details and/or examples might be added to make the writer’s paragraphs stronger and clearer for a reader. Is there an adequate summary of the key points in the reading? Is it clear which idea from the reading the writer is trying to explain in the response? Is the response well organized, and does the writer use transitions to connect ideas?

¹The article have some good point. ²It talks about why it’s a bad idea to do too many things at one time because we end up doing everything wrong. ³Because our brain has limits. ⁴The author says that when you try to do many things simultaneous, we end up not doing any of them good. ⁵The article also says it better for our brain to do one thing at a time and many researches show this is true.

⁶Like the Stamford University expriment. ⁷The reading says we can repair our multi-tasking through experts and concentration. ⁸I think this is true I go to yoga class every weak. ⁹In conclusion, multi-tasking is bad for you and we should stop doing it.

Now, write a few additional details that would make this writer’s response clearer and more specific:

Answers to Proofreading and Editing Exercise

Sentence 1 has one subject-verb agreement error: “article have” should be “*article has*”.

Sentence 2 is correct.

Sentence 3 is an incomplete sentence. There are two ways to correct this error: Join the incomplete sentence to the sentence before it, using a comma before “because”; OR add what’s missing to the incomplete sentence so that it is a complete sentence, in this case a subject and a verb. For example, it should read: *“This is because our brains have limits”*.

Sentence 4 has three grammatical errors. The adjective “simultaneous” is incorrect; the correct word form is the adverb “*simultaneously*”. Secondly, “good” is the wrong word to use in this case; it should be “*well*”. Finally, there is a pronoun agreement error: The writer uses both “we” and “you” in the sentence but should use one pronoun or the other, not both. So, the correct way to write the sentence is, *“When we try to do too many things simultaneously, we end up not doing any of them as well as we can.”*

Sentence 5 has three grammatical errors. The verb “is” is missing at the beginning of the sentence; “it better” should be “it is better”. Also, there is a plural/singular agreement error: “our brain” should be written “*our brains*”. Lastly, “many researches show” is incorrect since “research” is an uncountable noun; therefore, the clause should be written as, *“and research shows this is true”*.

Sentence 6 has three errors. It is an incomplete sentence because it is missing a verb. In addition there are two spelling errors: “Stamford University” should be written “*Stanford University*”, and “expriment” should be written “*experiment*”. One way to correct the incomplete sentence, or sentence fragment, is to add what is missing, in this case a verb. An example of how the corrected sentence might be written is, *“One experiment was done at Stanford University”*. By adding the verb “was done”, the sentence is now complete and grammatically correct.

Sentence 7 is incorrect because it doesn’t make grammatical sense and the writer’s meaning is unclear. The way to correct this sentence is to re-write it so that it is clear and grammatically correct. For example, the writer’s original sentence—“The reading says we can repair our multi-tasking through experts and concentration”—could be re-written to read: *“The reading says that by using experts and increasing our concentration, we can stop multi-tasking”*.

Sentence 8 has two grammatical errors. First, the sentence is a run-on; this is when two or more sentences are written together without the punctuation or use of conjunctions necessary to separate the different ideas they contain. In this case, “This is true I go to yoga class every weak” should instead be written: *“This is true because I go to yoga class every weak”*. Secondly, “weak” is the wrong word to use here; it should be “week”.

Sentence 9 has a pronoun agreement error: “multi-tasking is bad for you and we should stop doing it” should be written *“multi-tasking is bad for us and we should stop doing it”*.

So, how did you do?

CUNY Assessment Test in Mathematics

Description of Examination

The CUNY Assessment Test in Mathematics is an untimed, multiple-choice, computer based test composed of four sections: Numbers and quantities; Problem solving; Algebraic expressions; Algebraic operations; Solutions of equations and inequalities; Coordinate geometry; Functions; Trigonometry; Applications and other topics.

The **CUNY Assessment Test in Mathematics 5 (Elementary Algebra)** covers Numbers and quantities; Algebraic expressions and Problem Solving. The **CUNY Assessment Test in Mathematics 6 (College Math)** covers Algebraic operations; Solutions of equations and inequalities; Coordinate geometry; Functions; Trigonometry; Applications and other topics. The CUNY Assessment Test in Mathematics 5 (Elementary Algebra) is used to determine the University and Baruch College's skills certification requirement. The CUNY Assessment Test in Mathematics 6 (College Math) is used to determine placement into Mathematics and Mathematics-related courses.

Reference Materials

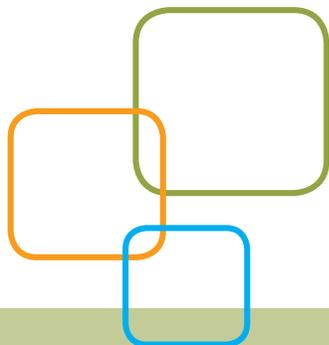
Students may not bring calculators or any other reference materials to this examination. Students will be provided with a computer based calculator to be used during the examination.

Passing Scores

The passing score of the CUNY Assessment Test in Mathematics 5 – Elementary Algebra/Skills Certification is a scaled score of 57.

There is no passing/failing score for the CUNY Assessment Test in Mathematics 6 – College Math/Placement.

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ACCUPLACER[®] Sample Questions for Students

**Mathematics 5 - Elementary Algebra
Skills Certification**

Elementary Algebra

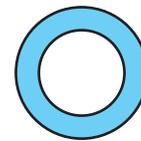
There are 12 questions administered on the Elementary Algebra test, divided into the following content areas:

- Numbers and quantities. Topics include integers and rational numbers, computation with integers and negative rationals, absolute value, and ordering.
- Algebraic expressions. Topics include evaluation of simple formulas and expressions, adding and subtracting monomials and polynomials, multiplying and dividing monomials and polynomials, evaluating positive rational roots and exponents, simplifying algebraic fractions, and factoring.
- Problem solving. Topics include translating written phrases into algebraic expressions, solving linear equations and inequalities, quadratic equations (by factoring), and verbal problems presented in an algebraic context.

Elementary Algebra Sample Questions

For each of the questions below, choose the best answer from the four choices given. You may use the paper you received as scratch paper.

1. If A represents the number of apples purchased at 15 cents each, and B represents the number of bananas purchased at 10 cents each, which of the following represents the total value of the purchases in cents?
 - A. $A + B$
 - B. $25(A + B)$
 - C. $10A + 15B$
 - D. $15A + 10B$
2. $\sqrt{2} \times \sqrt{15} = ?$
 - A. $\sqrt{17}$
 - B. $\sqrt{30}$
 - C. 17
 - D. 30
3. What is the value of the expression $2x^2 + 3xy - 4y^2$ when $x = 2$ and $y = -4$?
 - A. -80
 - B. -32
 - C. 32
 - D. 80
4. In the figure below, both circles have the same center, and the radius of the larger circle is R . If the radius of the smaller circle is 3 units less than R , which of the following represents the area of the shaded region?



- A. πR^2
 - B. $\pi(R - 3)^2$
 - C. $\pi R^2 - \pi \times 3^2$
 - D. $\pi R^2 - \pi(R - 3)^2$
5. $(3x - 2y)^2 =$
 - A. $9x^2 - 4y^2$
 - B. $9x^2 + 4y^2$
 - C. $9x^2 - 6xy + 4y^2$
 - D. $9x^2 - 12xy + 4y^2$

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

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

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

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

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

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

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

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

10. $20 - \frac{4}{5}x \geq 16$

Which of the following inequalities is equivalent to the inequality shown above?

- A. $x \leq 5$
- B. $x \geq 5$
- C. $x \leq \frac{65}{2}$
- D. $x \geq \frac{65}{2}$

11. Which of the following lists of numbers is ordered from least to greatest?

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

12. If $5t + 2 = 6$, then $t =$

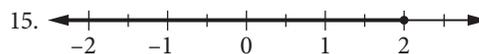
- A. 8
- B. $\frac{5}{4}$
- C. $\frac{4}{5}$
- D. -8

13. For which of the following equations are $x = 5$ and $x = -5$ both solutions?

- A. $x^2 + 25 = 0$
- B. $x^2 - 25 = 0$
- C. $x^2 + 10x - 25 = 0$
- D. $x^2 - 5x - 25 = 0$

14. If $x \neq 0$, then $\frac{u}{x} + \frac{5u}{x} - \frac{u}{5x} =$

- A. $\frac{7x}{5u}$
- B. $\frac{5u}{7x}$
- C. $\frac{29u}{5x}$
- D. $\frac{31u}{5x}$



The solution set of which of the following inequalities is graphed on the number line above?

- A. $2x - 4 \geq -3$
- B. $2x + 5 \leq 6$
- C. $3x - 1 \leq 5$
- D. $4x - 1 \geq 7$

16. $2x + 6y = 5$
 $x + 3y = 2$

How many solutions (x, y) are there to the system of equations above?

- A. None
- B. One
- C. Two
- D. More than two

17. Which of the following is a factor of both $x^2 - x - 6$ and $x^2 - 5x + 6$?

- A. $x - 3$
- B. $x - 2$
- C. $x + 2$
- D. $x + 3$

18. $\frac{10x^6 + 8x^4}{2x^2} =$

- A. $9x^{12}$
- B. $14x^4$
- C. $5x^4 + 4x^2$
- D. $5x^3 + 2x^2$

19. A rectangular yard has area 96 square feet. If the width of the yard is 4 feet less than the length, what is the perimeter, in feet, of the yard?

- A. 40
- B. 44
- C. 48
- D. 52

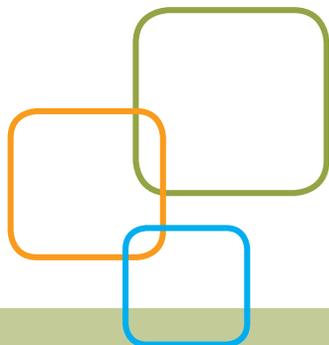
20. On Monday, it took Helen 3 hours to do a page of science homework exercises. The next day she did the same number of exercises in 2 hours. If her average rate on Monday was p exercises per hour, what was her average rate the next day, in terms of p ?

- A. $2(p + 1)$ exercises per hour
- B. $3(p - 1)$ exercises per hour
- C. $\frac{2}{3}p$ exercises per hour
- D. $\frac{3}{2}p$ exercises per hour

Answer Key

ELEMENTARY ALGEBRA	
QUESTION NUMBER	CORRECT ANSWER
1	D
2	B
3	A
4	D
5	D
6	B
7	A
8	B
9	D
10	A
11	B
12	C
13	B
14	C
15	C
16	A
17	A
18	C
19	A
20	D

ACCUPLACER[®]



ACCUPLACER[®] Sample Questions for Students

**Mathematics 6 - College Math
Placement**

College-Level Mathematics

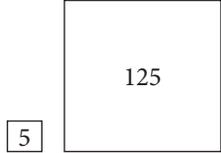
There are 20 questions administered on the College-Level Mathematics test, divided into the following content areas:

- Algebraic operations. Topics include simplifying rational algebraic expressions, factoring and expanding polynomials, and manipulating roots and exponents.
- Solutions of equations and inequalities. Topics include solving linear and quadratic equations and inequalities, systems of equations and other algebraic equations.
- Coordinate geometry. Topics include plane geometry, the coordinate plane, straight lines, conics, sets of points in the plane, and algebraic function graphs.
- Functions. Topics include polynomial, algebraic, exponential, and logarithmic functions.
- Trigonometry. Topics include trigonometric functions.
- Applications and other topics. Topics include complex numbers, series and sequences, determinants, permutations and combinations, factorials, and word problems.

College-Level Mathematics Sample Questions

For each of the questions below, choose the best answer from the five choices given. You may use the paper you received as scratch paper.

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

2. If $a \neq b$ and $\frac{1}{x} + \frac{1}{a} = \frac{1}{b}$, then $x =$
- $\frac{1}{b} - \frac{1}{a}$
 - $b - a$
 - $\frac{1}{ab}$
 - $\frac{a-b}{ab}$
 - $\frac{ab}{a-b}$
3. If $3x^2 - 2x + 7 = 0$, then $(x - \frac{1}{3})^2 =$
- $\frac{20}{9}$
 - $\frac{7}{9}$
 - $-\frac{7}{9}$
 - $-\frac{8}{9}$
 - $-\frac{20}{9}$
4. The graph of which of the following equations is a straight line parallel to the graph of $y = 2x$?
- $4x - y = 4$
 - $2x - 2y = 2$
 - $2x - y = 4$
 - $2x + y = 2$
 - $x - 2y = 4$
5. An equation of the line that contains the origin and the point $(1, 2)$ is
- $y = 2x$
 - $2y = x$
 - $y = x - 1$
 - $y = 2x + 1$
 - $\frac{y}{2} = x - 1$
6. An apartment building contains 12 units consisting of one- and two-bedroom apartments that rent for \$360 and \$450 per month, respectively. When all units are rented, the total monthly rental is \$4,950. What is the number of two-bedroom apartments?
- 3
 - 4
 - 5
 - 6
 - 7
7. If the two square regions in the figures below have the respective areas indicated in square yards, how many yards of fencing are needed to enclose the two regions? (Assume the regions are fenced separately.)
- 
- The diagram shows two squares. The first square on the left has a side length of 5, with the number '5' written inside a small square next to its bottom-left corner. The second square on the right has the number '125' written inside it, representing its area.
- $4\sqrt{130}$
 - $20\sqrt{10}$
 - $24\sqrt{5}$
 - 100
 - $104\sqrt{5}$
8. If $\log_{10} x = 3$, then $x =$
- 3^{10}
 - 1,000
 - 30
 - $\frac{10}{3}$
 - $\frac{3}{10}$
9. If $f(x) = 2x + 1$ and $g(x) = \frac{x-1}{2}$, then $f(g(x)) =$
- x
 - $\frac{x-1}{4x+2}$
 - $\frac{4x+2}{x-1}$
 - $\frac{5x+1}{2}$
 - $\frac{(2x+1)(x-1)}{2}$
10. If θ is an acute angle and $\sin \theta = \frac{1}{2}$, then $\cos \theta =$
- 1
 - 0
 - $\frac{1}{2}$
 - $\frac{\sqrt{3}}{2}$
 - 2
11. $5y(2y - 3) + (2y - 3) =$
- $(5y + 1)(2y + 3)$
 - $(5y + 1)(2y - 3)$
 - $(5y - 1)(2y + 3)$
 - $(5y - 1)(2y - 3)$
 - $10y(2y - 3)$

12. For what real numbers x is the value of $x^2 - 6x + 9$ negative?

- A. $-3 < x < 3$
- B. $x < -3$ or $x > 3$
- C. $x = -3$ or $x = 3$
- D. $0 < x < 6$
- E. For no real numbers x

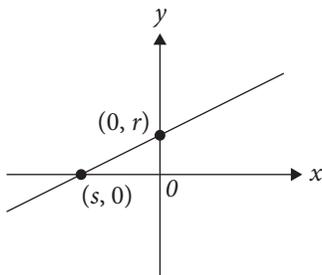
13. A root of $x^2 - 5x - 1 = 0$ is

- A. $\frac{1 - \sqrt{29}}{2}$
- B. $\frac{5 - \sqrt{17}}{2}$
- C. $\frac{1 + \sqrt{29}}{2}$
- D. $\frac{5 + \sqrt{17}}{2}$
- E. $\frac{5 + \sqrt{29}}{2}$

14. In the xy -plane, the graph of $y = x^2$ and the circle with center $(0, 1)$ and radius 3 have how many points of intersection?

- A. None
- B. One
- C. Two
- D. Three
- E. More than three

15.



If an equation of the linear function in the figure above is $y = mx + b$, then $m =$

- A. $-\frac{r}{s}$
- B. $\frac{r}{s}$
- C. rs
- D. r
- E. $-s$

16. One ordering of the letters $T, U, V,$ and W from left to right is $UTVW$. What is the total number of orderings of these letters from left to right, including $UTVW$?

- A. 8
- B. 12
- C. 16
- D. 20
- E. 24

17. If $f(x) = \frac{3x-1}{2}$ and f^{-1} is the inverse of f , what is the value of $f^{-1}(3)$?

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

18. The sequence $\{a_n\}$ is defined by $a_0 = 1$ and $a_{n+1} = 2a_n + 2$ for $n = 0, 1, 2, \dots$. What is the value of a_3 ?

- A. 8
- B. 10
- C. 16
- D. 20
- E. 22

19. From 5 employees at a company, a group of 3 employees will be chosen to work on a project. How many different groups of 3 employees can be chosen?

- A. 3
- B. 5
- C. 6
- D. 10
- E. 15

20. If $f(x) = \left(\frac{1}{3}\right)^x$ and $a < b$, which of the following must be true?

- A. $f(a) + f(b) = 3$
- B. $f(a) + \frac{1}{3} = f(b)$
- C. $f(a) = f(b)$
- D. $f(a) < f(b)$
- E. $f(a) > f(b)$

Answer Key

COLLEGE-LEVEL MATHEMATICS	
QUESTION NUMBER	CORRECT ANSWER
1	C
2	E
3	E
4	C
5	A
6	E
7	C
8	B
9	A
10	D
11	B
12	E
13	E
14	C
15	A
16	E
17	E
18	E
19	D
20	E