

# WritePlacer<sup>®</sup> Guide with Sample Essays

Rev 12/10/2008

# Introduction to WritePlacer®

Prompts within the ACCUPLACER System have been carefully designed so that the student can respond quickly and in a variety of ways. Prompts are of technical or specific literary references and do not require specialized knowledge. The prompts are designed to stimulate critical thinking and are relevant to any number of fields and interests. Students will be asked to draw on a broad range of experiences, learning and ideas to support their point of view on the issue in question.

Scores on WritePlacer range from 1 to 8. An essay that is too short to be evaluated, written on a topic other than the one presented, or written in a language other than English will be given a score of zero.

A prompt consists of a short passage adapted from authentic text. Following the passage is an assignment that requires the student to focus on the issue addressed in the passage.

## Instructions to Students

The essay gives you an opportunity to show how effectively you can develop and express your ideas in writing. You will first read a short passage and an assignment question that are focused on an important issue. You will then write an essay in which you develop your own point of view on the issue. You should support your position with appropriate reasoning and examples. The position you take will not influence your score.

Your essay will be given a holistic score that assesses how clearly and effectively you expressed your position. The following six characteristics of writing will be considered:

- x Purpose and Focus – The extent to which you present information in a unified and coherent manner, clearly addressing the issue.
- x Organization and Structure – The extent to which you order and connect ideas.
- x Development and Support – The extent to which you develop and support ideas.
- x Sentence Variety and Style – The extent to which you craft sentences and paragraphs demonstrating control of vocabulary, voice and structure.
- x Mechanical Conventions – The extent to which you express ideas using Standard Written English.
- x Critical Thinking – The extent to which you communicate a point of view and demonstrate reasoned relationships among ideas.

# Sample Prompt

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## Passage

An actor, when his cue came, was unable to move ~~the~~ ~~chair~~ ~~stage~~. He said, "I can't get in, the chair is in the way." And the producer ~~sa~~ ~~i~~ "Use the difficulty. If it's a drama, pick the chair up and smash it. If it's comedy, fall over it." From this experience the actor concluded that in any situation in life that is negative, there is something positive you can do with it.

Adapted from Lawrence Eisberg, "Caine Scrutiny."

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## Assignment

Can any obstacle or disadvantage be turned into something good?

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# Sample Essays

On the pages that follow there are descriptions ~~s~~ ~~of~~ of the eight WritePlacer score points followed by two sample essays that were assigned the ~~in~~ ~~dis~~ score. Annotations are provided for each essay explaining why the essay was given the ~~re~~ ~~ce~~ score received. Studying these sample essays and the accompanying annotations will point out the ~~e~~ ~~le~~ ~~ts~~ ~~co~~ considered during the scoring process.

# SCORE of 1

## Description of Score of 1

A response in this category demonstrates mastery of on-demand essay writing; the response is severely flawed by many or most of the following weaknesses:

- Lacks a viable point of view on the issue
- Demonstrates no awareness of audience
- Fails to present a main idea
- Demonstrates flawed reasoning
- Demonstrates no complexity of thought
- Is disorganized and/or disjointed
- Displays fundamental errors in word choice, usage and sentence structure
- Contains pervasive spelling, grammar, punctuation and mechanical errors

Shown below are sample essays that received a score of 1. The annotations explain why the essay received the indicated score.

### Sample Essay #1 – Score of 1

The question is can any obstacle or disadvantage be turned into something good? Yes it can, because even in the story he couldn't get in because of the chair and the guy tells him if it's a drama, "Smash it and if it's a comedy fall over it. But when you think about it, if a girl was guilty and was pleading to say on how she was innocent and they catch her in a lie its practically the samething. But that's not the point but you can change a negative into a positive some way.

#### Annotations

This essay lacks a viable, coherent point of view on the issue. The writer attempts to explain that "you can change a negative into a positive," but the ideas provided are minimal and disorganized, resulting in a disjointed and, at times, incoherent essay (Yes it can.... But when you think about it, if a girl was guilty and was pleading to say on how she was innocent and they catch her in a lie its practically the samething). The response demonstrates flawed reasoning, no complexity of thought and displays fundamental errors in sentence structure (But that's not the point but you can change. .). Demonstrating no mastery, this essay receives a score of 1.  
essay

Sample Essay #2 – Score of 1

Yes, obstacles and disadvantages can be turned into something good because you will know how to overcome obstacles and disadvantages in the future. You can help other people with obstacles and disadvantages because you have been in the situation, that needs help. You also can learn from them it can also help you in life and with your success.

Annotations

This essay attempts to present a point of view (Yes, obstacles and disadvantages can be turned into something good) but fails to develop any of its ideas. The absence of support results in a disjointed essay that demonstrates no complexity of thought (You can help other people with obstacles and disadvantages because you have been in the situation, that needs help). The response also contains fundamental errors in

## SCORE of 2

Description of Score of 2

A response in this category demonstrates ~~very~~ little mastery

SampleEssay#2 – Score of 2

This sentence is very good and right because you must believe that there is a good and positive, something also in a bad situation. If you think so, you succeed in your life. Also in a bad situation, you must think a good and be a good.

I have 3, examples from my

# SCORE of 3

## Description of Score of 3

A response in this category demonstrates little mastery of on-demand essay writing; the response is flawed by one or more of the following weaknesses:

- Presents a vague or limited point of view on the issue
- Demonstrates little awareness of audience
- Attempts to develop the main idea through that attempt is inadequate
- Demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
- Provides inappropriate or insufficient examples, reasons, or other evidence to support its position
- Is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas
- Displays limited word choice and little sentence variety
- Contains many errors in mechanical conventions of usage, sentence structure, grammar, spelling and punctuation

Shown below are sample essays that received a score of 3. The annotations explain why the essay received the indicated score.

### Sample Essay #1 – Score of 3

I do believe that any obstacle or disadvantage can be turned into something good. I believe this because people learn many things from their mistakes and that's the only way. In the example that is provided, the actor is obviously confused. The director makes a good point on how to work around it, and in a case where they make use of the chair that's in the way, which helps make it funny, good or depressing in a play or musical.





## SCORE of 4

### Description of Score of 4

An essay in this category demonstrates developing mastery of on-demand essay writing. A typical essay

- Develops a viable point of view on the issue
- May stray from audience and purpose
- Demonstrates some critical thinking but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position



# SCORE of 5

## Description of Score of 5

An essay in this category demonstrates adequate mastery of on-demand essay writing although it will have lapses in quality. A typical essay

- Develops a viable point of view on the issue
- May stray from the audience and purpose but is able to refocus
- Demonstrates competent critical thinking using adequate examples, reasons, and other evidence to support its position
- Is generally organized and focused but could lack coherence or logical progression of ideas
- Exhibits adequate but inconsistent control of language
- Demonstrates some variety in sentence structure
- Contains some minor errors in sentence structure, grammar, spelling and punctuation

Shown below are sample essays that received a score of 5. The annotations explain why the essay received the indicated score.

Sample Essay #1 – Score of 5

Continued from previous page

Annotations

This essay demonstrates competent critical thinking, providing adequate reasons and examples to support the claim that “an obstacle or disadvantage can be turned into a good thing.” Although the response offers a variety of adequate supporting examples, it demonstrates an occasional lack of progression of ideas as it jumps from one idea to the next (. . . if a person gets a serious burn . . . If someone is on crutches . . . The best comedians always turn an obstacle or disadvantage into a good thing). The essay demonstrates adequate but inconsistent control of language and features some minor errors (If the audience is not laughing. . . This obstacle about the audience not laughing he could make a joke about, then making the obstacle into a good thing). Demonstrating adequate mastery, this essay receives a score of 5.

Sample Essay #2 – Score of 5

Life constantly harrases modern society with a variety of problems and obstacles. But, negatives never come out without its positives. Events such as the Civil War and messages that stem from Romeo and Juliet's tragic ending includes something good even though they show obstacles of life. Therefore, society can gain good things through bad things.

The Civil War broke out in 1861 and left a terrible tear on American culture. Even after horrible battles like in Gettysburg, a



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## SCORE of 7

### Description of Score of 7

An essay in this category demonstrates consistent mastery of on-demand essay writing, although it may have occasional minor errors. A typical essay

- Effectively and insightfully develops a point of view on the issue
- Addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement
- Demonstrates outstanding critical thinking, us

Continued from previous page

From these two examples, we can clearly see that obstacles or disadvantages can become something good. Both Louis and Lance overcame extremely difficult obstacles and became some of the best there ever was. They knew that anything was possible and were not discouraged by hardships.

Annotations

This essay demonstrates outstanding critical thinking, effectively and insightfully developing the point of view that “an obstacle or disadvantage can be turned into something good” with two appropriate supporting examples. Well organized and focused, the essay displays clear coherence and a smooth progression of ideas as it explains how the Armstrongs, Lance and Louis, “overcame extremely difficult obstacles and became some of the best there ever was” (Louis was born to a single mother. They were poverty stricken. . . . He formed a jazz group when he was released from prison. . . . On one fateful day, a record company representative heard the group and immediately wanted to sign them). The essay displays appropriate language using a varied and accurate vocabulary and varied sentence structure appear throughout (Within a year, Lance was back on the bike. He went on to win seven Tour de France in a row and he remains one of the greatest cyclists, if not the greatest cyclist of all time). Demonstrating consistent mastery, this response merits a score of 7.

Sample Essay #2 – Score of 7

It is true that any obstacle or disadvantage can be turned into something positive.

Continued from previous page

The events that unfolded on the path to

# SCORE of 8

## Description of Score of 8

An essay in this category demonstrates clear and consistent mastery of on-demand essay writing with a few minor errors. A typical essay

- Effectively and insightfully develops a point of view on the issue
- Addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement
- Demonstrates outstanding critical thinking using effective examples, reasons, and other evidence to support its position
- Is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas
- Exhibits skillful use of language, using a varied, accurate, and apt vocabulary
- Demonstrates varied and effective sentence structure
- Is free of major errors in grammar, spelling and punctuation

Shown below are sample essays that received a score of 8. The annotations explain why the essay received the indicated score.

### Sample Essay #1 – Score of 8

An obstacle or disadvantage may appear to be a setback, though either has the ability to be turned into something good. For instance, the 2004 earthquake in Japan was a setback, but it led to the development of new technologies that have improved safety and efficiency in many industries.

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The Dean of Students at my school, was an English teacher, a track coach, and the Dean of Students before the roof of his barn collapsed on him a few years ago. He had always been a strong man who genuinely cared for his students. Who respected and loved him. After his accident, he lost the use of his legs and feet and his life drastically changed. He had become unable to care for himself and lost great amounts of self-esteem. He ultimately decided he had to get his life back so he learned how to live independently through physical training courses, he learned to drive a car, and he returned to school. His experience which could have destroyed him and the goals he had actually allowed for him to build strength he never knew he had. Through his actions he made a severe disadvantage into a very positive life change. goals

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Although these changes are superficial, Heathcliff used the adversity facing him as a boy as motivation to improve himself, to marry Catherine; thus his early obstacles were turned into something good (at least for him). From Emily Brontë's *Wuthering Heights*, it is evident that obstacles can be transformed into motivation, a very positive emotion.

In the 1770's, America was under the rule of a tyrant in England. Legislation such as those that were called the "Intolerable Acts" that forbid such practices as forming a militia in Massachusetts and the infamous "Stamp Act", which was essentially a tax forced on Americans to gain revenue for the

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# Reading

Sample Questions

# The College Board

7KH &ROOHJH %RDUG LV D PLVVLRQ GULYHQ QRW IRU SUR®W RUJDQL]DWLRQ WK  
WR FROOHJH VXFFHV V DQG RSSRUWXQLW\ )RXQG HG LQ WKH &ROOHJH %RD  
H[SDQG DFFHV WR KLJKHU HGXFDWLRQ 7RGD\ WKH PHPEHUVKLS DVVRFLDWLR  
RYHU RI WKH ZRUOG V OHDGLQJ HGXFDWLRQ LQVWLWXWLRQV DQG LV GHGL  
H[FHOHQFH DQG HTXLW\ LQ HGXFDWLRQ (DFK \HDU WKH &ROOHJH %RDUG KH  
PLOORQ VWXGHQWV SUHSDUH IRU D VXFFHV VIXO WUDQVLWLRQ WR FROOHJH W  
VHUYLFHV LQ FROOHJH UHDGLQHVV DQG FROOHJH VXFFHV V LQFOXGLQJ WKH 6\$  
3ODFH PHQW 3URJUDP 7KH RUJDQL]DWLRQ DOVR VHUYHV WKH HGXFDWLRQ FRP  
UHVHDFK DQG DGYRFD\ RQ EHKDOI RI VWXGHQWV HGXFDWRUV DQG VFKRROV  
)RU IXUWKH PLOOLRQV ERQ YIPV L @ R-000.4(x)-5005(t-0048029>a106>w>1.838106>d (G)47.004B000055>26-



## Sample Questions

Directions for questions 1-18

Read the passage(s) below and answer the question based on what is stated or implied in the passage(s) and in any introductory material that may be provided.

(11) And now tonight, with twenty-four hours to go, they had somehow managed to bring it o .  
(12) Giddy in the unfamiliar feel of make-up and costumes on this first warm evening of the year, they had forgotten to be afraid: they had let the movement of the play come and carry them and break like a wave; and maybe it sounded corny (and what if it did?) but they had all put their hearts into their work.  
(13) Could anyone ever ask for more than that?

From Richard Yates, *Revolutionary Road* ©1989 by Richard Yates. Originally published in 1961.

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### Passage 1

Green Bank, West Virginia, is a tech-savvy teenager's nightmare. In this tiny town in Pocahontas County—population 143—wireless signals are illegal. No cell phones. No WiFi. No radio. No Bluetooth. No electronic transmitters at all. You're not even allowed to cozy up to an electric blanket.

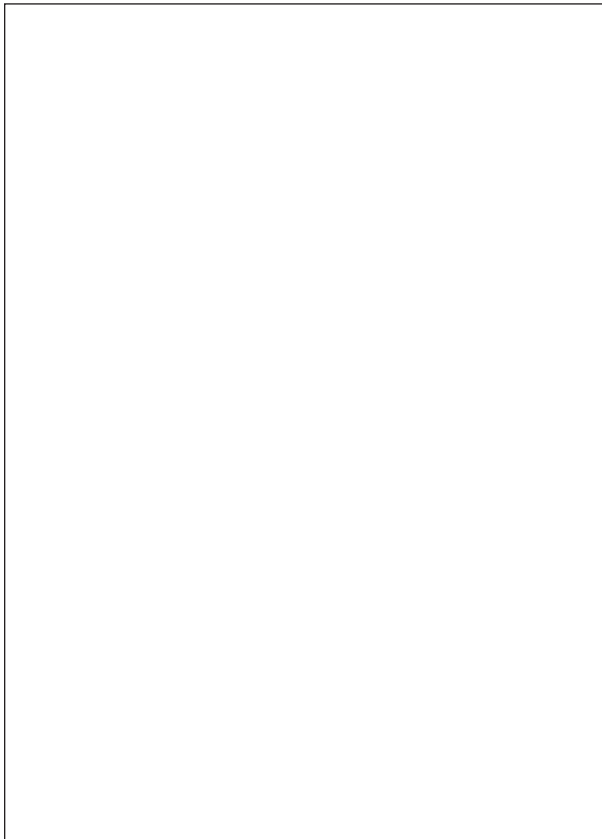
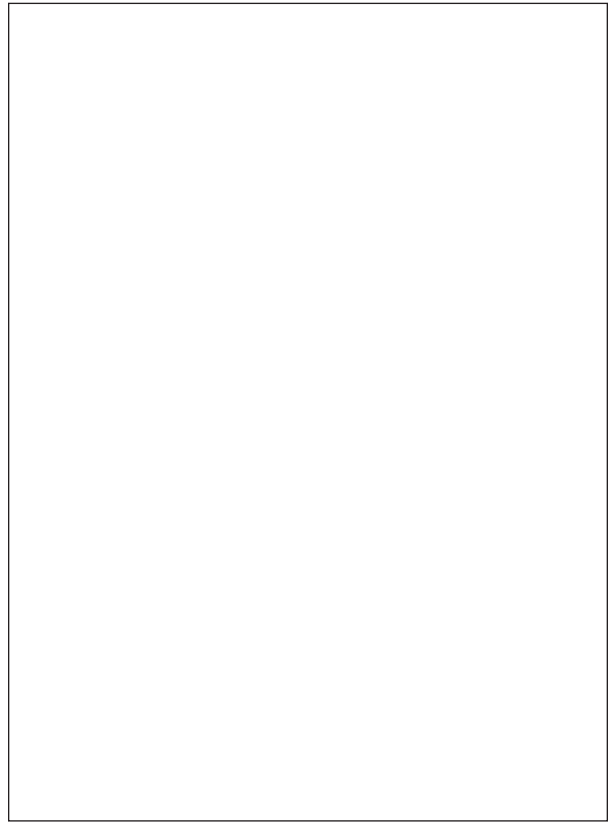
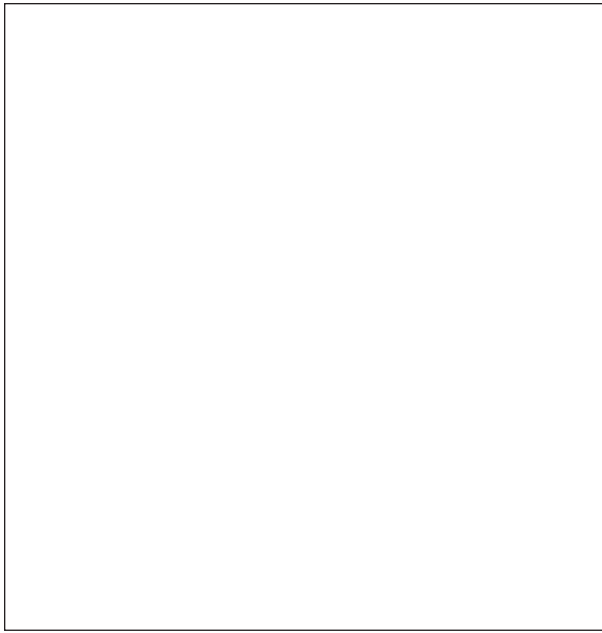
The remote town is smack in the center of the National Radio Quiet Zone, a 13,000 square mile stretch of land designated by the Federal Communications Commission to protect two government radio telescopes from human-made interference. The rules are most strict in Green Bank. So strict that a police officer roves the streets listening for forbidden wireless signals.

It's necessary, though. The town is home to the Green Bank Telescope, the largest steerable radio telescope in the world—and arguably our most powerful link to the cosmos. Scientists there listen to radio energy that has journeyed light years, unlocking secrets about how the stars and galaxies formed. A rogue radio signal could prevent potential discoveries, discoveries that could answer big questions about how the universe ticks.

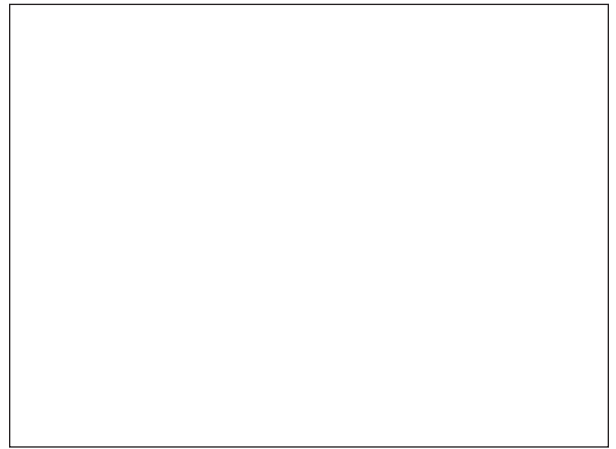
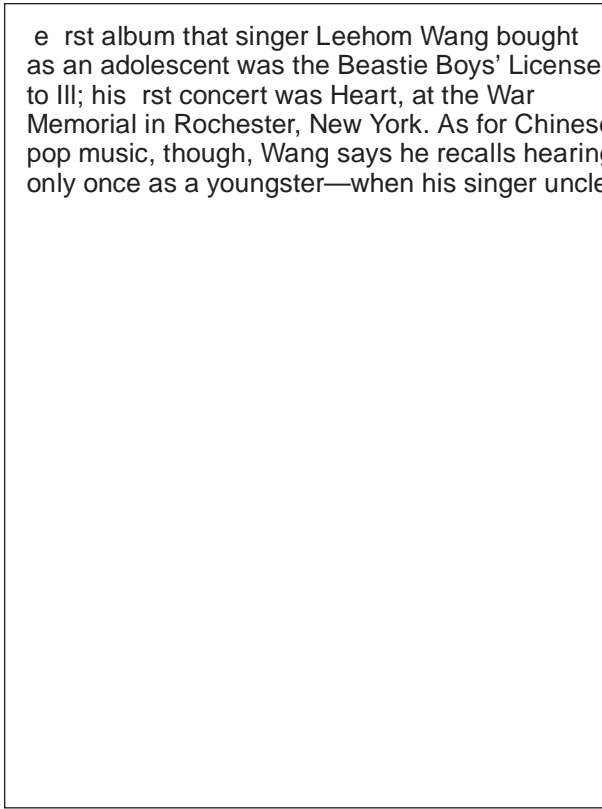
Adapted from Lucas Reilly, "The West Virginia Town Where Wireless Signals Are Illegal." ©2013 by Mental Floss, Inc.

### Passage 2

Lawn mowers seem to have eliminated wireless signals A4o313(a)-247yge l(5o)8.7(u)6cess Sig25.6(k T)(f)8.7(o)7.-2.8(



the first album that singer Leehom Wang bought as an adolescent was the Beastie Boys' Licensed to Ill; his first concert was Heart, at the War Memorial in Rochester, New York. As for Chinese pop music, though, Wang says he recalls hearing it only once as a youngster—when his singer uncle,





Sherry Turkle of the Massachusetts Institute of Technology has been writing about human-technology interactions for the past three decades. She has become increasingly wary of

Directions for questions 19-20









9. Choice C is the best answer. 7KH QDUUDWRU XVHV DOO RI WKH OLVWHG ZRUGV DQG SKUDVH FRQYH\ WKH LUUHJXODULW\ RI GRZQWRZQ 0DQKDWWDDQ LWV VWUHHWV DUH pFU pD FHUWDLQ FXUYH WR LW DW WKH ERWWRP RI WKH LVODQG OLNH D GLQRVDXU DQG VWUDLJKW RQ WKH OHIW D VZRRSLQJ PDMHVWLF ERWWRP q &KRLFHV \$ DQ EHFDXVH WKH OLVWHG ZRUGV DQG SKUDVHV DUH DERXW GRZQWRZQ 0DQKDWWDD QDUUDWRUoV DSSURDFK WR PDSPDNLQJ RU DWLWLWXGH WRZDUG GUDZLQJ &KRLF EHFDXVH WKH SDVVDJH GRHV QRW GHVFULEH KRZ D ODQGVFDSH FDQ FKDQJH H SUHVHQWHG LQ WKH SDVVDJH RFFXUV RYHU D UHODWLYHO\ VKRUW SHULRG RI V
10. Choice D is the best answer. 7KH SDVVDJH EHLQV E\ OLVWLQJ VRPH RI WKH DGYDQWDJHV :KDUWRQ HQMR\HG EHLQJ ERUQ LQWR pRQH RI WKH OHDGLQJ IDPLOLHV RI 1H PDLQWDLQLQJ pPXOWLSOH HVWDEOLVKPHQWV q WUDYHOLQJ pLQ WKH KLJKHV VHUYDQWV q KDYLQJ pVHYHUDO LQKHULWDQFHV q EHLQJ WKH DXWKRU RI pEH DQG HDUQLQJ LQ D 'HSUHVVRQ\ HDU 7KH SDVVDJH FRQFOXGHV ZLWK GLVDGYDQWDJHV :KDUWRQ ODERUHG XQGHU ZRPHQ LQ KHU pVRFLDO VHWq Z EH pRUQDPHQWDO ZHOV VKHOWHUHG LQWHOOFWDDO\ LGOH DJHQWV RI W DQG :KDUWRQ ZDV pDZNZDUG q pWHDVHGq E\ KHU ROGHU EURWKHUV DQG pR ZLWK KHU LQWHQVHO\ FRQYHQWLRQDO PRWKHU q &KRLFH \$ LV LQFRUUHFW EH GRHV QRW IROORZ D FKURQRORJLFDQ VWUXFWXUH &KRLFH % LV LQFRUUHFW FRQYH\V RQO\ RQH WKHPH RI :KDUWRQoV ZRUN pPRWKHU GDXJKWHU GLVKDU & LV LQFRUUHFW EHFDXVH WKH SDVVDJH IRFXVHV RQ :KDUWRQ H[FOXVLYHO\
11. Choice D is the best answer. 7KH DXWKRU QRWHV WKDW WKH QHZ GLQRVDXU pVKRXOG KD EHHQ D PHDW HDWHUq JLYHQ WKDW LW KDG pDQ DQFHVVU\ WKDW OLQNV LW ZKLFK WKH DXWKRU LPSOLHV ZDV LW C.H. Diego Suarez HDWHU /LNH WKHT. rex KDG pVWXUG\ EDFN OHJV q D pWKLQ ERG\ q DQG pVKRUW VWRXW DUPVq WKD like T. rex q C. diegosaurezi KRZHYHU KDG RWKHU IHDWXUHV WKDW OLQNHG LW WR KH &KRLFHV \$ DQG % DUH LQFRUUHFW EHFDXVH WKHUH LV QR HYLGHQFH LQ WK DXWKRU WKLQNV C. diegosaurezi

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14. &KRLFH \$ LV WKH EHVW DQVZHU 7KH PDLQ IRFXV RI WKH SDVVVDJH LV RQ WKH UHVSQRVLELELWLHV RI D FRQVWUXFWLRQ PDQDJHU ZKR PXVW pOHDUQ D FRQ IURP WKH SODQQLQJ VWDJH WR WKH EXGJHWLQJ VWDJH WR WKH SUR PXVW pREWDLQ ZRUN SHUPLWV KLUH FRQWUDFWRUV WURXEOHVKRRW HPHUJ ZDONWKURXJKV DQG NHHS FOLHQWV LQIRUPHG RQ ZRUN WLPHWDEOHV DQG S % DQG ' DUH LQFRUUHFW EHFDXVH WKHUH LV QR LQIRUPDWLRQ LQ WKH SDVV HGXFDWLRQDO EDFNJURXQG UHTXLUHG RI D FRQVWUXFWLRQ PDQDJHU RU DE VWUHVV WKH FRQVWUXFWLRQ PDQDJHU FDUHHU LQ°LFWV &KRLFH & LV LQFRU LV QR LQIRUPDWLRQ LQ WKH SDVVVDJH DERXW WKH NLQG RI SHUVRQ IRU ZKRP PDQDJHU FDUHHU ZRXOG EH VXLWDEOH EH\RQG WKH EURDG FODLP WKDW LW ZKR KDV D JHQHUDO LQWHUHVW LQ EXLOGGLQJ D GHVLJQ q

15. &KRLFH \$ LV WKH EHVW DQVZHU 7KH DXWKRU DVVHUVV WKDW The Pickwick Papers p W SRSXODULJHGq WKH IRUP RI WKH VHULDOLJHG QRYHO QRWLQJ WKDW WKH @UV SULQW RUGHU RI FRSLHV DQG WKDW FLUFXODWLRQ KDG FOLPEHG WR @QDO HQWU\ ZDV SXEOLVKHG q &KRLFH % LV LQFRUUHFW EHFDXVH WKH SDVV XQUHVROYHG SORWV DQG HOOLSWLFDV VHFWRQ EUHDNV ZHUH PHUHO\ IHDWX RQHV WKDW KHOSHG SURPRWH VHULDOLJDWLRQoV VXFFHVV EXW ZHUH QRW WK WKH VXFFHVV RI VHULDOLJDWLRQ &KRLFH & DQG ' DUH LQFRUUHFW EHFDXVH

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# Arithmetic

Sample Questions

# The College Board

7KH &ROOHJH %RDUG LV D PLVVLRQ GULYHQ QRW IRU SUR®W RUJDQLJDWLRQ WK

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13. A machine is currently set to a feed rate of 5.921 inches per minute IPM . The machinist changes this setting to 6.088 IPM. By how much did the machinist increase the feed rate?

- A. 0.167 IPM
- B. 1.167 IPM

19. Which of the following inequalities is true?

- A.  $\frac{3}{4} < \frac{5}{7}$
- B.  $\frac{2}{3} > \frac{5}{6}$
- C.  $\frac{5}{6} > \frac{3}{4}$
- D.  $\frac{4}{5} < \frac{2}{9}$

25>56e f 92 n22.73 28 23 re f 348 668.73 28 23 re f 348 644.83570(3)2 Td (B) 23 e f.9(P)-23-1.4(1(s i9(33TJ -w -1.3 -1.2





## Rationales

- Choice D is correct. 7KH QXPEHU UV WKH VDPH DV VL[ KXQGUHGWKV ZKLFK ZKHQ ZULWWHQ DV  $\frac{6}{100}$  &KRLFH \$ LV LQFRUHFUHFWDXVH WR RQH VL[  $\frac{1}{60}$  &KRLFH % LV LQFRUHFUHFWDXVH WR RQH VL[WLHWK RU  $\frac{0.0166}{10}$  &KRLFH & LV LQFRUHFUHFWDXVH WR VL[ WHQWKV RU
- Choice D is correct. 7R @QG WKH WRWDO QXPEHU RI LWHPV PXOWLSO\ WKH WRWDO RI PHPEHUV E\ WKH QXPEHU RI LWHPV  $\frac{4}{10} + \frac{3}{100}$   $\frac{40}{100} + \frac{3}{100}$   $\frac{43}{100}$  &KRLFH \$ LV LQFRUHFUHFWDXVH WKLW UHVXOWV IURP DGGLQJ LW PXOWLSO\LQJ &KRLFH % LV LQFRUHFUHFWDXVH D PXOWLSOLFDFWLRQ HUURU UHVXOWV IURP QRW XVLQJ D SODFHKROGHU ]HUR RU ZULWLQJ WKH QXPEHU WHQV SODFH ZKHQ PXOWLSO\LQJ WKH VHFRRG GLJLW &KRLFH{& LV LQFRUHFUHFWDXVH PXOWLSOLFDFWLRQ HUURU ZDV PDGH 7KLV UHVXOWV IURP PDNLQJ DQ HUURU WKH RQHV GLJLW WR WKH WHQV GLJLW

$$\frac{4}{10} + \frac{3}{100}$$

$$\frac{40}{100} + \frac{3}{100}$$

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# Quantitative Reasoning, Algebra, and Statistics

Sample Questions

# The College Board

7KH &ROOHJH %RDUG LV D PLVVLRQ GULYHQ QRW IRU SUR@W RUJDQL]DWLRQ WK  
WR FROOHJH VXFFHVV DQG RSSRUWXQLW\ )RXQG HG LQ WKH &ROOHJH %RD  
H[SDQG DFFHVV WR KLJKHU HGXFDWLRQ 7RGD\ WKH PHPEHUVKLS DVVRFLDWLR  
RYHU RI WKH ZRUOG V OHDGLQJ HGXFDWLRQ LQVWLWXWLRQV DQG LV GHGL  
H[FHOHQFH DQG HTXLW\ LQ HGXFDWLRQ (DFK \HDU WKH &ROOHJH %RDUG KH  
VHYHQ PLOOLRQ VWXGHQWV SUHSDUH IRU D VXFFHVVIXO WUDQVLWLRQ WR FRO  
DQG VHUYLFHV LQ FROOHJH UHGLQHV DQG FROOHJH VXFFHVV LQFOXGLQJ W  
\$GYDQFHG 3ODFPHQW 3URJUDP 7KH RUJDQL]DWLRQ DOVR VHUYHV WKH HGXF  
WKURXJK UHVHDFK DQG DGYRFD\ RQ EHKDOI RI VWXGHQWV HGXFDWRUV DQ  
)RU IXUWKHU LQIRUPDWLRQ YLVLW [collegeboard.org](http://collegeboard.org)

## ACCUPLACER Quantitative Reasoning, Algebra, and Statistics Sample Questions

The Next-GHQHUDWLRQ 4XDQWLWDWLYH 5HDVRQLQJ \$OJHEUD DQG 6WDWLVLV S  
FRPSXWHU DGDSWLYH DVVHVVPHQW RI WHVW WDNHUV DELOLW\ IRU VHOHFWHG  
4XHVLRQV ZLOO IRFXV RQ D UDQJH RI WRSLFV LQFOXGLQJ FRPSXWLQJ ZLWK U  
DSSO\LQJ UDWLRV DQG SURSRUWLRQDO UHVRQLQJ FUHDWLQJ OLQH DU H[SUH  
JUDSKLQJ DQG DSSO\LQJ OLQH DU HTXDWLRQV XQGHVWDQGLQJ SUREDELOLW\  
LQWHUSUHWLQJ JUDSKLFDO GLVSOD\ ,Q DGGLWLRQ TXHVWLQV PD\ DVVHV  
YLD FRPSXWDWLRQDO RU °XHQF\ VNLOOV FRQFHSWXDO XQGHVWDQGLQJ RU W  
PDWKHPDWLFV SUHVHQWHG LQ D FRQWH[W \$OO TXHVWLQV DUH PXOWLSOH FK  
DSSHU GLVFUHWHO\ VWDQG DORQH DFURVV WKH DVVHVVPHQW 7KH IROORZL  
FDWHJRULHV DUH DVVHVVHG

- $f$  5DWLRQDO QXPEHUV
- $f$  5DWLR DQG SURSRUWLRQDO UHODWLRQVKLSV
- $f$  ([SRQHQWV
- $f$  \$OJHEUDLF H[SUHVVLRQV
- $f$  /LQH DU HTXDWLRQV
- $f$  /LQH DU DSSOLFDWLRQV
- $f$  3UREDELOLW\ DQG VHWV
- $f$  'HVFULSWLYH VWDWLVLV
- $f$  \*HRPHWU\ FRQFHSWV








17. The elevation at the summit of Mount Whitney is 4,418 meters above sea level. Climbers begin at a trailhead that has an elevation of 2,550 meters above sea level. What is the change in elevation, to the nearest foot

## Answer Key

1. D
2. C
3. D
4. \$
5. \$
6. D
7. C
8. B
9. B
10. \$
11. C
12. \$
13. D
14. C
15. B
16. C
17. C
18. B
19. B
20. D

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7. Choice C is correct.

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15. Choice B is correct. The expression



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# Quantitative Reasoning, Algebra, and Statistics

Sample Questions

# The College Board

7KH &ROOHJH %RDUG LV D PLVVLRQ GULYHQ QRW IRU SUR@W RUJDQL]DWLRQ WK  
WR FROOHJH VXFFHVV DQG RSSRUWXQLW\ )RXQG HG LQ WKH &ROOHJH %RD  
H[SDQG DFFHVV WR KLJKHU HGXFDWLRQ 7RGD\ WKH PHPEHUVKLS DVVRFLDWLR  
RYHU RI WKH ZRUOG V OHDGLQJ HGXFDWLRQ LQVWLWXWLRQV DQG LV GHGL  
H[FHOHQFH DQG HTXLW\ LQ HGXFDWLRQ (DFK \HDU WKH &ROOHJH %RDUG KH  
VHYHQ PLOOLRQ VWXGHQWV SUHSDUH IRU D VXFFHVVIXO WUDQVLWLRQ WR FRO  
DQG VHUYLFHV LQ FROOHJH UHGLQHV DQG FROOHJH VXFFHVV LQFOXGLQJ W  
\$GYDQFHG 3ODFPHQW 3URJUDP 7KH RUJDQL]DWLRQ DOVR VHUYHV WKH HGXF  
WKURXJK UHVHDFK DQG DGYRFD\ RQ EHKDOI RI VWXGHQWV HGXFDWRUV DQ  
)RU IXUWKHU LQIRUPDWLRQ YLVLW [collegeboard.org](http://collegeboard.org)

## ACCUPLACER Quantitative Reasoning, Algebra, and Statistics Sample Questions

The Next-GHQHUDWLRQ 4XDQWLWDWLYH 5HDVRQLQJ \$OJHEUD DQG 6WDWLVLV S  
FRPSXWHU DGDSWLYH DVVHVVPHQW RI WHVW WDNHUV DELOLW\ IRU VHOHFWHG  
4XHVLRQV ZLOO IRFXV RQ D UDQJH RI WRSLFV LQFOXGLQJ FRPSXWLQJ ZLWK U  
DSSO\LQJ UDWLRV DQG SURSRUWLRQDO UHVRQLQJ FUHDWLQJ OLQH DU H[SUH  
JUDSKLQJ DQG DSSO\LQJ OLQH DU HTXDWLRQV XQGHVWDQGLQJ SUREDELOLW\  
LQWHUSUHWLQJ JUDSKLFDO GLVSOD\ ,Q DGGLWLRQ TXHVWLQV PD\ DVVHV  
YLD FRPSXWDWLRQDO RU °XHQF\ VNLOOV FRQFHSWXDO XQGHVWDQGLQJ RU W  
PDWKHPDWLFV SUHVHQWHG LQ D FRQWH[W \$OO TXHVWLQV DUH PXOWLSOH FK  
DSSHU GLVFUHWHO\ VWDQG DORQH DFURVV WKH DVVHVVPHQW 7KH IROORZL  
FDWHJRULHV DUH DVVHVVHG

- $f$  5DWLRQDO QXPEHUV
- $f$  5DWLR DQG SURSRUWLRQDO UHODWLRQVKLSV
- $f$  ([SRQHQWV
- $f$  \$OJHEUDLF H[SUHVVLRQV
- $f$  /LQH DU HTXDWLRQV
- $f$  /LQH DU DSSOLFDWLRQV
- $f$  3UREDELOLW\ DQG VHWV
- $f$  'HVFULSWLYH VWDWLVLV
- $f$  \*HRPHWU\ FRQFHSWV








17. The elevation at the summit of Mount Whitney is 4,418 meters above sea level. Climbers begin at a trailhead that has an elevation of 2,550 meters above sea level. What is the change in elevation, to the nearest foot

## Answer Key

1. D
2. C
3. D
4. \$
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6. D
7. C
8. B
9. B
10. \$
11. C
12. \$
13. D
14. C
15. B
16. C
17. C
18. B
19. B
20. D

—

7. Choice C is correct.

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15. Choice B is correct. The expression