



CLEP[®]

Official Study Guide

18th Edition

English Composition

College-Level Examination Program[®]

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English Composition

Description of the Examination

The English Composition examination assesses writing skills taught in most first-year college composition courses and, in particular, skills for college assignments requiring writing that explains, interprets, analyzes, presents, or supports a point of view. The examination does not cover some topics included in many first-year college writing courses, nor does it require knowledge of grammatical terms. However, the student will need to apply the principles and conventions expected of academic writing discourse.

Two versions of the test are offered. One is all multiple-choice, and the other is multiple-choice with an essay. In both versions, some of the multiple-choice questions are pretest questions that will not be scored. The all multiple-choice version contains approximately 90 questions to be answered in 90 minutes.

The version with the essay has two separately timed sections. Section I contains approximately 50 questions to be answered in 45 minutes. Section II is comprised of one essay question to be answered in 45 minutes. In either version, any time candidates spend on tutorials or providing personal information is in addition to the actual testing time.

The essay is scored by college faculty who teach writing courses. Each essay is read and assigned a rating by two scorers; the sum of the two ratings is weighted and then combined with the candidate's multiple-choice score. The resulting combined score is reported as a scaled score between 20 and 80. Separate scores are not reported for the multiple-choice and essay sections.

Policies of colleges differ with regard to their acceptance of the two versions of the English Composition examination. Some grant credit only for the version with essay; others grant credit for either version. Many colleges grant six semester hours (or the equivalent) of credit toward satisfying a liberal arts or distribution requirement in English; others grant six credit hours of course credit for a specific first-year composition or English course that emphasizes expository writing.

Knowledge and Skills Required

The multiple-choice questions measure students' writing skills both at the sentence level and within the context of passages. The current examination in English Composition places a greater emphasis on revising work in progress than did previous forms of the test. The examination is designed so that average students who have completed the general education requirement in English composition can usually answer about half of the questions correctly.

Skills at the Sentence Level

The examination measures the candidate's knowledge of a variety of logical, structural, and grammatical relationships within a sentence; these skills are tested by approximately 55 percent of the all-multiple-choice version and 30 percent of the multiple-choice questions in the version with essay. Questions test recognition of standard written English relating to

- Sentence boundaries
- Clarity of expression
- Agreement: subject-verb; verb tense; pronoun reference, shift, number
- Active/passive voice
- Diction and idiom
- Syntax: parallelism, coordination, subordination, dangling modifiers
- Sentence variety

The following kinds of question format assess sentence-level skills throughout the test:

Identifying Sentence Errors—This type of question appears in both versions of the exam. It requires the candidate to identify wording that violates the standard conventions of written discourse.

Improving Sentences—This type of question appears in both versions. It requires the candidate to choose the phrase, clause, or sentence that best conveys the intended meaning of the sentence.

Restructuring Sentences—This type of question appears only in the all-multiple-choice version. The candidate is given a sentence to reword in order to change emphasis or improve clarity. He or she then must choose from five options the phrase that would most likely appear in the new sentence.

Skills in Context

Questions in approximately 45 percent of the all-multiple-choice version and 20 percent of the version with essay measure recognition of the following in the context of works in progress or of published prose.

- Main idea, thesis
- Organization of ideas in the paragraph or essay
- Relevance of evidence, sufficiency of detail, levels of specificity
- Audience and purpose (effect on style, tone, language, or argument)
- Logic of argument (inductive, deductive reasoning)
- Coherence within and between paragraphs
- Rhetorical emphasis, effect
- Sustaining tense or point of view
- Sentence combining, sentence variety

The following kinds of questions measure writing skills in context:

Revising Work in Progress—This type of question appears in both versions of the exam. The candidate identifies ways to improve an early draft of an essay.

Analyzing Writing—Two prose passages written in very different modes appear only in the all-multiple-choice version. The candidate answers questions about each passage and about the strategies used by the author of each passage.

The Essay

This section comprises 50 percent of the version with essay. The candidate is expected to present a point of view in response to a topic and to support it with a logical argument and appropriate evidence. The essay must be typed on the computer.

Scoring the Essay

Shortly after each administration of the CLEP English Composition with Essay examination, college English faculty from throughout the country score the essays. Each essay is scored independently by two different readers, and the two scores are then combined. This score is weighted approximately equally with the score from the multiple-choice section, then combined with it to yield the reported score for the test.

The college English teachers who score the essay expect that the writer has a command of English grammar and sentence structure and can use words precisely; they also expect that the essay will be organized, the ideas will be presented logically, and the examples will be pertinent. These qualitative descriptions are linked to a 6-point rubric, or scoring guide.

Each reader awards an essay a score on a scale of 1 to 6; the sum of the two independent scores ranges from 2 to 12. In addition, a score of zero is given to off-topic essays and blank responses; this score can be assigned only by the Scoring Leader (a faculty member who is a scoring expert).

Sample Test Questions

The following sample questions do not appear on an actual CLEP examination. They are intended to give potential test-takers an indication of the format and difficulty level of the examination, and to provide content for practice and review. Knowing the correct answers to all of the sample questions is not a guarantee of satisfactory performance on the exam.

Identifying Sentence Errors

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom. Note that some sentences are correct, and no sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Assume that elements of the sentence that are not underlined are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct.

If there is no error, select answer (E).

Example:

SAMPLE ANSWER

(A) ● (C) (D) (E)

The other delegates and

A

him immediately accepted

B

C

the resolution drafted by

D

the neutral states. No error

E

1. Ms. Marco found that it was easier for her

teaching of children arithmetic once

A

B

they had become familiar with the idea of

C

D

a set. No error

E

2. The bill of the Australian platypus, which

consists of rubbery skin stretched over bone,

A

and is more sensitive than the bills of

B

C

most other animals. No error

D

E

3. The rules of the contest indicate that a writer is

A

not eligible for any of the prizes if you have

B

C

ever received payment for writing fiction or

D

poetry. No error

E

4. Artificial “time histories” are used by

seismologists to predict the response and

A

improve the resistance of such structures as

B

C

buildings, bridges, and power plants to damage

D

from earthquakes. No error

E

5. One study of the cries of humpback whales

A

describe a variety of sounds suggesting that

B

C

these mammals may organize their utterances

D

in a hierarchical system. No error

E

6. Sculptor Isamu Noguchi, who spent his

A

childhood in Japan, was educated in the

B

United States and Paris, where there were

not many other Japanese students,

and this caused him, at times, to feel isolated.

C

D

No error.

E

7. Dr. Turner’s choice of the sea urchin instead of

A

B

the starfish for her experiments were questioned

C

D

by her colleagues. No error

E

8. Dr. St. Clair requested a residency with the surgical team at County Hospital because they have special facilities for performing surgery on infants. No error
9. Among the most intelligent animals known to us is the bottle-nosed dolphin, mammals that exhibit a remarkable ability to communicate. No error
10. People have always wanted to read about the American West, but their overwhelming preference has been for the colorful, if often bizarre, fictions that the pulp writers have so voluminously supplied. No error
11. At yesterday's ceremony more awards for literary achievement were given to poets than novels. No error
12. Although Cicely Tyson has inspired many people through her portrayals of heroic women, it is her selection of controversial roles that has taken real courage. No error
13. When gold was discovered in California, perspective miners from other parts of the country and from all over the world flocked to the state in search of instant wealth. No error
14. The package directions read that the medication can damage the kidneys, liver, and other organs when they are consumed in large amounts over an extended period of time. No error
15. Frequently, the pattern of seeds inside a piece of fruit evokes the shape of the flower that produced the fruit; for instance, a sliced apple shows five seed compartments arranged in a starburst, resembling the five petals of the blossom. No error
16. Even a careful listener could scarcely distinguish liberal from conservative among the speakers, for the issue had become a highly emotional one. No error
17. When Charles Dickens, ignoring the advice of his friends, family, and physician, persisted to give public readings from his novels, his already poor health deteriorated rapidly. No error

Improving Sentences

Directions: The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English: that is, pay attention to grammar, diction (choice of words), sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five versions of the

underlined part. Choice A repeats the original; the other four are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise choose one of the others. Your choice should produce the most effective sentence — one that is clear and precise, without awkwardness or ambiguity.

Example: **SAMPLE ANSWER**

(A) ● (C) (D) (E)

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
- (B) when she was sixty-five
- (C) being age sixty-five years old
- (D) upon the reaching of sixty-five years
- (E) at the time when she was sixty-five

18. Leny Andrade, who has been called the Brazilian equivalent of Ella Fitzgerald and Sarah Vaughan, a phenomenal singer with a soul-wrenching voice.

- (A) a phenomenal singer with
- (B) a phenomenal singer having
- (C) is a phenomenal singer with
- (D) being a phenomenal singer with
- (E) as a phenomenal singer having

19. The many and varied writings of Mary Wollstonecraft offering an abundance of material to scholars who have begun to examine her impact on eighteenth-century rhetoric.

- (A) The many and varied contributions of Mary Wollstonecraft offering
- (B) It is Mary Wollstonecraft's many and varied contributions offering
- (C) Offering Mary Wollstonecraft's many and varied contributions were
- (D) The many and varied contributions of Mary Wollstonecraft offer
- (E) To offer the many and varied contributions of Mary Wollstonecraft is

20. Supposedly daylight travelers, researchers have accidentally discovered that bumblebees can navigate outside their nests in the dark.

- (A) Supposedly daylight travelers, researchers have accidentally discovered that bumblebees can navigate outside their nests in the dark.
- (B) Supposedly daylight travelers, researchers have accidentally discovered that in the dark, bumblebees can navigate outside their nests.
- (C) Researchers have accidentally discovered that bumblebees, supposedly daylight travelers, can navigate outside their nests in the dark.
- (D) That bumblebees, supposedly daylight travelers, can navigate outside their nests in the dark, researchers have accidentally discovered.
- (E) Accidentally, bumblebees have been discovered by researchers to be able to navigate outside their nests, despite being considered supposedly daylight travelers.

21. While cats are valued for their independence, many people have dogs for their affectionate ways.

- (A) While cats are valued for their independence, many people have dogs for their affectionate ways.
- (B) Cats are valued for their independence, but having a dog is for its affectionate ways.
- (C) Cats are valued for their independence, dogs for their affectionate ways.
- (D) The reason people have dogs is their affectionate ways, cats independence.
- (E) An affectionate pet is the dog, but cats are independent.

22. Faulty wiring caused the fire which injured six workers, and the owners of the business installed a new electrical system.
- (A) Faulty wiring caused the fire which injured six workers, and the owners of the business installed a new electrical system.
 (B) Faulty wiring, which caused a fire and injured six workers, resulting in the owners of the business having to install a new electrical system.
 (C) After faulty wiring caused a fire that injures six workers, a new electrical system was installed by the owners of the business.
 (D) After six workers were injured in a fire caused by faulty wiring, the owners of the business installed a new electrical system.
 (E) A new electrical system was installed by the business owners for the reason that faulty wiring caused a fire that injured six workers.
23. Seventeenth-century Dutch painter Judith Leyster was a contemporary of Frans Hals, many of her paintings were once attributed to him.
- (A) Frans Hals, many
 (B) Frans Hals; many
 (C) Frans Hals, however many
 (D) Frans Hals when many
 (E) Frans Hals although many
24. Centuries ago, Greeks established an aesthetic for formal beauty which has influenced artists for centuries and continue inspiring artists today.
- (A) which has influenced artists for centuries and continue inspiring artists today
 (B) with influencing artists for centuries and continuing to inspire them today
 (C) that influenced artists for centuries and continues to inspire artists today
 (D) which influence artists for centuries and continued to inspire them
 (E) for influencing artists for centuries while continually inspiring today's artists
25. In describing Herman Melville's struggles with religious doubt, Nathaniel Hawthorne said that Melville could neither believe nor be comfortable in his disbelief.
- (A) nor be comfortable
 (B) nor being comfortable
 (C) and yet he was not comfortable
 (D) and he was not even comfortable
 (E) nor to take comfort
26. In the historic district we found an elegant old stone house with a lovely courtyard restaurant, and it offers inventive cuisine that uses local ingredients mostly.
- (A) restaurant, and it offers inventive cuisine that uses local ingredients mostly
 (B) restaurant, which offers an inventive cuisine that relies on mostly local ingredients
 (C) restaurant and with an inventive cuisine and mostly local ingredients
 (D) restaurant by offering mostly local ingredients in an inventive cuisine
 (E) restaurant that uses mostly local ingredients while having an inventive cuisine
27. The booklet includes a biography of physicists Shirley Jackson and Marie Curie, and frames her achievement with the message: science is women's work.
- (A) Curie, and frames her achievement with
 (B) Curie, framing her achievement with
 (C) Curie and they frame their achievements with
 (D) Curie by the achievement of each of them being framed with
 (E) Curie and frames their achievements with

28. Having decided to cultivate roses, the right fertilizer was what the gardener needed to ensure proper growth.
- (A) roses, the right fertilizer was what the gardener needed
 (B) roses, the gardener knew that she needed the right fertilizer
 (C) roses, the right fertilizer was what the gardener was in need of
 (D) roses; the gardener's first need was for the right fertilizer
 (E) roses; the right fertilizer was, for the gardener, what she needed
29. Phillis Wheatley arrived in North America at the age of eight, and she spoke English fluently by age ten and published her first poem when she was fourteen.
- (A) Phillis Wheatley arrived in North America at the age of eight, and she
 (B) When only eight, Phillis Wheatley arrived in North America, and she
 (C) After arriving in North America at the age of eight, Phillis Wheatley
 (D) Arriving in North America at the age of eight, but Phillis Wheatley
 (E) She was only eight when she arrived in North America, and Phillis Wheatley
30. The effect of sugar on the energy level of this group of children is greater than that of other children who eat a similar quantity of sweets each day.
- (A) greater than that of
 (B) greater than that on the energy levels of
 (C) a greater level of energy than that of
 (D) greater than
 (E) greater than on
31. Driving up the New England coast, picturesque seascapes and landscapes surround travelers with the scenic charm of the Northeast.
- (A) Driving up the New England coast, picturesque seascapes and landscapes surround travelers with the scenic charm of the Northeast.
 (B) When you drive up the New England coast, picturesque seascapes and landscapes surround travelers with the scenic charm of the Northeast.
 (C) Driving up the New England coast, travelers are surrounded by the scenic charm of the Northeast, with its picturesque seascapes and landscapes.
 (D) While driving up the New England coast, travelers have been surrounded by picturesque seascapes and landscapes, because they are the scenic charm of the Northeast.
 (E) The scenic charm of the Northeast, the picturesque seascapes and landscapes, surround travelers driving up the New England coast.
32. After traveling to Africa, the languages of Ghana became a special interest of Janet's.
- (A) the languages of Ghana became a special interest of Janet's
 (B) Janet became especially interested in the languages of Ghana
 (C) a special interest of Janet's became the languages of Ghana
 (D) Janet's special interest in Ghana's languages grew
 (E) Ghana's languages grew especially interesting to Janet

Revising Work in Progress

Directions: Each of the following selections is an early draft of a student essay in which the sentences have been numbered for easy reference. Some parts of the selections need to be changed.

Read each selection and then answer the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure and diction (word choice). In making these decisions, follow the

conventions of standard written English. Other questions refer to the entire essay or parts of the essay and ask you to consider organization, development, and effectiveness of language in relation to purpose and audience.

Questions 33–37 are based on the following draft of a student essay.

(1) *I used to be convinced that people didn't actually win radio contests; I thought that the excited winners I heard were only actors.* (2) *Sure, people could win T-shirts.* (3) *They couldn't win anything of real value.*

(4) *I've always loved sports.* (5) *Unlike my friends, who fall asleep to "Top 40 Radio," I listen to "Sports Night with Dave Sims."* (6) *One night I heard Dave Sims announce a sports trivia contest with cash prizes of two thousand dollars.* (7) *I jump at the chance to combine my talk-show knowledge with everything my father had taught me about sports.* (8) *I sent in my self-addressed stamped envelope.* (9) *I forgot about the whole matter.* (10) *Then the questionnaire appeared in my mailbox ten days later.* (11) *Its arrival gave me a rude surprise.* (12) *Instead of sitting down and whipping through it, I trudged to libraries and spent hours digging for answers to such obscure questions as "Which NHL goalie holds the record for most career shutouts?"*

(13) *Finally, after days of double-checking answers, I mailed off my answer sheet, certain I would hear no more about the matter.* (14) *Certain, until two weeks later, I ripped open the envelope with the NBC peacock and read "Congratulations . . ."* (15) *I was a winner, a winner of more than a T-shirt.*

33. Which of the following is the best way to revise the underlined portions of sentences 2 and 3 (reproduced below) so that the two sentences are combined into one?

Sure, people could win T-shirts. They couldn't win anything of real value.

- (A) T-shirts, and they couldn't win
- (B) T-shirts, but they couldn't win
- (C) T-shirts, but not being able to win
- (D) T-shirts, so they do not win
- (E) T-shirts, while there was no winning

34. Which of the following sentences, if added after sentence 3, would best link the first paragraph with the rest of the essay?

- (A) I have held this opinion about contests for a long time.
- (B) The prizes offered did not inspire me to enter the contests.
- (C) However, I recently changed my opinion about these contests.
- (D) Usually the questions on these contests are really easy to answer.
- (E) Sometimes my friends try to convince me to enter such contests.

35. In the context of the second paragraph, which of the following is the best version of the underlined portion of sentence 7 (reproduced below)?

I jump at the chance to combine my talk-show knowledge with everything my father had taught me about sports.

- (A) (As it is now)
- (B) I jumped at the chance to combine
- (C) Having jumped at the chance to combine
- (D) Jumping at the chance and combining
- (E) Jumping at the chance by combining

36. Which of the following is the best way to revise and combine sentences 8 and 9 (reproduced below)?

I sent in my self-addressed stamped envelope. I forgot about the whole matter.

- (A) Having sent in my self-addressed stamped envelope, the whole matter was forgotten.
- (B) After sending in my self-addressed stamped envelope, the matter was wholly forgotten.
- (C) After my self-addressed stamped envelope was sent in, it was then that I forgot the whole matter.
- (D) After sending in my self-addressed stamped envelope, I forgot about the whole matter.
- (E) Forgetting about the whole matter after sending in my self-addressed stamped envelope.

37. All of the following strategies are used by the writer of the passage EXCEPT
- (A) using an informal tone
 - (B) describing an experience to develop a point
 - (C) criticizing those whose opinions differ from hers
 - (D) building suspense by withholding the outcome until the end
 - (E) disproving the assumption stated in the first sentence of the passage

Questions 38–42 are based on the following early draft of a letter to the editor of a local newspaper.

(1) *Our community needs more parks and play areas.* (2) *Living in a world where concrete surrounds us, it is important that we create places that are green and natural so that children can run and play.*

(3) *It is possible to do much with little expense to the city.* (4) *An abandoned lot can become a big patch of green grass ideal for running games.* (5) *And buying expensive playground equipment and strange pieces of modern art for children to climb on is unnecessary.* (6) *Children will climb on anything if one lets them.* (7) *A large concrete pipe or an old truck with its wheels and doors removed makes an imaginative plaything.* (8) *Simply remove any part that may be breakable or unsafe, then paint the equipment with bright colors.* (9) *Bury the truck or pipe a foot or two deep so that it is stable.* (10) *Great opportunities for fun!* (11) *Children can play for hours, crawling through a secret tunnel or navigating to a distant planet.* (12) *Neighborhood committees could contribute other discards.*

(13) *We should do these things because children need oases in this concrete desert we live in.* (14) *This may take time, but if people get together and contribute both ideas and labor, much can be done successfully.*

38. Which of the following is the best way to revise the underlined portion of sentence 2 (reproduced below)?

Living in a world where concrete surrounds us, it is important that we create places that are green and natural so that children can run and play.

- (A) Living in a world where concrete surrounds us, the important thing is to
 - (B) We live in a world where concrete surrounds us, it is important that we
 - (C) Being surrounded by a world of concrete, it is important to
 - (D) Surrounding us with a world of concrete, we need to
 - (E) Surrounded by a world of concrete, we need to
39. Which of the following would best replace “And” at the beginning of sentence 5?
- (A) Furthermore,
 - (B) Instead,
 - (C) Despite this,
 - (D) Nevertheless,
 - (E) Excepting this,
40. The writer of the passage could best improve sentence 12 by
- (A) acknowledging drawbacks to the suggestions
 - (B) providing specific examples
 - (C) including personal opinions
 - (D) discussing other community problems
 - (E) defining the idea of a neighborhood
41. In context, the best phrase to replace “do these things” in sentence 13 is
- (A) accomplish our intentions
 - (B) help these children
 - (C) consider other options
 - (D) build these play areas
 - (E) have new ideas

42. Which is the best version of the underlined portion of sentence 14 (reproduced below)?

This may take time, but if people get together and contribute both ideas and labor, much can be done successfully.

- (A) (as it is now)
- (B) and if people get together and they contribute
- (C) but if people will get together and they will also contribute
- (D) but if people get together and they would have contributed
- (E) however, if people get together, also contributing

Questions 43–49 refer to the following passage.

(1) For at least two years, the fact that a family was using a newly discovered will to sue for the return of thousands of acres of public land elicited little public reaction in the state. (2) Recently, however, the implications of the anticipated suit have begun to be felt. (3) Because title to all land in the disputed area is now uncertain, a variety of land transactions in the region have been affected. (4) Municipal bonds designed to raise money for sewer construction are virtually unsalable. (5) The sale of a private home cannot include clear title. (6) Even the construction of new homes is slowing drastically. (7) No one knows whether the claims will be settled out of court, as the family wishes, whether a judge will rule on the validity of the will on which the claim is based, or whether another alternative will be found before it is all over and done with. (8) Many real-estate brokers and building contractors are facing financial difficulties, as are companies that specialize in title insurance. (9) As matters now stand, however, the return of the disputed land to its original owners should be considered a plausible, perhaps probable outcome.

43. Which of the following best describes the relationship of sentence 1 to the rest of the passage?

- (A) It emphasizes the length of time during which the conflict described in the passage has been an issue.
- (B) It describes the opposing sides in the conflict that is set up later in the passage.
- (C) It provides general background for the events described in the rest of the passage.
- (D) It establishes the impartial stance of the writer toward the subject of the passage.
- (E) It expresses the main point of the passage.

44. What is the function of sentence 2 in the passage?

- (A) It introduces the primary subject of the passage.
- (B) It corrects a possible misinterpretation of sentence 1.
- (C) It restates and clarifies what is said in sentence 1.
- (D) It provides an alternative explanation of the situation described in sentence 1.
- (E) It indicates an emotional aspect of the issues under discussion.

45. Which of the following best describes the function of sentences 4, 5, and 6 in the passage?
- (A) The sentences suggest that the problem is so complex it cannot be understood without further analysis.
 - (B) The sentences are about different subjects and therefore perform three different functions in the passage.
 - (C) The function of the sentences is not clear because the necessary transitions are not provided between them.
 - (D) The sentences provide examples to support the statement in sentence 3.
 - (E) Sentences 4 and 5 describe aspects of the problem, but sentence 6 introduces an irrelevant detail.
46. Which of the following best describes the function of sentence 7 ?
- (A) It provides a justification for the uncertainty described in sentence 3.
 - (B) It sets out the fundamental assumptions on which the argument in the passage is based.
 - (C) It indicates the strength of the writer's convictions.
 - (D) It provides a transition between the ideas in sentence 6 and those in sentence 8.
 - (E) It summarizes the various ways in which the conflict might be resolved.
47. Which of the following revisions to sentence 7 would make it more effective?
- (A) Replace the phrase "No one knows" with the phrase "It is completely uncertain."
 - (B) Break it into three separate sentences.
 - (C) Shorten it to "No one knows what the answer will be."
 - (D) Delete the phrase "before it is all over and done with."
 - (E) Begin it with "In spite of this."
48. Which of the following revisions to sentence 8 would most improve the clarity of the passage?
- (A) Beginning it with the word "Nevertheless"
 - (B) Placing it after sentence 6
 - (C) Adding the phrase "with serious consequences" at the end
 - (D) Breaking it into two separate sentences
 - (E) Changing the word "as" to "so"
49. The writer's primary purpose in the passage is to
- (A) examine the effect of events in a dispute
 - (B) propose a solution to a complex legal problem
 - (C) describe the value of land in a particular area
 - (D) persuade the reader to take a position on an issue
 - (E) tell the story of a group fighting for its rights

Restructuring Sentences

Directions: Revise each of the sentences that follow according to the directions below it. Some directions require you to change only part of the original sentence; others require you to change the entire sentence.

You may need to omit or add certain words in constructing an acceptable revision, but you should **keep the meaning of your revised sentence as close to the meaning of the original sentence as the directions permit.** If you have thought of a revision that does not include any of the words or phrases listed, try to revise the sentence again so that it does include the wording in one of the answer choices.

Examples:

I. Sentence: Owing to her political skill, Ms. French had many supporters.

Directions: Begin with Many people supported.

- (A) so
- (B) while
- (C) although
- (D) because
- (E) and

Your rephrased sentence will probably read: "Many people supported Ms. French because she was politically skillful." This new sentence contains the correct answer: (D), "because." None of the other choices will fit into an effective, grammatically correct sentence that retains the original meaning.

II. Sentence: Coming to the city as a young man, he found a job as a newspaper reporter.

Directions: Change Coming to He came.

- (A) and so he found
- (B) and found
- (C) and there he had found
- (D) and then finding
- (E) and had found

Your rephrased sentence will probably read: "He came to the city as a young man and found a job as a newspaper reporter." This new sentence contains the correct answer: (B), "and found."

50. Should Antarctica's average temperature ever rise ten degrees, the oceans of the world would drown out all low-lying coastal regions.

Begin with If Antarctica's average temperature rises.

- (A) should drown
- (B) will drown
- (C) will have drowned
- (D) will result in the drowning
- (E) drowning would be

51. Ms. Perry claimed that, because of special promotions by the airline industry, air travel has become "as American as apple pie."

Change that, because to that special.

- (A) industry, making
- (B) industry, which has made
- (C) industry had made
- (D) industry have made
- (E) industry, and they have made

52. Might it not be better for this discussion to concentrate more on *Native Son* itself and less on the life of Richard Wright?

Change so that the sentence ends with a period instead of a question mark.

- (A) might not be better
- (B) not it be better
- (C) will have to be better
- (D) will not be better
- (E) might be better

53. Luther Burbank's development of an edible pitless plum was accomplished by crossing a pitless plum tree many times with standard varieties of plum trees.

Begin with Luther Burbank.

- (A) by many crossings
- (B) frequent crossings
- (C) by repeatedly crossing
- (D) plum was crossed many times
- (E) it was by repeated crossings

54. Most people who run in marathons have little expectation of being among the first to finish.

Begin with Few people.

- (A) lack expectation
- (B) expect to be
- (C) expect their being
- (D) have no expectation
- (E) have much to expect

55. Because of their appeal to passions rather than to reason, poets were banned by Plato from the republic that he envisioned.

Begin with Believing that poets.

- (A) are to be banned
- (B) their banishment
- (C) banned them
- (D) they are banned
- (E) has poets banned

56. The new ideas that influenced many American painters were brought to the United States in the 1940's by artists who left Europe during the war.

Begin with The artists.

- (A) and brought
- (B) ideas have been brought
- (C) war have brought
- (D) thus bringing
- (E) war brought

57. Posters, buttons, and balloons were considered by many campaign workers/fundraisers to be the most effective vote-getting devices.

Change were considered to considered.

- (A) balloons in the light of
- (B) balloons would be
- (C) balloons that
- (D) balloons the
- (E) balloons being the most

58. The reader is provided with an insightful and sometimes controversial analysis of African American perspectives on Reconstruction by W.E.B. Du Bois's books.

Begin with The books of W.E.B. Du Bois

- (A) provide the reader
- (B) have provided the reader
- (C) cause the reader to be provided
- (D) are responsible for providing the reader
- (E) provides the reader

59. Madeline's seemingly innocuous announcement caused considerable consternation among her students.

Change caused to but it caused.

- (A) announcement, and it seemed
- (B) announcement seemed
- (C) announcement which seemed
- (D) announcement, seemingly
- (E) announcement, despite seeming

60. When we consider how technology encroaches on our daily life, we can understand why many works of modern art are strident and fragmented.

Change we can understand to explains.

Your new sentence will begin with which of the following?

- (A) Technology encroaching
- (B) On account of technology's encroaching
- (C) The fact of technology's encroachment
- (D) Due to the encroachment of technology
- (E) The encroachment of technology

Analyzing Writing

Directions: Each of the following passages consists of numbered sentences. Because the passages are part of longer writing samples, they do not necessarily constitute a complete discussion of the issues presented.

Read each passage carefully and answer the questions that follow it. The questions test your awareness of a writer's purpose and of characteristics of prose that are important to good writing.

Questions 61–66 refer to the following paragraph.

(1) In Lovedu society, the individual was held to be inviolate. (2) The exercise of force of any kind, except in dealing with the very young infant, was never approved. (3) Even the courts of law refrained from executing their decisions, on the principle that to do so would be to coerce, and coercion should be avoided. (4) The parties involved in a case were expected to work out matters between them, aiming at a conciliatory solution and implementing the court decision through mutual agreement. (5) The culprit, if there was one, was left to pay restitution at his or her own pace. (6) Preferably, disputes were settled before they came to the point where they had to be submitted for a court decision. (7) If an individual wronged another, either deliberately or accidentally, it was the usual practice to send a conciliator to express regret and to offer a goat as a gesture of reconciliation. (8) This procedure was urged first of all, as the preferred solution, even when disagreements were brought to court. (9) Explicit condemnation was avoided as violating the individual and as not leading to rehabilitation; punishment was seen as bad because it meant vengeful retribution.

61. Which of the following best describes the relationship of sentence 1 to the rest of the paragraph?
- (A) It establishes the organization for the paragraph as a whole.
 - (B) It establishes the basis for comparisons later in the paragraph between one kind of society and another.
 - (C) It demonstrates the writer's authority on the subject to be discussed in the paragraph.
 - (D) It presents the principle on which the behavior described in the rest of the paragraph is based.
 - (E) It describes the idea that will be refuted in the rest of the paragraph.
62. Which of the following best describes the function of sentence 4?
- (A) It indicates the procedure by which the court's decisions were carried out.
 - (B) It demonstrates the laxness of the court in not executing its own decisions.
 - (C) It gives an example of what can happen when the courts do not exercise common sense.
 - (D) It alludes to the disorder that resulted from the court's decision.
 - (E) It forces the reader to make an independent judgment about the issues in the case.
63. In sentence 5, the effect of using the expression "if there was one" is to
- (A) reveal the writer's uncertainty about the details of the sequence of events
 - (B) emphasize the court decision mentioned in sentence 4 by referring back to it
 - (C) reinforce the idea that assigning blame was not always important in the view of justice under discussion
 - (D) suggest the carelessness inherent in this method of dealing with injustices
 - (E) prepare the reader for the statement about court decisions in sentence 6

64. The function of sentence 7 is primarily to
- (A) illustrate the ineffectiveness of informal methods of dealing with conflict
 - (B) present a specific incident that symbolizes the issues discussed in the paragraph
 - (C) give an example to support the generalization in sentence 5
 - (D) indicate the method by which the ideal described in sentence 6 would be realized
 - (E) prepare for the suggestion in sentence 8 that most disputes eventually ended up in court
65. Which treatment of sentence 6 is most needed?
- (A) Leave it as it is.
 - (B) It should be placed after sentence 7.
 - (C) It should be omitted.
 - (D) “Preferably” should be changed to “In any event.”
 - (E) “Preferably, disputes were settled” should be changed to “Disputes were thus settled.”
66. The purpose of the paragraph is primarily to
- (A) tell the story of a society that is not well known
 - (B) demonstrate the extremes of behavior arising from a specific idea
 - (C) describe a particular system of social interactions
 - (D) analyze the effects on society of dogmatic ideas
 - (E) propose a change in methods of administering justice

Questions 67–71 refer to the following passage.

(1) Michael Goldman wrote in a poem, “When the Muse comes She doesn’t tell you to write;/She says get up for a minute, I’ve something to show you, stand here.” (2) What made me look up at that roadside tree?

(3) The road to Grundy, Virginia, is, as you might expect, a narrow scrawl scribbled all over the most improbably peaked and hunched mountains you ever saw. (4) The few people who live along the road also seem peaked and hunched. (5) But what on earth . . . ? (6) It was a hot, sunny summer. (7) The road was just bending off sharply to the right. (8) I hadn’t seen a house in miles, and none was in sight. (9) At the apogee of the road’s curve grew an enormous oak, a massive bur oak 200 years old, 150 feet high, an oak whose lowest limb was beyond the span of the highest ladder. (10) I looked up; there were clothes spread all over the tree. (11) Red shirts, blue trousers, black pants, little baby smocks — they weren’t hung from branches. (12) They were outside, carefully spread, splayed as if to dry, on the outer leaves of the great oak’s crown. (13) Were there pillowcases, blankets? (14) I can’t remember. (15) There was a gay assortment of cotton underwear, yellow dresses, children’s green sweaters, plaid skirts. . . . (16) You know roads. (17) A bend comes and you take it, thoughtlessly, moving on. (18) I looked behind me for another split second, astonished; both sides of the tree’s canopy, clear to the top, bore clothes.

67. Which of the following best describes the relationship between the two paragraphs in this passage?
- (A) The second paragraph restates the question at the end of the first.
 - (B) The second paragraph offers a concrete illustration of the quotation in the first.
 - (C) The second paragraph takes an opposite point of view from the first.
 - (D) The second paragraph generalizes about the quotation in the first.
 - (E) The second paragraph is an elaborate contradiction of the thesis in the first.

68. Which of the following most accurately describes what happens in the second paragraph?

- (A) The speaker has a poetic vision symbolizing cleansing renewal.
- (B) The speaker has a hallucination brought on by the heat.
- (C) The speaker tries to explain how what was seen is possible.
- (D) The speaker sees a tree full of flowers and imagines they are someone's washing.
- (E) The speaker sees a large tree inexplicably covered with clothes spread to dry.

69. The descriptive details in sentences 9–15 provide a

- (A) precise visual image
- (B) picture of something unearthly
- (C) representation of a blur of color
- (D) view from a child's perspective
- (E) distorted sense of motion

70. Which of the following pairs of words best describes the speaker's reaction to the experience?

- (A) Ecstasy and fear
- (B) Dismay and wonder
- (C) Delight and fear
- (D) Disgust and disbelief
- (E) Wonder and delight

71. The main implication of the passage is that

- (A) you never know what you will see on country roads
- (B) people are resourceful in finding ways to rise above domestic tasks
- (C) inspiration or vision is often a matter of chance or caprice
- (D) the poet sees more intensely than other people
- (E) the Muse encourages only the eccentric to write

Sample Essays and Essay Topics

This section includes the following:

- General information about how to respond to the essay topic
- Essay writing directions as they appear in the test
- The scoring guide used to evaluate the essays
- A sample essay topic
- Three scored essays written in response to the topic
- Two additional sample essay topics that may be used to practice writing essays

During the exam you will have 45 minutes to plan and write an essay on the topic specified. Read the topic carefully. You are expected to spend a few moments considering the topic and organizing your thoughts before you begin writing. It is important that you do not write on a topic other than the one specified. An essay on a topic of your own choice is not acceptable.

The essay is intended to give you an opportunity to demonstrate your ability to write effectively. Take care to express your thoughts on the topic clearly, keeping in mind that how well you write is much more important than how much you write. Be certain, however, to develop your ideas thoroughly, using specific details and supporting examples when appropriate.

You will see the following instructions when you take the essay portion of the exam:

Directions: Read the essay topic and then make any notes that will help you plan your response. You will have 45 minutes to write your response. Begin typing your response in the box at the bottom of the screen. Time will begin to count down after you click on **Dismiss Directions**. Click on **Dismiss Directions** to go on to the next screen.

Scoring Guide
CLEP English Composition with Essay
Examination

Readers will assign scores based on the following scoring guide. The essays must display the following characteristics in response to the assigned task.

6 A 6 essay demonstrates *a high degree of competence and sustained control* although it may have a few minor errors.

A typical essay in this category

- addresses all elements of the writing task effectively and insightfully
- develops ideas thoroughly, supporting them with well-chosen reasons, examples, or details
- is well focused and well organized
- demonstrates superior facility with language, using effective vocabulary and sentence variety
- demonstrates general mastery of the standard conventions of grammar, usage, and mechanics, but may have minor errors

5 A 5 essay demonstrates *a generally high degree of competence* although it will have occasional lapses in quality.

A typical essay in this category

- addresses the writing task effectively
- is well developed, using appropriate reasons, examples, or details to support ideas
- is generally well focused and well organized
- demonstrates facility with language, using appropriate vocabulary and some sentence variety
- demonstrates strong control of the standard conventions of grammar, usage, and mechanics, but may have minor errors

4 A 4 essay demonstrates *clear competence* with some errors and lapses in quality.

A typical essay in this category

- addresses the writing task competently
- is adequately developed, using reasons, examples, or details to support ideas
- is adequately focused and organized
- demonstrates competence with language, using adequate vocabulary and minimal sentence variety
- generally demonstrates control of the standard conventions of grammar, usage, and mechanics, but may have some errors

3 A 3 essay demonstrates *limited competence*.

A typical essay in this category exhibits ONE OR MORE of the following weaknesses:

- addresses only some parts of the writing task
- is unevenly developed and often provides assertions but few relevant reasons, examples, or details
- is poorly focused and/or poorly organized
- displays frequent problems in the use of language
- demonstrates inconsistent control of grammar, usage, and mechanics

2 A 2 essay is *seriously flawed*.

A typical essay in this category exhibits ONE OR MORE of the following weaknesses:

- is unclear or seriously limited in addressing the writing task
- is seriously underdeveloped, providing few reasons, examples, or details
- is unfocused and/or disorganized
- displays frequent serious errors in the use of language that may interfere with meaning
- contains frequent serious errors in grammar, usage, and mechanics that may interfere with meaning

1 A 1 essay is *fundamentally deficient*.

A typical essay in this category exhibits ONE OR MORE of the following weaknesses:

- provides little or no evidence of the ability to develop an organized response to the writing task
- is undeveloped
- contains severe writing errors that persistently interfere with meaning

0 Off topic (i.e., provides no evidence of an attempt to respond to the assigned topic), in a language other than English, merely copies the topic, consists of only keystroke characters, or is illegible or nonverbal.

Sample Topic 1:

In describing the times of the French Revolution, Charles Dickens wrote: “It was the best of times, it was the worst of times.” Think about how Dickens’ description might apply to today’s times.

Write an essay in which you explain how today could be described as *both* the best of times and the worst of times. Support your discussion with specific reasons and examples from your reading, experience, or observations.

Essay A—This essay is scored a 6.

The media and other attitude-shapers would have us believe that disaster is at our doorstep, the youth of this country have little faith that they will reach middle age, and millions of people all over the world are sick and starving. The general social mood today is one of pessimism, and yet is this really the worst of times? As Dickens so wisely observed, hope and despair can co-exist: the close of the twentieth century, just like the close of the eighteenth century, can as easily be called “the best of times” as “the worst of times.”

Clearly, the future of the U.S. looks bleak in comparison to its prosperous past. Most Americans lack faith in the very institutions that once formed the backbone of the nation: the family, the public school and government. While our tax dollars are funnelled into preparations for the most gruesome and permanent destruction ever conceived, millions of the world’s people are suffering for lack of food and medicine. Moreso than in any other period in history, the discrepancy between the standards of living of the rich and poor are staggering, and each day the gap grows wider. The impending doom of nuclear war, and the more immediate threat of poverty and starvation for millions all over the world in order to fuel the vision of destruction, create an impression that this is the worst of all possible worlds.

However, the prospects for curing today’s social ills are bright indeed, and the outcome of our collective nightmare may well be a united world dedicated to the health of the planet. In the breakdown of our institutions lies a change for a new order, and the types of organizations that replace the old in our lifetimes are likely to bring humanity to a greater achievement of our social values than have ever before been realized. The very technology that is currently being used for spoiling the rich and planning world disaster could just as easily serve

all the world's people, to meet the basic human needs of health, food, and shelter for all. Our era is one of revolution and immense progress in science and technology: this is a promise that if used wisely and with humanity, technology may help to bring about "the best of times."

The creative solution to today's world-wide problems lies not just in technology, but in the shared responsibility for the future of our race and our planet. To make these "the best of times," it is our challenge to reverse the trends that threaten to destroy us. Increased participation by people united with this one purpose, all over the world, is a positive trend. The "best of times" are those in which all mankind sees the world as one, and every person becomes an active world citizen: creating "the best of times" is the greatest challenge of all times.

Essay B—This essay is scored a 4.

"It was the best of times, it was the worst of times." Charles Dickens wrote this phrase to describe the times of the French revolution. This concept not only applies to historic times, but also to the present.

It is true that we live in both the best and the worst of times even though there might possibly be a small number of people taking sides. People present arguments stating that we are in the best of times, better off than we have ever been. But again, there are those people on the opposite side saying we are not making any progress at all. What these people don't realize is that they are both correct in their opinions. Perhaps we are better off than two-hundred years ago but aren't making any progress to prove that point.

With each new day we make more advances. These advances include such things as more powerful rockets, better agricultural methods, and cures for diseases once considered terminal. One very important improvement that these advances has caused is the increase in the number of opportunities open to both men and women. You can look all around and see the endless number of things women can and will accomplish in today's society. The advances in our technology have also resulted in better wages for workers, not to mention better jobs, and, also, safety and efficiency in the many commodities of our everyday lives.

The times of today can also be termed the worst of times because of the many problems we face. We have heard so often of a shortage of one thing or

another. A major problem today is unemployment. Technology has introduced us to the robot age. Thus, putting many laborers out of work. Many old people who grew up in "the olden days" often remark on the morals of today's young people. Our parents and grandparents believe that children grew up properly when they were young because they had more discipline. This resulted not only in higher personal morals but also closer family bonds.

Today we live in a society where things are more efficient, safer, and much more convenient for our ease and comfort. In this aspect we exist in "the best of times"; but, perhaps, our struggle for improvement has also caused us to suffer the consequences. "It was the best of times, it was the worst of times."

Essay C—This essay is scored a 2.

Revolution means change and it can be in the best of time when it brings out the changes it needs.

In order to make a country great, the government must look to the social and economic upliftment of the people. Many people nowadays need jobs in order to get the necessary things in their life. If there will be a decrease in the percentage of unemployment, less problems will arise.

It is the best of time when everyone has a job, the elderly are taken care of, equal opportunity, desegregation in school, no long lines in the social services, no big companies are closed and people are well-secured in their jobs.

Today could be the worst of time if many people could not have jobs. If the situation is like this, many people will have great problems. It is like in the French revolution when many people revolted against the government because they were discontented. They were discontented because they saw that only the upper class or the elite had the nice things in life.

Sample Topic 2:

There are no challenges so difficult, no goals so impossible, as the ones we set for ourselves.

Write an essay in which you discuss the extent to which you agree or disagree with the statement above. Support your discussion with specific reasons and examples from your reading, experience, or observations.

Sample Topic 3:

Nobody ever made any progress by being contented or satisfied. Discontent is vital to growth and development—whether we are talking about one person or a whole nation.

Write an essay in which you discuss the extent to which you agree or disagree with the statements above. Support your discussion with specific reasons and examples from your reading, experience, or observations.

Study Resources

Most textbooks used in college-level English Composition courses cover the topics in the outline given earlier, but the approaches to certain topics and the emphasis given to them may differ. To prepare for the English Composition exam, it is advisable to study one or more college textbooks, which can be found in most college bookstores. When selecting a textbook, check the table of contents against the “Knowledge and Skills Required” for this test.

To become aware of the processes and the principles involved in presenting your ideas logically and expressing them clearly and effectively, you should practice writing. Ideally, you should try writing on a variety of subjects and issues, starting with those you know best and care about most. Ask someone you know and respect to respond to what you write and to help you discover which parts of your writing communicate effectively and which parts need revision to make the meaning clear. You should also try to read the works of published writers in a wide range of subjects, paying particular attention to the ways in which they use language to express their meaning.

Additional suggestions for preparing for CLEP exams are given in “Preparing to Take CLEP Examinations.”

Answer Key

- | | |
|-------|-------|
| 1. A | 37. C |
| 2. B | 38. E |
| 3. C | 39. A |
| 4. E | 40. B |
| 5. B | 41. D |
| 6. C | 42. A |
| 7. D | 43. C |
| 8. C | 44. A |
| 9. D | 45. D |
| 10. E | 46. E |
| 11. D | 47. D |
| 12. E | 48. B |
| 13. B | 49. A |
| 14. C | 50. B |
| 15. E | 51. D |
| 16. E | 52. E |
| 17. B | 53. C |
| 18. C | 54. B |
| 19. D | 55. C |
| 20. C | 56. E |
| 21. C | 57. D |
| 22. D | 58. A |
| 23. B | 59. B |
| 24. C | 60. E |
| 25. A | 61. D |
| 26. B | 62. A |
| 27. E | 63. C |
| 28. B | 64. D |
| 29. C | 65. A |
| 30. B | 66. C |
| 31. C | 67. B |
| 32. B | 68. E |
| 33. B | 69. A |
| 34. C | 70. E |
| 35. B | 71. C |
| 36. D | |

I. Preparing to Take CLEP Examinations

Having made the decision to take one or more CLEP exams, most people then want to know how to prepare for them—how much, how long, when, and how should they go about it? The precise answers to these questions vary greatly from individual to individual. However, most candidates find that some type of test preparation is helpful.

Most people who take CLEP exams do so to show that they have already learned the key material taught in a college course. Many of them need only a quick review to assure themselves that they have not forgotten what they once studied, and to fill in some of the gaps in their knowledge of the subject. Others feel that they need a thorough review and spend several weeks studying for an exam. Some people take a CLEP exam as a kind of “final exam” for independent study of a subject. This last group requires significantly more study than do those who only need to review, and they may need some guidance from professors of the subjects they are studying.

The key to how you prepare for CLEP exams often lies in locating those skills and areas of prior learning in which you are strong and deciding where to focus your energies. Some people may know a great deal about a certain subject area but may not test well. These individuals would probably be just as concerned about strengthening their test-taking skills as they would about studying for a specific test. Many mental and physical skills are used in preparing for a test. It is important not only to review or study for the exams but also to make certain that you are alert, relatively free of anxiety, and aware of how to approach standardized tests. Suggestions about developing test-taking skills and preparing psychologically and physically for a test are given in this chapter. The following section suggests ways of assessing your knowledge of the content of an exam and then reviewing and studying the material.

Using the Examination Guides

Whether you are using the latest edition of this *Study Guide*, or you have downloaded an individual examination guide from the CLEP Web site, you will find the same information. Each exam guide includes an outline of the knowledge and skills covered by the test, sample questions similar to those that appear on the exam, and tips for preparing to take the exam.

You may also choose to contact a college in your area that offers a course with content comparable to that on the CLEP exam you want to take. If possible, use the textbook required for that course to help you prepare. To get this information, check the college’s catalog for a list of courses offered. Then call the admissions office, explain what subject you’re interested in, and ask who in that academic department you can contact for specific information on textbooks and other study resources to use. Be sure that the college you’re interested in gives credit for the CLEP exam for which you’re preparing.

Begin by carefully reading the test description and outline of knowledge and skills required for the exam in the exam guide. As you read through the topics listed, ask yourself how much you know about each one. Also note the terms, names, and symbols that are mentioned, and ask yourself whether you are familiar with them. This will give you a quick overview of how much you know about the subject. If you are

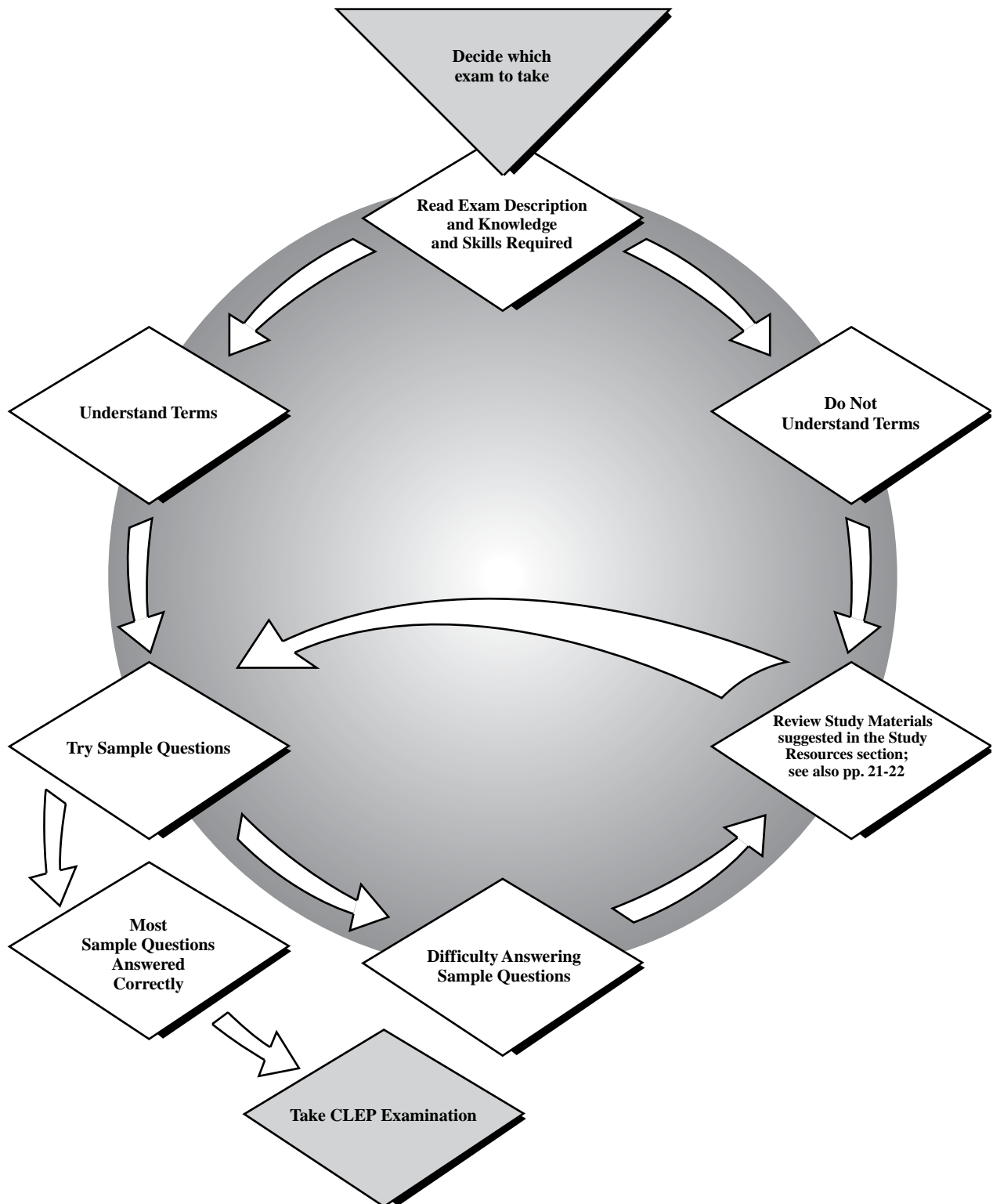
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familiar with nearly all the material, you will probably need a minimum of review; however, if topics and terms are unfamiliar, you will probably require substantial study to do well on the exam.

If, after reviewing the test description provided in the exam guide, you find that you need extensive review, put off answering the sample questions until you have done some reading in the subject. If you complete them before reviewing the material, you will probably look for the answers as you study, and they will not be a good assessment of your ability at a later date. Do not refer to the sample questions as you prepare for the exam. None of the sample questions appear on the CLEP exam, so concentrating on them without broader study of the subject won't help you.

If you think you are familiar with most of the test material, try to answer the sample questions, checking your responses against the answer key. Use the test-taking strategies described in the next chapter.

Assessing Your Readiness for a CLEP Examination



Suggestions for Studying

The following suggestions have been gathered from people who have prepared for CLEP exams or other college-level tests.

1. Use CLEP tutorials.

Make sure you are familiar with the computer-based format of the CLEP exams. Use the *CLEP Sampler*, which can be downloaded from the CLEP Web site, to familiarize yourself with CLEP CBT exams before taking the test; it's also the only *official* CLEP tutorial program for computer-based testing. You can find the *Sampler* on the Web at www.collegeboard.com/clep. If you are not comfortable using a computer, you can practice the necessary pointing, clicking, and scrolling skills by working with the *Sampler*. You'll also be able to practice using the testing tools that will help you navigate throughout the test, and you'll see the types of questions you'll be required to answer.

If you don't have access to a computer, check with the library or test center at the school where you'll be testing. Many CLEP test centers and college libraries will have the *Sampler* installed on computers in public areas, so you'll be able to practice and review before your test date. The tutorials are also part of the testing software, and you'll be able to work through them before you begin your test. Check with the test center to see how much time will be allotted for your testing appointment; then you can determine how much time you might need to spend on the tutorials.

Remember, if you want to review *content* covered by each examination, the exam description includes a content outline, a description of the knowledge and skills required to do well, and sample questions. An answer key is also included. However, this exam guide is not intended to replace a textbook. Additional study may be required.

2. Define your goals and locate study materials.

First, determine your study goals. Set aside a block of time to review the exam guide and then decide which exam(s) you will take. Using the guidelines for knowledge and skills required, locate suitable resource materials. If a preparation course is offered by an adult school or college in your area, you might find it helpful to enroll. (You should be aware, however, that such courses are not authorized or sponsored by the College Board. The College Board has no responsibility for the content of these courses; nor are they responsible for books on preparing for CLEP exams that have been published by other organizations.) If you know others who have taken CLEP exams, ask them how they prepared.

You may want to get a copy of a syllabus for the college course that is comparable to the CLEP exam(s) you plan to take. Some colleges, like MIT and Carnegie Mellon, offer their course materials for free online; these can be an excellent resource. You can also ask the appropriate professor at the school you'll be attending, or check his or her Web site, for a reading list. Use the syllabus, course materials and/or reading list as your guide for selecting textbooks and study materials. You may purchase these or check them out of your local library. Educational Web sites, like those offered by PBS or the National Geographic Society, can be helpful as well.

I. PREPARING TO TAKE CLEP EXAMINATIONS

Check with your librarian about locating study aids relevant to the exams you plan to take. These supplementary materials may include, for example, videos or DVDs made by education-oriented companies and organizations; language tapes; and computer software. And don't forget that what you do with your leisure time can be very educational, whether it's surfing current-events Web sites, watching a PBS series, reading a financial newsletter, or attending a play.

3. *Find a good place to study.*

To determine what kind of place you need for studying, ask yourself these questions: Do I need a quiet place? Does the telephone distract me? Do objects I see in this place remind me of things I should do? Is it too warm? Is it well lit? Am I too comfortable here? Do I have space to spread out my materials? You may find the library more conducive to studying than your home. If you decide to study at home or in your dorm, you might prevent interruptions by other household members by putting a sign on the door of your study room to indicate when you will be available.

4. *Schedule time to study.*

To help you determine where studying best fits into your schedule, try this exercise: Make a list of your daily activities (for example, sleeping, working, eating, attending class, sports, or exercise) and estimate how many hours a day you spend on each activity. Now, rate all the activities on your list in order of their importance and evaluate your use of time. Often people are astonished at how an average day appears from this perspective. You may discover that your time can be scheduled in alternative ways. For example, you could remove the least important activities from your day and devote that time to studying or to another important activity.

5. *Establish a study routine and a set of goals.*

To study effectively, you should establish specific goals and a schedule for accomplishing them. Some people find it helpful to write out a weekly schedule and cross out each study period when it is completed. Others maintain their concentration better by writing down the time when they expect to complete a study task. Most people find short periods of intense study more productive than long stretches of time. For example, they may follow a regular schedule of several 20- or 30-minute study periods with short breaks between them. Some people like to allow themselves rewards as they complete each study goal. It is not essential that you accomplish every goal exactly within your schedule; the point is to be committed to your task.

6. *Learn how to take an active role in studying.*

If you have not done much studying for some time, you may find it difficult to concentrate at first. Try a method of studying, such as the one outlined below, that will help you concentrate on and remember what you read.

- a. First, read the chapter summary and the introduction so you will know what to look for in your reading.

- b. Next, convert the section or paragraph headlines into questions. For example, if you are reading a section entitled “The Causes of the American Revolution,” ask yourself, “What were the causes of the American Revolution?” Compose the answer as you read the paragraph. Reading and answering questions aloud will help you understand and remember the material.
- c. Take notes on key ideas or concepts as you read. Writing will also help you fix concepts more firmly in your mind. Underlining key ideas or writing notes in your book can be helpful and will be useful for review. Underline only important points. If you underline more than a third of each paragraph, you are probably underlining too much.
- d. If there are questions or problems at the end of a chapter, answer or solve them on paper as if you were asked to do them for homework. Mathematics textbooks (and some other books) sometimes include answers to some or all of the exercises. If you have such a book, write your answers before looking at the ones given. When problem solving is involved, work enough problems to master the required methods and concepts. If you have difficulty with problems, review any sample problems or explanations in the chapter.
- e. To retain knowledge, most people have to review the material periodically. If you are preparing for an exam over an extended period of time, review key concepts and notes each week or so. Do not wait for weeks to review the material or you will need to relearn much of it.

Psychological and Physical Preparation

Most people feel at least some nervousness before taking a test. Adults who are returning to college may not have taken tests in many years, or they may have had little experience with standardized tests. Some younger students, as well, are uncomfortable with testing situations. People who received their education in countries outside the United States may find that many tests given in this country are quite different from the ones they are accustomed to taking.

Not only might candidates find the types of tests and questions unfamiliar, but other aspects of the testing environment may be strange as well. The physical and mental stress that results from meeting this new experience can hinder a candidate’s ability to demonstrate his or her true degree of knowledge in the subject area being tested. For this reason, it is important to go to the test center well prepared, both mentally and physically, for taking the test. You may find the following suggestions helpful.

1. Familiarize yourself as much as possible with the test and the test situation before the day of the exam. It will be helpful for you to know ahead of time:
 - a. How much time will be allowed for the test and whether there are timed subsections. (This information is included in the examination guides and in the *CLEP Sampler*.)
 - b. What types of questions and directions appear on the exam. (See the examination guides and the *CLEP Sampler*.)
 - c. How your test score will be computed.
 - d. In which building and room the exam will be administered. If you don’t know where the building is, get directions ahead of time.

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- e. The time of the test administration. You may wish to confirm this information a day or two before the exam and find out what time the building and room will be open so that you can plan to arrive early.
 - f. Where to park your car and whether you will need a parking permit or, if you will be taking public transportation, which bus or train to take and the location of the nearest stop.
 - g. Whether there will be a break between exams (if you will be taking more than one on the same day), and whether there is a place nearby where you can get something to eat or drink.
2. Be relaxed and alert while you are taking the exam:
- a. Get a good night's sleep. Last-minute cramming, particularly late the night before, is usually counterproductive.
 - b. Eat normally. It is usually not wise to skip breakfast or lunch on the day you take the exam or to eat a big meal just before testing.
 - c. Avoid tranquilizers and stimulants. If you follow the other directions in this book, you won't need artificial aids. It's better to be a little tense than to be drowsy, but stimulants such as coffee and cola can make you nervous and interfere with your concentration.
 - d. Don't drink a lot of liquids before taking the exam. Leaving to use the restroom during testing will disturb your concentration and reduce the time you have to complete the exam.
 - e. If you are inclined to be nervous or tense, learn some relaxation exercises and use them to prepare for the exam.
3. Be sure to:
- a. Arrive early enough so that you can find a parking place, locate the test center, and get settled comfortably before testing begins. Allow some extra time in case you are delayed unexpectedly.
 - b. Take the following with you:
 - Any registration forms or printouts required by the test center. Make sure you have filled out all necessary paperwork in advance of your testing date.
 - Your driver's license, passport, or other government-issued identification that includes your photograph and signature, as well as a secondary form of ID that includes a photo and/or your signature, such as a student ID, military ID, social security card, or credit card. You will be asked to show this identification to be admitted to the testing area.
 - A valid credit card to pay the \$60 examination fee. (This fee is subject to change.) Although a credit card is the preferred method of payment, you can also pay by check or money order (payable to the College-Level Examination Program). Your test center may require an additional administration fee. Contact the test center to determine the amount and the method of payment.
 - Two pencils with good erasers. You may need a pencil for writing an outline or figuring out math problems. Mechanical pencils are prohibited in the testing room.
 - Your glasses if you need them for reading or seeing the chalkboard or wall clock.
 - c. Leave all books, papers, and notes outside the test center. You will not be permitted to use your own scratch paper; it will be provided by the test center.

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- d. Do not take a calculator to the exam. If a calculator is required, it will be built into the testing software and available to you on the computer. The *CLEP Sampler* and the pretest tutorials will show you how to use that feature.
 - e. Do not bring a cell phone or other electronic devices into the testing room.
 - f. Be prepared to adjust to an uncomfortable temperature in the testing room. Wear layers of clothing that can be removed if the room is too hot but that will keep you warm if it is too cold.
4. When you enter the test room:
- a. Although you will be assigned to a computer testing station, the test center administrator can usually accommodate special needs. Be sure to communicate your needs *before* the day you test.
 - b. Read directions carefully and listen to all instructions given by the test administrator. If you don't understand the directions, ask for help before test timing begins. If you must ask a question after testing has begun, raise your hand and a proctor will assist you. The proctor can answer certain kinds of questions but cannot help you with the exam.
 - c. Know your rights as a test-taker. You can expect to be given the full working time allowed for taking the exam and a reasonably quiet and comfortable place in which to work. If a poor testing situation is preventing you from doing your best, ask whether the situation can be remedied. If bad testing conditions cannot be remedied, ask the person in charge to report the problem on an Electronic Irregularity Report that will be submitted with your test results. You may also wish to immediately write a letter to CLEP, P.O. Box 6656, Princeton, NJ 08541-6656. Describe the exact circumstances as completely as you can. Be sure to include the name of the test center, the test date, and the name(s) of the exam(s) you took. The problem will be investigated to make sure it does not happen again, and, if the problem is serious enough, arrangements will be made for you to retake the exam without charge.

Arrangements for Students with Disabilities

CLEP is committed to working with test-takers with disabilities. If you have a learning or physical disability that would prevent you from taking a CLEP exam under standard conditions, you may request special accommodations and arrangements to take it on a regularly scheduled test date or at a special administration. Contact a CLEP test center prior to registration about testing accommodations and to ensure the accommodation you are requesting is available. Each test center sets its own guidelines in terms of deadlines for submission of documentation and approval of accommodations. Only students with documented hearing, learning, physical, or visual disabilities are eligible to receive testing accommodations. Also, it is important to ensure that you are taking the exam(s) with accommodations that are approved by your score recipient institution.

Testing accommodations that may be provided with appropriate disability documentation include:

- ZoomText (screen magnification)
- Modifiable screen colors
- Use of a reader or amanuensis or sign language interpreter
- Extended time
- Untimed rest breaks

II. Taking the Examinations

A person may know a great deal about the subject being tested but not be able to demonstrate it on the exam. Knowing how to approach an exam is an important part of the testing process. While a command of test-taking skills cannot substitute for knowledge of the subject matter, it can be a significant factor in successful testing.

Test-taking skills enable a person to use all available information to earn a score that truly reflects her or his ability. There are different strategies for approaching different kinds of exam questions. For example, free-response and multiple-choice questions require very different approaches. Other factors, such as how the exam will be graded, may also influence your approach to the exam and your use of test time. Thus, your preparation for an exam should include finding out all you can about the exam so you can use the most effective test-taking strategies.

Taking CLEP Exams

1. Listen carefully to any instructions given by the test administrator and read the on-screen instructions before you begin to answer the questions.
2. Keep an eye on the clock and the timing that is built into the testing software. You have the option of turning the clock on or off at any time. As you proceed, make sure that you are not working too slowly. You should have answered at least half the questions in a section when half the time for that section has passed. If you have not reached that point in the section, speed up your pace on the remaining questions.
3. Before answering a question, read the entire question, including all the answer choices. Don't think that because the first or second answer choice looks good to you, it isn't necessary to read the remaining options. Instructions usually tell you to select the "best" answer. Sometimes one answer choice is partially correct but another option is better; therefore, it's usually a good idea to read all the answers before you choose one.
4. Read and consider every question. Questions that look complicated at first glance may not actually be so difficult once you have read them carefully.
5. Do not puzzle too long over any one question. If you don't know the answer after you've considered it briefly, go on to the next question. Mark that question using the mark tool at the bottom of the screen, and go back to review the question later, if you have time.

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6. Watch for the following key words in test questions:

all	generally	never	perhaps
always	however	none	rarely
but	may	not	seldom
except	must	often	sometimes
every	necessary	only	usually

When a question or answer option contains words such as “always,” “every,” “only,” “never,” and “none,” there can be no exceptions to the answer you choose. Use of words such as “often,” “rarely,” “sometimes,” and “generally” indicates that there may be some exceptions to the answer.

7. Make educated guesses. There is no penalty for incorrect answers. It is to your benefit to guess if you do not know an answer since CLEP CBT uses “rights-only” scoring. (An explanation of the procedures used for scoring CLEP exams is given in the next chapter.) If you are not sure of the correct answer but have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of getting the right answer is improved.
8. Do not waste your time looking for clues to right answers based on flaws in question wording or patterns in correct answers. CLEP puts a great deal of effort into developing valid, reliable, and fair exams. CLEP test development committees are composed of college faculty who are experts in the subjects covered by the exams and are appointed by the College Board to write test questions and to scrutinize each question that is included on a CLEP exam. Faculty committee members make every effort to ensure that the questions are not ambiguous, that they have only one correct answer, and that they cover college-level topics. These committees do not intentionally include “trick” questions. If you think a question is flawed, ask the test administrator to report it, or write immediately to CLEP Test Development, P.O. Box 6600, Princeton, NJ 08541-6600. Include the name of the exam and test center, the exam date, and the number of the exam question. All such inquiries are investigated by test development professionals.

Answering Essay Questions

The English Composition with Essay exam is the only CLEP exam that includes a mandatory essay. Both the multiple-choice section and the essay section of the exam are administered on computer. You are required to type your essay using a format similar to word processing. If you are not at ease using a keyboard, you can prepare by practicing with the tutorial on the *CLEP Sampler*.

The essay for the English Composition with Essay exam will be graded by English professors from a variety of colleges and universities who are trained by CLEP. A process called holistic scoring is used to rate your writing abilities. This process is explained in the examination guide for English Composition with Essay, which also includes graded sample essays and essay questions.

Four other CLEP exams have optional essays. Some colleges or universities may require you to take one of these optional essays as part of the American Literature, Analyzing and Interpreting Literature, English Literature, or Freshman College Composition exam. There is an additional fee of \$10 for each of the optional essays payable to the institution that administers the exam. These essays are administered on paper and are graded by the faculty of the institution that grants the credit. Therefore, you may find it helpful to talk with someone at your college to find out what criteria will be used to determine whether you will get credit. Ask how much emphasis will be placed on your writing ability and your ability to organize your thoughts, as opposed to your knowledge of the subject matter. Find out how much weight will be given to your multiple-choice test score in comparison with your free-response grade in determining whether you will get credit. This will give you an idea of where you should expend the greatest effort in preparing for and taking the exam.

Here are some strategies you will find useful in taking any essay exam:

1. Before you begin to respond, read all the questions carefully and take a few minutes to jot down some ideas or create an outline. Scratch paper will be provided at the test center.
2. If you are given a choice of questions to answer, choose the questions that you think you can answer most clearly and knowledgeably.
3. Determine the order in which you will answer the questions. First, answer those you find the easiest so you can spend any extra time on the more difficult questions.
4. When you know which questions you will answer and in what order, determine how much testing time remains and estimate how many minutes you will devote to each question. Unless suggested times are given for the questions, try to allot an equal amount of time for each question.

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5. Before answering each question, read it again carefully to make sure you are interpreting it correctly. Pay attention to key words, such as those listed below, that often appear in free-response questions. Be sure you know the exact meaning of these words before taking the exam.

analyze	demonstrate	enumerate	list
apply	derive	explain	outline
assess	describe	generalize	prove
compare	determine	illustrate	rank
contrast	discuss	interpret	show
define	distinguish	justify	summarize

If a question asks you to “outline,” “define,” or “summarize,” do not write a detailed explanation; if a question asks you to “analyze,” “explain,” “illustrate,” “interpret,” or “show,” you must do more than briefly describe the topic.

III. Interpreting Your Scores

CLEP score requirements for awarding credit vary from institution to institution. The College Board, however, recommends that colleges refer to the standards set by the American Council on Education. All ACE recommendations are the result of careful and periodic review by evaluation teams made up of faculty who are subject-matter experts and technical experts in testing and measurement. To determine whether you are eligible for credit for your CLEP scores, you should refer to the policy of the college you will be attending. The policy will state the score that is required to earn credit at that institution. Many colleges award credit at the score levels recommended by ACE. Some require scores that are higher or lower than these.

Your exam score will be printed for you at the test center immediately upon completion of the examination, unless you took English Composition with Essay. For this exam, your score will be mailed to you two to three weeks after the exam date. Your CLEP exam scores are reported only to you, unless you ask to have them sent elsewhere. If you want your scores sent to a college, employer, or certifying agency, you must select this option through the examination software. This service is free only if you select your score recipient at the time you test. A fee will be charged for each score recipient you select at a later date. Your scores are kept on file for 20 years. For a fee, you can request a transcript at a later date.

The pamphlet *What Your CLEP Score Means*, which you will receive with your exam score, gives detailed information about interpreting your scores. A copy of the pamphlet is available at www.collegeboard.com/clep. A brief explanation appears below.

How CLEP Scores Are Computed

Your exam score, which reflects the total score for your CLEP exam, will be between 20 and 80. When your raw score is computed, you receive one point for each correct answer. (There is no deduction for a question you do not answer.) This “rights-only” score is converted to the scaled score between 20 and 80. This conversion ensures that scores earned on different forms and editions of the same CLEP examination are comparable to one another.

How Essays Are Graded

The College Board arranges for college English professors to grade the essays written for the English Composition exam. These carefully selected college faculty consultants represent the current curriculums being taught at two- and four-year institutions nationwide. The faculty consultants receive extensive training and thoroughly review the College Board scoring policies and procedures before grading the essays. Each essay is read and graded by two professors, the sum of the two grades is combined with the multiple-choice score, and the result is reported as a scaled score between 20 and 80. Although the format

of the two sections is very different, both measure skills required for expository writing. Knowledge of formal grammar is necessary for the multiple-choice section, but the emphasis in the free-response section is on writing skills rather than grammar.

Optional essays for CLEP composition and literature examinations are evaluated and graded by the colleges that require them, rather than by the College Board. If you take an optional essay, it will be sent with a copy of your score report (which includes only the results of your multiple-choice test) to the institution you designate when you take the test.

You may opt not to have your score sent to a college until after you have seen it. In this case, your essay can still be sent to the college of your choice as long as you request a transcript within 90 days after you take the exam. Copies of essays are not held beyond 90 days or after they have been sent to an institution.