



# COMPASS<sup>®</sup>/ESL

*Sample Test Questions—  
A Guide for Students and Parents*

*Writing Skills*

## ***Note to Students***

*Welcome to the COMPASS Sample Writing Skills Test!*

You are about to look at some sample test questions as you prepare to take the actual COMPASS test. The examples in this booklet are similar to the kinds of test questions you are likely to see when you take the actual COMPASS test. Since this is a practice exercise, you will answer just a few questions and you won't receive a real test score. The answer key follows the sample questions.

Once you are ready to take the actual COMPASS test, you need to know that the test is computer delivered and *untimed*—that is, you may work at your own pace. After you complete the test, you can get a score report to help you make good choices when you register for college classes.

We hope you benefit from these sample questions, and we wish you success as you pursue your education and career goals!

## ***Note to Parents***

The test questions in this sample set are similar to the kinds of test questions your son or daughter will encounter when they take the actual COMPASS test. Since these questions are only for practice, they do not produce a test score; students answer more questions on the actual test. The aim of this booklet is to give a sense of the kinds of questions examinees will face and their level of difficulty. There is an answer key at the end.

## **COMPASS Writing Skills Sample Test Questions**

The Writing Skills Placement Test presents one or more passages, each containing several errors. When an error is detected in a passage, clicking on that section of the passage brings up several alternative segments of text from which a more appropriate segment can be selected and inserted automatically into the text. Items in the Writing Skills Placement Test assess basic knowledge and skills in usage and mechanics (e.g., punctuation, basic grammar and usage, and sentence structure) as well as more rhetorical skills such as writing strategy, organization, and style. Representative samples of items from these knowledge and skill areas are provided in the following pages.

Note that in the sample passages that follow, each section is numbered. In the computerized COMPASS Writing Skills Placement Test, sections are not numbered; instead, errors are identified by moving the cursor to the section of text in which an error is identified and then clicking the left mouse button to make the alternative text options appear.

Sample Passage #1

Grameen Bank

Bangladesh's economy is based primarily on small-scale enterprises  
[ 1 ]  
ran by self-employed men and women. These small-business owners, who make a  
[ 2 ] [ 3 ]  
living as shopkeepers or providers of services, face a problem common to proprietors  
[ 3 ] [ 4 ]  
everywhere: lack of access to credit, particularly among the early start-up phase of an  
[ 4 ] [ 5 ]  
enterprise. Credit, which allows people to obtain the resources and equipment he needs  
[ 6 ]  
to make his business productive, is often, frequently unavailable to those who possess  
[ 7 ]  
little collateral. Thus, many people which would benefit from credit are denied access  
[ 8 ] [ 9 ] [ 10 ]  
to it.

The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who was a  
[ 11 ]  
fine soccer player in his youth, provides the only unique alternative via loans to  
[ 12 ]  
prospective business owners, whether they are given only to those who fall below a  
[ 13 ]  
certain level of assets. Instead of putting up collateral, Grameen customers are  
[ 13 ] [ 14 ]  
accountable with one another, congregating in small groups that meet as a week.  
[ 14 ] [ 15 ] [ 16 ]

Writing Skills Placement Test Sample Items

If one member will fail to repay a loan, the entire group is unable to obtain credit

17

in the future thus, group members have a strong incentive to succeed and support

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others in the group. In the last twenty years, the Grameen Bank has lent two billion

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dollars, and his customers have repaid 97 percent of their loans. Such results have led to

20

21

the creation of similar programs.

21

**Writing Skills Placement Test Sample Items**

Item 1.

- A. Bangladesh's economy is based primarily on small-scale
- B. Bangladesh's economy's is based primarily on small-scale
- C. Bangladesh's economies' are based primarily on small-scale
- D. Bangladesh's economys' is based primarily on small-scale
- E. Bangladesh's economies' is based primarily on small-scale

Item 2.

- A. enterprises ran by self-employed men and women.
- B. enterprises run by self-employed men and women.
- C. enterprises have run by self-employed men and women.
- D. enterprises was run by self-employed men and women.
- E. enterprises had been run by self-employed men and women.

Item 3.

- A. These small-business owners, who make a living as shopkeepers or providers of services,
- B. These small-business owners, who make a living, as shopkeepers or providers of services
- C. These small-business owners, who make a living as shopkeepers, or providers of services
- D. These small-business owners who make a living as shopkeepers or providers of services,
- E. These small-business owners; who make a living as shopkeepers or providers of services,

Item 4.

- A. face a problem common to proprietors everywhere: lack of access to credit,
- B. face a problem common to proprietors everywhere: lack of access credit,
- C. face a problem common to proprietors everywhere: lack of access from credit,
- D. face a problem common to proprietors everywhere: lack of access in credit,
- E. face a problem common to proprietors everywhere: lack of access for credit,

Item 5.

- A. particularly among the early start-up phase of an enterprise.
- B. particularly between the early start-up phase of an enterprise.
- C. particularly below the early start-up phase of an enterprise.
- D. particularly during the early start-up phase of an enterprise.
- E. particularly now the early start-up phase of an enterprise.

Item 6.

- A. Credit, which allows people to obtain the resources and equipment he needs to make his business productive,
- B. Credit, which allows people to obtain the resources and equipment they need to make their businesses productive,
- C. Credit, which allows people to obtain the resources and equipment we need to make our business productive,
- D. Credit, which allows people to obtain the resources and equipment one needs to make our business productive,
- E. Credit, which allows people to obtain the resources and equipment you need to make one's business productive,

Item 7.

- A. is often, frequently unavailable to those who possess little collateral.
- B. is often unavailable many times to those who possess little collateral.
- C. is often unavailable to those who possess little collateral.
- D. is often unavailable frequently to those who possess little collateral.
- E. is often unavailable, all the time, to those who possess little collateral.

Item 8.

- A. Thus, many
- B. Although, many
- C. Nevertheless, many
- D. Since, many
- E. Anyway, many

Item 9.

- A. people which would benefit from credit
- B. people whom would benefit from credit
- C. people whose would benefit from credit
- D. people who's would benefit from credit
- E. people who would benefit from credit

Item 10.

- A. are denied access to it.
- B. are denying access to it.
- C. deny access to it.
- D. denied access to it.
- E. there is access denied to it.

Item 11.

- A. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who was a fine soccer player in his youth, provides
- B. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who visited the University of Michigan, provides
- C. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who studied economics at a highly regarded university, provides
- D. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who is married and has three children, provides
- E. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who returned to Bangladesh in 1972, provides

Item 12.

- A. the only unique alternative
- B. the sole unique alternative
- C. the lone unique alternative
- D. a unique alternative
- E. the exclusive unique alternative

Item 13.

- A. via loans to prospective business owners, whether they are given only to those who fall below a certain level of assets.
- B. via loans to prospective business owners, which are given only to those who fall below a certain level of assets.
- C. via loans to prospective business owners are given only to those who fall below a certain level of assets.
- D. via loans to prospective business owners. Which are given only to those who fall below a certain level of assets.
- E. via loans to prospective business owners, when given only to those who fall below a certain level of assets.



Writing Skills Placement Test Sample Items

Item 14.

- A. Instead of putting up collateral, Grameen customers are accountable with one another,
- B. Instead of putting up collateral, Grameen customers are accountable in one another,
- C. Instead of putting up collateral, Grameen customers are accountable one another,
- D. Instead of putting up collateral, Grameen customers are accountable at one another,
- E. Instead of putting up collateral, Grameen customers are accountable to one another,

Item 15.

- A. congregating in
- B. and congregation in
- C. congregate in
- D. so congregating in
- E. congregating between

Item 16.

- A. small groups that meet as a week.
- B. small groups that meet every weekly.
- C. small weekly groups that meet.
- D. small groups that meet weekly.
- E. small groups weekly each meet.

Item 17.

- A. If one member will fail to repay a loan, the entire group is unable to obtain credit
- B. If one member fails to repay a loan, the entire group is unable to obtain credit
- C. If one member do fail to repay a loan, the entire group is unable to obtain credit
- D. If one member is fail to repay a loan, the entire group is unable to obtain credit
- E. If one member failing to repay a loan, the entire group is unable to obtain credit

Item 18.

- A. in the future thus, group members have a strong incentive to succeed and support
- B. in the future and thus, group members have a strong incentive to succeed and support
- C. in the future, thus, group members have a strong incentive to succeed and support
- D. in the future, and, thus, group members have a strong incentive to succeed and support
- E. in the future; thus, group members have a strong incentive to succeed and support

Writing Skills Placement Test Sample Items

Item 19.

- A. others in the group. In the last twenty years, the Grameen Bank has lent two billion dollars,
- B. others in the group. In the last twenty years, the Grameen Bank has lended two billion dollars,
- C. others in the group. In the last twenty years, the Grameen Bank lend two billion dollars,
- D. others in the group. In the last twenty years, the Grameen Bank did lent two billion dollars,
- E. others in the group. In the last twenty years, the Grameen Bank lends two billion dollars,

Item 20.

- A. and his customers have repaid 97 percent of their loans.
- B. and their customers have repaid 97 percent of their loans.
- C. and its customers have repaid 97 percent of their loans.
- D. and itself's customers have repaid 97 percent of their loans.
- E. and our customers have repaid 97 percent of their loans.

Item 21.

- A. Such results have led to the creation of similar programs.
- B. Such results: have led to the creation of similar programs.
- C. Such results have led, to the creation of similar programs.
- D. Such results, have led to the creation of similar programs.
- E. Such results; have led to the creation of similar programs.

Item 22.

Suppose the writer wants to show that lending programs, similar to the one administered by the Grameen Bank, have been widely accepted. Which of the following phrases, if added to the last sentence of the essay, would best achieve that goal?

- A. to make credit available
- B. over the years
- C. around the world
- D. to encourage development
- E. with some variations

Item 23.

Suppose the writer had been asked to write an essay explaining the influence of the credit system developed by Muhammad Yunis on the economy of the United States. Does this article fulfill that assignment?

- A. Yes, because the article explains the work of Yunis and his success since 1976.
- B. Yes, because the article says that there are similar credit programs in the United States.
- C. Yes, because the economic influence of the Grameen Bank is felt throughout the world.
- D. No, because the article says that similar credit systems have been established but does not specifically mention the United States.
- E. No, because the article is concerned with the reputation of Yunis as an economist, rather than the credit system he developed.

Item 24.

Which of the following sentences, if added at the end of the first paragraph, would best make the point that there was a need for the Grameen Bank?

- A. This led to a stagnant economy in Bangladesh.
- B. Other people, however, are able to overcome a lack of credit.
- C. Collateral, therefore, is essential for a healthy economy.
- D. Of course, there are some start-up businesses that do not need loans at all.
- E. The banks, however, are able to lend their money in other countries.

Sample Passage #2

Léopold Sédar Senghor

Léopold Sédar Senghor, the Senegalese poet and statesman, leading a life of mythic proportions. Born in a small West African village in 1906, Senghor had directed a movement against French colonial rule that brought Senegal independence in 1959. Senghor served as Senegal's first elected president from 1960 to 1980. Because of Senghor's political influence, therefore, Senegal is today one of Africa's most stable and affluent nations.

After World War II, Senghor has entered politics and held a number of elected positions in France and Senegal between 1946 and 1959. During this time, working ceaselessly in African independence movements, all the while it emphasizes the importance of African cultural identity. Senghor's efforts contributed to Charles de Gaulle's grant of national sovereignty to Senegal and other West African countries in 1959.

One legend about Senghor claim that at the moment of his birth, a tree on the

Writing Skills Placement Test Sample Items

ground fell and split, releasing a great spirit that entered the newborn's body.

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Senghor himself did not believe this story, true or not, the tale on the other hand gives

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an appropriately mythic dimension to the life of a man honored for his courageous

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and progressively work for the freedom of African peoples.

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Item 1.

- A. Léopold Sédar Senghor, the Senegalese poet and statesman, leading a life of mythic proportions.
- B. Léopold Sédar Senghor, the Senegalese poet and statesman, led a life of mythic proportions.
- C. Léopold Sédar Senghor, the Senegalese poet and statesman, having led a life of mythic proportions.
- D. Léopold Sédar Senghor, the Senegalese poet and statesman, while leading a life of mythic proportions.
- E. Léopold Sédar Senghor, the Senegalese poet and statesman, in order to lead a life of mythic proportions.

Item 2.

- A. Born in a small West African village in 1906,
- B. Born, in a small West African village in 1906,
- C. Born in a small, West African village in 1906,
- D. Born, in a small West African village, in 1906,
- E. Born in a small, West, African village in 1906,

Item 3.

- A. Senghor had directed a movement against French colonial
- B. Senghor directed a movement against French colonial
- C. Senghor directing a movement against French colonial
- D. Senghor to direct a movement against French colonial
- E. Senghor by directing a movement against French colonial

Item 4.

- A. rule that bringed Senegal independence in 1959.
- B. rule that had bringed Senegal independence in 1959.
- C. rule that did bringed Senegal independence in 1959.
- D. rule that would of brought Senegal independence in 1959.
- E. rule that brought Senegal independence in 1959.

Item 5.

- A. Senghor served as Senegal's first elected president from 1960 to 1980.
- B. Senghor served as, and was officially, Senegal's first elected president from 1960 to 1980.
- C. Senghor won the election and served as Senegal's first elected president from 1960 to 1980.
- D. Senghor was voted in and served as Senegal's first elected president from 1960 to 1980.
- E. Senghor campaigned and served as Senegal's first elected president from 1960 to 1980.

Item 6.

- A. Because of Senghor's political influence, therefore, Senegal
- B. Thus, because of Senghor's political influence, therefore, Senegal
- C. Consequently, due to Senghor's political influence, therefore, Senegal
- D. Because of Senghor's political influence, Senegal
- E. On account of Senghor's political influence, therefore, Senegal consequently

Item 7.

- A. is today one of Africa's most stable and affluent nations.
- B. is today one of Africa's most rock steady and rich nations.
- C. is today one of Africa's most stubborn and moneyed nations.
- D. is today one of Africa's most unflappable and loaded nations.
- E. is today one of Africa's most imperturbable and wealth-enhanced nations.

Item 8.

- A. After World War II, Senghor has entered politics
- B. After World War II, Senghor entered politics
- C. After World War II, Senghor having entered politics
- D. After World War II, Senghor was going to enter politics
- E. After World War II, Senghor had been going to enter politics

Item 9.

- A. and held a number of elected positions in France and Senegal between 1946 and 1959.
- B. and held a number of positions in France and Senegal between 1946 and 1959.
- C. and held some important jobs in France and Senegal between 1946 and 1959.
- D. and held a number of different positions in France and Senegal between 1946 and 1959.
- E. and held a number (two or three) of elected positions in France and Senegal between 1946 and 1959.

Item 10.

- A. During this time, working ceaselessly
- B. During this time, having worked ceaselessly
- C. During this time, he, working ceaselessly
- D. During this time, he worked ceaselessly
- E. During this time, to work ceaselessly

Item 11.

- A. in African independence movements, all the while it emphasizes the importance of African cultural identity.
- B. in African independence movements, all the while it emphatic of the importance of African cultural identity.
- C. in African independence movements, all the while had it emphasized the importance of African cultural identity.
- D. in African independence movements, all the while emphasis was placed on the importance of African cultural identity.
- E. in African independence movements, all the while emphasizing the importance of African cultural identity.

Item 12.

- A. Senghor's efforts contributed to Charles de Gaulle's
- B. Senghors efforts contributed to Charles de Gaulle's
- C. Senghors' efforts contributed to Charles de Gaulle's
- D. Senghors efforts' contributed to Charles de Gaulle's
- E. Senghors effort's contributed to Charles de Gaulle's

Item 13.

- A. grant of national sovereignty to Senegal and other West African countries in 1959.
- B. grant of national sovereignty, to Senegal and other West African countries in 1959.
- C. grant, of national sovereignty to Senegal and other West African countries in 1959.
- D. grant of, national sovereignty to Senegal and other West African countries, in 1959.
- E. grant of national sovereignty, to Senegal and other West African countries, in 1959.

Item 14.

- A. One legend about Senghor claim
- B. One legend about Senghor have claimed
- C. One legend about Senghor had claims
- D. One legend about Senghor has claims
- E. One legend about Senghor claims



Item 15.

- A. that at the moment of his birth, a tree on the ground fell and split,
- B. that at the moment of his birth, a tree on the ground split and fell,
- C. that at the moment of his birth, a tree split and fell to the ground,
- D. that at the moment of his birth, the falling ground split a tree,
- E. that a tree at the moment of his birth split the earth and fell to the ground,

Item 16.

- A. releasing a great spirit that entered the newborn's body.
- B. releasing a great spirit that plundered the newborn's body.
- C. releasing a great spirit that violated the newborn's body.
- D. releasing a great spirit that charmed the newborn's body.
- E. releasing a great spirit that invaded the newborn's body.

Item 17.

- A. Senghor himself did not believe this story, true or not,
- B. Senghor himself did not believe this story. True or not,
- C. Senghor himself did not believe this story, true, or not,
- D. Senghor himself did not believe this story true, or not,
- E. Senghor himself did not believe this story true or not,

Item 18.

- A. the tale on the other hand gives an appropriately
- B. the tale consequently gives an appropriately
- C. the tale nevertheless gives an appropriately
- D. the tale otherwise gives an appropriately
- E. the tale objectively gives an appropriately

Item 19.

- A. mythic dimension to the life of a man honored
- B. mythic dimension to the life for a man honored
- C. mythic dimension to the life whom a man honored
- D. mythic dimension to the life by a man honored
- E. mythic dimension to the life with a man honored

Item 20.

- A. for his courageous and progressively work for the freedom of African peoples.
- B. for his courageous and progress work for the freedom of African peoples.
- C. for his courageous and progressed work for the freedom of African peoples.
- D. for his courageous and progression work for the freedom of African peoples.
- E. for his courageous and progressive work for the freedom of African peoples.

Item 21.

The writer wants to add a sentence that would introduce the second paragraph's discussion of Senghor's activities prior to becoming president of Senegal. Which of the following sentences would best achieve this effect?

- A. Educated in Dakar and Paris, Senghor began his career as a teacher in France.
- B. Senghor goes on to head Senegal's independent government for twenty years.
- C. Senghor was never a very superstitious man.
- D. Senghor's father was a prosperous merchant in the small village of Joal.
- E. Senghor was the first president of the independent Senegal.

Item 22.

If the writer were to eliminate the information in paragraph 3 that Senghor himself did not believe the story about the tree, the essay would primarily lose:

- A. a sense of Senghor's skeptical nature.
- B. insight into African politicians' beliefs.
- C. an illustration of one way a spirit can be released.
- D. a suggestion of the admiration Senghor inspired.
- E. the implication that all African myths involve nature.

Sample Passage #3

Zebra Mussel

An increasing number of lakes and rivers 1 in the northern United States invaded 2  
are being 2 by a species no larger than a fingernail. 3

The zebra mussel probably steamed aboard a transatlantic ship sometime in the 4  
mid-1980s from the Caspian Sea into U.S. waterways. Despite its growth was 4 5  
explosive, partly because the species 5 was preyed upon by very few native predators in 6  
its new environment. As a consequence, the zebra mussels did find 6 a plentiful food 7 8  
supply. They eat huge amounts of phytoplankton, which tiny free-floating sea 8 9  
organisms that dwell in water. Scientists are concerned when the mussels 9 may 10  
compete aggressively with other 11 species that depend on the same food supply. 12

Being invasive, the species concerns industry, public utilities, and boat owners. 13  
Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface. 14  
These colonies can clog your water intake pipes 15 of electric and water treatment plants. 16  
Fishery specialists 16 are currently casting about and baiting their hooks to gun down 17

Writing Skills Placement Test Sample Items

control methods that will cause the lowest amount of damage to water supplies and other

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aquatic species. Two of the alternatives exploring are interrupting the species

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reproductive cycle and finding a bacterium harmful only to zebra mussels.

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Item 1.

- A. An increasing number of lakes and rivers
- B. An increasingly number of lakes and rivers
- C. A number increasing of lakes and rivers
- D. A number increasingly of lakes and rivers
- E. An increasing of lakes and rivers

Item 2.

- A. in the northern United States invaded are being
- B. in the northern United States invaded have been
- C. in the northern United States are being invaded
- D. in the northern United States are been invaded
- E. in the northern United States being invaded are

Item 3.

- A. by a species no larger than a fingernail.
- B. by a species no larger than, a fingernail.
- C. by a species, no larger than a fingernail.
- D. by a species no larger, than a fingernail.
- E. by a species, no, larger than a fingernail.

Item 4.

- A. The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid-1980s from the Caspian Sea into U.S. waterways.
- B. The zebra mussel probably steamed into U.S. waterways sometime in the mid-1980s aboard a transatlantic ship from the Caspian Sea.
- C. The zebra mussel probably steamed, sometime in the mid-1980s, aboard a transatlantic ship into U.S. waterways from the Caspian Sea.
- D. The zebra mussel probably steamed sometime from the Caspian Sea in the mid-1980s into U.S. waterways aboard a transatlantic ship.
- E. The zebra mussel probably steamed from the Caspian Sea aboard a transatlantic ship sometime in the mid-1980s into U.S. waterways.

Item 5.

- A. Despite its growth was explosive, partly because the species
- B. Growth of it, explosive, partly because the species
- C. It's growth was explosive and partly because the species
- D. Where its explosive growth was partly because the species
- E. Once here, its growth was explosive, partly because the species

Item 6.

- A. was preyed upon by very few native predators in its new environment.
- B. found very few predators in its new environment.
- C. found very few native predators and was seldom eaten in its new environment.
- D. was preyed on by very few native predator species in its new environment.
- E. was seldom eaten or preyed on by native predator species in its new environment.

Item 7.

- A. As a consequence, the zebra mussels did find
- B. Consequently, the zebra mussels could find
- C. In contrast, the zebra mussels could find
- D. In addition, the zebra mussels found
- E. For example, the zebra mussels found

Item 8.

- A. a plentiful food supply.
- B. an adequate supply of plentiful food.
- C. a sufficient supply of enough food.
- D. sufficient plenty of adequate food.
- E. plentiful food in adequate supply.

Item 9.

- A. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water.
- B. They eat huge amounts of phytoplankton, free-floating sea organisms that are water-dwelling and tiny.
- C. They eat huge amounts of phytoplankton, sea-dwelling organisms which free-floating in water.
- D. They eat huge amounts of phytoplankton, tiny sea organisms that free-float in water.
- E. They eat huge amounts of phytoplankton, tiny free-floating sea organisms.

Item 10.

- A. Scientists are concerned when the mussels
- B. Scientists are concerned that if the mussels
- C. Scientists are concerned wherein the mussels
- D. Scientists are concerned that the mussels
- E. Scientists are concerned as if the mussels

Item 11.

- A. may compete aggressively with other
- B. may compete aggressively with others'
- C. may compete aggressively with others
- D. may compete aggressively with another's
- E. may compete aggressively with one another's

Item 12.

- A. species that depend on the same food supply.
- B. species that depend on other food supply.
- C. species that depend on in common food supply.
- D. species that depend on simultaneous food supply.
- E. species that depend on equal food supply.

Item 13.

- A. Being invasive, the species concerns industry, public utilities, and boat owners.
- B. The invading species concerns industry, public utilities, and boat owners.
- C. The species, by its invading, concerns industry, public utilities, and boat owners.
- D. The species, by its invasion, is concerning industry, public utilities, and boat owners.
- E. The invasive species is being of concern to industry, public utilities, and boat owners.

Item 14.

- A. Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface.
- B. Zebra mussels cluster in huge colonies, which can anchor themselves to any hard surface.
- C. Zebra mussels cluster in huge colonies, which can anchor itself to any hard surface.
- D. Zebra mussels cluster in huge colonies, which can anchor them to any hard surface.
- E. Zebra mussels cluster in huge colonies, being anchored itself to any hard surface.

Item 15.

- A. These colonies can clog your water intake pipes
- B. These colonies can clog its water intake pipes
- C. These colonies can clog their water intake pipes
- D. These colonies can clog the water intake pipes
- E. These colonies can clog our water intake pipes

Item 16.

- A. of electric and water treatment plants. Fishery specialists
- B. of electric and water treatment plants fishery. Specialists
- C. of electric and water treatment plants, fishery specialists
- D. of electric and water treatment plants fishery, specialists
- E. of electric and water treatment plants fishery specialists

Item 17.

- A. are currently casting about and baiting their hooks to gun down
- B. are currently hatching plans for
- C. are currently searching for
- D. are currently trolling the depths of
- E. are currently skimming the surface of

Item 18.

- A. control methods that will cause the lowest amount of damage to water supplies and other aquatic species.
- B. control methods that will cause the lowest amount of damage, most of which is difficult to repair.
- C. control methods that will cause the lowest amount of damage to water supplies and other aquatic species (some of which are sources of food).
- D. control methods, which must be approved, that will cause the lowest amount of damage to water supplies and other aquatic species.
- E. control methods that will cause the lowest amount of damage (if they work) to water supplies and other aquatic species.

Item 19.

- A. Two of the alternatives exploring are
- B. Exploring, two alternatives are
- C. Two being explored are alternatives
- D. Two are explored alternatives, being
- E. Two alternatives being explored are



Item 20.

- A. interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels.
- B. interrupting the specie's reproductive cycle and finding a bacterium harmful only to zebra mussels.
- C. interrupting the specie reproductive cycle and finding a bacterium harmful only to zebra mussels.
- D. interrupting the species' reproductive cycle and finding a bacterium harmful only to zebra mussels.
- E. interrupting the species's reproductive cycle and finding a bacterium harmful only to zebra mussels.

Item 21.

Suppose the writer wishes to add a sentence after paragraph 1 that will both serve as a transition to the rest of the essay and explain the importance of the information in the paragraphs that follow. Which of the following sentences most effectively fulfills that purpose?

- A. The zebra mussel will provide a difficult challenge for public utility managers.
- B. The zebra mussel is only the latest in a series of immigrant species to thrive in the U.S.
- C. No one knows how far south and west the zebra mussel is likely to spread, but scientists think they may be on the trail of important clues.
- D. Although small in size, the zebra mussel may become a huge problem for pleasure boat owners in North American waterways.
- E. Despite its size, however, the zebra mussel may have a dramatic effect on North American waterways.

Item 22.

If the writer wished to add at the end of the essay a paragraph expanding the discussion of these two alternatives, which of the following sentences would provide the most appropriate introduction?

- A. Many strains of bacteria populate the sea.
- B. The zebra mussel's method of reproduction is similar to that of the oyster.
- C. Ideally, these two methods could be used in combination to control the mussel.
- D. Some scientists hope there is a bacteria that can damage the reproductive cycle of the species.
- E. Fishery specialists are not working alone to resolve this problem; laboratories are involved.

**Correct Answers for the Sample Passage #1 Items**

<b>Item #</b>	<b>Key</b>	<b>Content Category</b>
1	A	Punctuating Breaks in Thought
2	B	Observing Usage Conventions
3	A	Observing Usage Conventions
4	A	Avoiding Unnecessary Shifts in Construction
5	D	Editing and Revising Effectively
6	B	Establishing Logical Order
7	C	Editing and Revising Effectively
8	A	Establishing Logical Order
9	E	Indicating Possessives
10	A	Tense
11	C	Judging Relevancy
12	D	Redundancy
13	B	Relating Clauses
14	E	Observing Usage Conventions
15	A	Forming Verbs
16	D	Observing Usage Conventions
17	B	Forming Verbs
18	E	Punctuating Breaks in Thought
19	A	Tense
20	C	Using Pronouns
21	A	Avoiding Unnecessary Punctuation
22	C	Maintaining the Level of Style and Tone
23	D	Strategy – Audience
24	A	Making Decisions about Cohesion Devices

**Correct Answers for the Sample Passage #2 Items**

<b>Item #</b>	<b>Key</b>	<b>Content Category</b>
1	B	Relating Clauses
2	A	Avoiding Unnecessary Punctuation
3	B	Relating Clauses
4	E	Forming Verbs
5	A	Editing and Revising Effectively
6	D	Editing and Revising Effectively
7	A	Choosing Words to Fit Meaning and Function
8	B	Avoiding Unnecessary Shifts in Construction
9	A	Judging Relevancy
10	D	Relating Clauses
11	E	Avoiding Unnecessary Shifts in Construction
12	A	Punctuating Relationships and Sequences
13	A	Avoiding Unnecessary Punctuation
14	E	Forming Verbs
15	C	Establishing Logical Order
16	A	Choosing Words to Fit Meaning and Function
17	B	Punctuating Breaks in Thought
18	C	Establishing Logical Order
19	A	Observing Usage Conventions
20	E	Assuring Grammatical Agreement
21	A	Making Decisions About Cohesion Devices
22	D	Adding or Revising Supporting Material

**Correct Answers for the Sample Passage #3 Items**

<b>Item #</b>	<b>Key</b>	<b>Content Category</b>
1	A	Observing Usage Conventions
2	C	Forming Verbs
3	A	Avoiding Unnecessary Punctuation
4	B	Establishing Logical Order
5	E	Relating Clauses
6	B	Editing and Revising Effectively
7	D	Establishing Logical Order
8	A	Editing and Revising Effectively
9	E	Editing and Revising Effectively
10	D	Relating Clauses
11	A	Punctuating Relationships and Sequences
12	A	Observing Usage Conventions
13	B	Managing Sentence Elements Effectively
14	B	Assuring Grammatical Agreement
15	D	Using Pronouns
16	A	Punctuating Breaks in Thought
17	C	Choosing Words to Fit Meaning and Function
18	A	Judging Relevancy
19	E	Using Modifiers
20	D	Punctuating Relationships and Sequences
21	E	Adding or Revising Supporting Material
22	C	Adding or Revising Supporting Material